

CODE OF PRACTICE FOR THE DEVELOPMENT, APPROVAL, AND MODIFICATION OF TAUGHT PROVISION

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Purpose

1. This Code of Practice sets out the University's requirements and procedures for the development, approval, and modification of all taught programmes of study and their component parts. The Code applies to all taught programmes of study leading to a named award of the University, including any intermediate awards, and to short courses that lead to the award of credit. It also applies to the taught components of professional doctorate programmes. For programmes delivered in collaboration with a partner organisation, the requirements for programme development, approval, and modification set out in this Code will operate within the broader framework provided by the Code of Practice on the University's Procedures for Managing Higher Education Provision with others.
2. The purpose of this Code is to ensure that:
 - all taught provision is designed to ensure that threshold academic standards are consistently set and maintained;
 - all taught provision is designed to deliver the highest quality learning opportunities for students;
 - the detailed resource implications of taught provision are identified and met;
 - proposals for new provision are consistent with the University's mission and strategy, and with plans for development and growth, have a viable and sustainable market and align with the principles of the Education Excellence programme;
 - the processes used to develop and approve new and modified programmes reflect institutional policies around programme design, assessment, resiliency and student development, as articulated through the Education Excellence programme;
 - the University is able to meet the requirements of the UK Quality Code for Higher Education, aligning with the Advice and Guidance for Course Design and Development; and the requirements of relevant professional, statutory and regulatory bodies (PSRBs);
 - the approach used to approve new and amended programmes is proportionate to the risk inherent in the nature of a particular proposal.
3. This Code is informed by the following QAA Guiding Principles:
 - Strategic oversight ensures that course design, development and approval processes and outcomes remain consistent and transparent.
 - Accessible and flexible processes for course design, development and approval facilitate continuous improvement of provision and are proportionate to risk.
 - Internal guidance and external reference points are used in course design, development and approval.
 - Feedback from internal and external stakeholders is used to inform course content.
 - Development of staff, students and other participants enables effective engagement with the course design, development and approval processes.
 - Course design, development and approval processes result in definitive course documents.
 - Design, development and approval processes are reviewed and enhanced.

Responsibilities

4. Senate, as the University's academic authority, has overriding responsibility for the development, approval, and modification of all taught provision. The University Learning and Teaching Committee

has delegated authority from Senate to agree the framework for programme development and approval as set out in this Code of Practice, and to approve amendments to the Code. Some further aspects are delegated as follows:

- the Quality and Standards Sub-Committee has delegated power to oversee the development and implementation of the requirements of this Code of Practice and, in particular, to convene Programme Approval Panels and to grant Approval in Full to proposals;
- the Head of School, supported by the School Leadership Team, has delegated authority to approve Stage Gate 1 (Initial Opportunity) of Phase One of the programme development and approval process;
- the Head of the relevant college, supported by the College Business Group (CBG) (or its equivalent) has delegated authority to approve Stage Gate 2 (Business Case) of Phase One of the programme development and approval process, on behalf of the College;
- the College Dean of Education, supported by the College Programme and Portfolio Development Group (PPDG) has delegated authority to approve Stage Gate 3 (Academic Case) of Phase One of the programme development and approval process, on behalf of the College. A copy of the Terms of Reference for College PPDGs is set out in Appendix A;
- College Learning and Teaching Committees have delegated power to implement the requirements of this Code of Practice as they relate to the minor modification of existing programmes or modules and, through their Chairs, to grant approval to proposals for such minor modification.

5. Senate maintains oversight of these activities through the following mechanisms:

- approval of this Code of Practice;
- routine reports on the progress of proposals for new programmes and those undergoing major modification;
- regular analysis of the operation of this Code of Practice;
- consideration of an annual academic assurance report;
- the assurance it receives in relation to the effectiveness of the annual developmental review process, such that necessary minor modifications are identified, approved, and implemented in the School's action plans.

Externality

6. The University ensures that the design of its process for the development, approval, and modification of taught provision includes the use of appropriate expertise external to the team developing and delivering the programme. Externality is built into the process in a number of ways:

- initial scrutiny of the strategic and business case for proposals for new programmes involves expertise from outside the proposing school and, for complex proposals, from outside the proposing College;
- external subject experts from other institutions, or from employment or industry, are key members of the Programme Approval Panels convened to consider the detailed academic case for proposals for new programmes or major modifications to existing programmes;
- Programme Approval Panels are Chaired by independent senior academic staff and also include academic staff from disciplines outside the proposing school;

- Programme Approval Panels include student members and representation from the University Career Development Service;
- the requirements of PSRBs are built into the design of programmes, and the scrutiny and approval of proposals may take place in conjunction with the formal accreditation process of a PSRB;
- more informal use of external views is also encouraged through the early stages of programme development, for example, through seeking views of current external examiners, employers, or appropriate professional bodies;
- comments from serving external examiners on existing programmes form a key element of the annual developmental review process and may lead to the major or minor modification of existing programmes or modules.

Design of programmes and modules

7. The formal assurance process for the approval or modification of programmes and modules is predicated on the assumption that programme teams are able to bring forward for consideration well-thought through and fully developed proposals. This means that proposals will be expected to provide clear evidence of a valid strategic and business case, and also a clearly articulated and designed student learning experience.
8. Programme teams will be expected to have considered the following features that are likely to apply to the design of both programmes and modules:

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| Purpose | <p>What is the purpose the programme for the intended learners, for example the provision of personal academic development, preparation for knowledge creation and research, preparation for specific (often professional) employment or for general employment, or as preparation for lifelong learning?</p> <p>Are appropriate learning opportunities provided to support learners to achieve the intended outcomes and purpose(s) of the programme?</p> <p>How does the programme further the University's strategic objectives and demonstrate, in particular, the way in which the priorities set out in the University Learning Strategy and Transferrable Skills Framework, are delivered through the programme design?</p> |
| Currency | <p>Does the curriculum reflect the contemporary state of the discipline?</p> <p>Does the programme design reflect current good practice in pedagogic design and delivery?</p> <p>Does the programme design reflect the needs of the identified market?</p> |
| Level | <p>What is the level – the relative demand, complexity, depth of study, and learner autonomy – of the intended learning outcomes for any named stages of the programme?</p> <p>Where is the programme located on the <i>Framework for higher education qualifications in England, Wales and Northern Ireland</i>?</p> <p>Are there any European or other reference points that should be considered with regard to level?</p> |

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| | What are the appropriate admissions requirements for the level and content of the programme? |
| Progression | How does the curriculum promote progression so that the demands on the learner in intellectual challenge, skills, knowledge, conceptualisation and learning autonomy increase? |
| Flexibility | <p>How does the programme design support the range of requirements of the intended learners, for example, those who study at a distance, international students, students with non-traditional educational backgrounds, or those with disabilities or specific learning difficulties?</p> <p>How does the programme and module design support the effective management of student workload and study time?</p> <p>Is the design of the assessment strategy accessible to those with a disability or specific learning difficulty?</p> |
| Structure and coherence | <p>Are the overall coherence and intellectual integrity of the programme clear from the design?</p> <p>Is there an appropriate balance between core and optional modules, and is the relationship between this and the intended learning outcomes clear?</p> <p>Has the programme been designed in a way that will ensure the students' experiences have a logic and integrity that are clearly linked to the purpose of the programme?</p> <p>Have the academic and practical elements and opportunities for personal development and the academic outcomes been considered?</p> <p>Is there evidence of the programme developing specific skills aligned with the Transferrable Skills Framework?</p> <p>Have the breadth and depth of the subject material to be included in the programme been determined?</p> <p>Is the design of the assessment clearly aligned with the intended learning outcomes of the programme?</p> |
| Assessment | <p>Is there evidence of engagement with the University Assessment Strategy?</p> <p>Is there evidence of engagement with the institutional move towards greater use of digital teaching and learning methods?</p> <p>Does assessment support progression through the programme?</p> |
| Integrity | <p>Are the expectations given to students and others about the intended learning outcomes of the programme realistic and deliverable?</p> <p>Has the feasibility of attainment of the outcomes been considered?</p> <p>Has appropriate provision been made for the academic, administrative, and personal support of the intended learners?</p> |

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| Reference points | <p>Have internal points of reference – for example, Senate Regulations and the principles of the Education Excellence programme – been used to inform the design of the programme?</p> <p>Have external points of reference – for example, subject benchmark statements, the UK Quality Code for Higher Education, the requirements of PSRBs, employer expectations, funding bodies – been used to inform the design of the programme?</p> <p>Is there evidence of consultation with students in the development of the new proposal?</p> |
| Sustainability | Is there evidence of Education for Sustainable Development embedded in the curriculum at either module or programme level? |

9. The documentation required for the formal stages of the approval process will enable programme teams to present detailed and comprehensive information about these design features for scrutiny.

Approval of new programmes of study

10. The University operates a Stage Gate process for the development and approval of a new programme, which is divided into two phases. The phases are then subdivided into five Stage Gates are set out in the flow chart in Appendix Bi. The formal approval process is designed to be completed without placing undue burden on programme teams and in a way that allows the University to bring new programmes to the market in an appropriately agile way. The key determinant of the length of the approval process for a particular proposal is the completeness of the proposal such that it fully addresses all the relevant design issues before presentation for scrutiny. Phase One is the developmental part of the process, Stage Gates 1-3, of which are implemented at College level. Phase Two is the approval part of the process, Stage Gates 4-5 of which are implemented at University level.
11. The table below identifies the individual roles of senior staff to preside over each Stage of the approval process. There is an expectation that in discharging responsibility, the individual receives the necessary support of the relevant body within the College or University governance structure, as set out in the table below:

| Approval and Development Phase | Stage Gate | Approval required | Stage Gate approver | Supporting body |
|--------------------------------|------------|-------------------------------------|-----------------------------------|---|
| Phase One (development) | 1 | Initial opportunity | Head of School | School Leadership Team |
| Phase One (development) | 2 | Business Case | Head of College | College Business Group |
| Phase One (development) | 3 | Academic Case (College Approval) | College Dean of Education | College Programme and Portfolio Development Group |
| Phase Two (approval) | 4 | Academic Case (University Approval) | Chair of Programme Approval Panel | Programme Approval Panel |

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| Phase Two (approval) | 5 | Final University ratification (Report and Response) | Chair of Quality and Standards Sub Committee | Quality and Standards Sub Committee |
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12. It is expected that all new programme developments will be identified in the relevant College Plan(s), such that they have been identified at least a full year before the expected delivery date of the new programme. Other than in exceptional circumstances, the latest date that a Programme Approval Panel will be asked to consider a proposal is six months before the new programme is expected to be delivered. This cut-off date is set on the assumption that the Programme Approval Panel will receive fully-developed, well-designed final proposals (approved through Stage Gate 3) and that the Panel considers that the Programme Team and programme resources are in place to deliver the programme on the intended start date. The development of credit bearing provision that does not lead to an award of the University is also subject to a two stage approval process as outlined above. The process of approval for credit but non award bearing provision shall be proportionate to the scale and risk of the development, including whether it is based on existing provision.
13. To ensure that programme teams are fully supported to meet the University's requirements through both Phase One and Phase Two, the programme development process is supported through the active engagement of a College Programme and Portfolio Development Group (PPDG). The Group's membership will include academic representation through selected Directors of Learning and Teaching from within the College, staff from the Leicester Learning Institute, the Quality Office and other key stakeholders, (the Terms of Reference and Membership for PPDGS are set out in appendix A). This process will ensure that the Programme Team has necessary access to expertise from key professional service providers from within the University.
14. It is a condition of acceptance of proposals for formal scrutiny that programme teams have fully engaged with the support available to ensure that programme design meets the University's requirements. The Secretary to the relevant approval body, in consultation with its Chair, is empowered to decline a submission to a Panel where it is considered to require further work although it is not anticipated that this mechanism will need to be used frequently.

Phase One: Approval in Principle

15. Phase One of the approval process is designed to provide approval of the Business Case proposal and is the responsibility of the proposing College.
16. Final College level approval will be by the Head of College, with the support of the College Business Group (or equivalent). There are some circumstances under which the potential wider implications of new programme developments on the University portfolio or quality assurance processes would require approval from outside of the College. Such circumstances are where:
 - A programme represents a completely new award type for the University, which will require consideration and approval by the University Learning and Teaching Committee;
 - A programme, or suite of programmes, in a completely new subject area, which will require approval by the Executive Board.
17. The programme development processes for new collaborative partnerships and associated programmes are covered by the Code of Practice on Managing Higher Education Provision with Others, while the programme approval process for this type of new provision sits within this code.
18. The purpose of Phase One of the formal approval process is to ensure that proposals meet the strategic and business requirements of the College as well as the University. Detailed information about these issues, together with sufficient details of the proposed academic design to support scrutiny of the business case are required.

19. The key considerations for Phase One are:
- appropriate fit with the University's mission, strategic objectives, with the University Learning Strategy and Transferrable Skills Framework; and with the relevant College strategies;
 - clear evidence of sustainable market demand for the proposal;
 - detailed financial data to demonstrate the financial sustainability of the proposal;
 - evidence that the resources necessary and available to support the provision, both within the school and across the University as a whole, for example, Library, IT and timetabling requirements have been identified and are available;
 - the appropriateness of key features of academic programme design, in sufficient detail to ensure that the academic scope of the proposal is clear and that the Programme Team has undertaken sufficient development to ensure that all strategic or business issues have been identified.
20. Phase One also provides an opportunity to identify any complex or non-standard issues – for example, the involvement of a collaborative partner, or novel or complex regulatory issues – and to ensure that these are referred for detailed consideration as appropriate.
21. The process for proposals which include working with a partner(s) is set out in the Code of Practice on Managing Higher Education Provision with Others.
22. The following documentation and approval is required for a proposal to be considered through Phase One, Stage Gates 1-3:
- Stage Gate 1: Consideration of the initial opportunity by the Head of School with the support of the School's Leadership Team.
 - Stage Gate 2: Consideration of the Business Case (sections A and B of the PDA Form and the Income and Expenditure projection), by the Head of College, with the support of the College Business Group or its equivalent.
 - Stage Gate 3: Consideration of the Academic Case (College approval including section C of the PDA Form, Programme specification(s), module specifications). For DL provision this should also include a copy of the delivery schedule for the programme. Consideration is by the College Dean of Education with the support of the PPDG. Development of the academic case can be completed in parallel to the approval of the Business Case.
- A proposal will not be allowed to proceed from Phase One to Two until written approval has been provided from each Stage Gate of approval. The approving College will be responsible for submitting written approvals to the Quality Office alongside the documentation submission for the proposal.
23. In all cases, the relevant Head(s) of School must signify approval of proposals before they are submitted for Stage Gate 2 consideration. Head(s) of College must signify the College's approval of Stage Gate 2 to the School and Quality Office along with a signed copy of the Business Case.
24. The outcome of Phase One of the process will be one of the following:
- a proposal is granted 'Approval in Principle' and may move to Phase Two of the formal process;
 - a proposal is referred back to the Programme Team for further development;
 - a proposal is referred for further consideration by another body;
 - a proposal is rejected.

25. Where a proposal is granted Approval in Principle, the approving body may identify further issues for the Programme Team to address and request that these be given detailed consideration during Phase Two of the process.
26. Communication of the status and progress of individual proposals shall take place between the School, College Business Group and PPDG and the Quality Office. Once Stage Gate 2 of Phase One is complete (i.e. College approval of the Business Case has been achieved), the relevant College will provide formal confirmation to the Quality Office along with a copy of the final approved Business Case. The Quality Office will then be responsible for confirming Business Case approval to colleagues across the University so that advertising can commence with all materials marked *subject to approval*. This part of the process will NOT be completed until the required written confirmation has been received. Programme teams should note that programmes being advertised as *subject to approval* may only be opened to applicants when the programme receives FINAL approval from QSSC, which will also be communicated by the Quality Office in a Final sign off memo. Programme teams should carefully plan their intended 'open to applicants' date, to ensure the programme is ready to launch at an appropriate time.

Phase Two: Approval in Full

27. Phase Two of the formal approval process is designed to provide 'Approval in Full' for proposals and is the responsibility of the Quality and Standards Sub-Committee (QSSC). Scrutiny of a final proposal and response at Stage Gate 4 is delegated to a Programme Approval Panel or to the relevant College Learning and Teaching Committee, for short courses for the award of credit only.
28. The composition of a Programme Approval Panel will be:
 - a Chair from outside the proposing College, drawn from a pool of senior academic staff approved by QSSC;
 - at least one external adviser, although current or recent external examiners will not be invited to serve as external advisors during the formal elements of the programme approval process;
 - an academic member from a cognate discipline, drawn from a pool approved by QSSC;
 - a further academic member with particular expertise relevant to the features of a specific proposal, for example where the proposal is collaborative;
 - a student sabbatical officer and student representative where possible from a cognate discipline.
 - a Student Success Team representative;
 - a member of staff of the Quality Office will act as Secretary to the Panel.
29. The criteria for selection and the roles of Panel members are set out in Appendix D.
30. The pool of University staff serving as Panel members will be briefed on their roles on an annual basis. External Advisors and student members of Panels will be briefed before the relevant Programme Approval Panel meeting.

Documentation for a Programme Approval Panel

31. The following documentation is required for consideration by the Programme Approval Panel:
 - the documentation considered at stage one of the approval process, together with written confirmation from the body which granted Approval in Principle
 - the full Programme Development and Approval Form (Appendix C)
 - a Programme Specification for each programme under scrutiny
 - a Module Specification for each module contributing to the programme(s) under scrutiny

- a copy of the relevant PPDG minutes;
 - comments from the External Advisor(s) (by correspondence where the external is not present)
 - for proposals relating to distance learning provision, a calendar of study, appropriate examples of learning materials sufficient to allow the Panel to make a judgement about the capability and capacity of the Programme Team to provide a high quality learning experience to students, and a schedule for the timely production of material for all other modules;
 - for proposals involving a collaborative partner, a draft of the contract that will be used to regulate the relationship, confirmation that a due diligence process has been completed and, where appropriate, a draft operational manual for the partnership.
32. Where a proposal for a new programme includes existing modules, these should be reviewed by the Programme Team to ensure that they are both suitable and current. The Programme Approval Panel will ensure that existing modules have been appropriately updated and meet the University's requirements as they currently exist. A programme team will be expected to have addressed any issues of module design arising from modules that are shared across multiple programmes and have consulted appropriately. This means that changes may be required to previously approved modules.
33. Panel members will also be provided with reference material, which will include:
- this Code of Practice;
 - the University's Learning Strategy and Transferrable Skills Framework
 - the relevant Senate Regulations;
 - the Framework for Higher Education Qualifications;
 - the relevant subject benchmark statements;
 - details of any relevant PSRB requirements; a bespoke agenda may be prepared for joint PSRB and University approval events to meet the requirements of internal as well as external reference points. This will be prepared by the Secretary and Chair though consultation with the Programme Team;
 - the Code of Practice on the University's Procedures for Managing Higher Education Provision for others (for collaborative arrangements);
34. The Panel will be provided with a briefing note prepared by the Panel Secretary ahead of the Panel meeting that will be considered alongside the standard agenda which is provided in Appendix E.

The remit of a Programme Approval Panel

35. The role of a Programme Approval Panel is to test the final proposal against the design features set out in paragraph 8 above. A fully worked-up programme design, with a full set of programme documents, is required.
36. The key considerations for a Programme Approval Panel are:
- appropriate fit with the University's strategies, in particular the Learning Strategy and the Assessment Strategy;
 - clear evidence of the way in which threshold academic standards have been set and will be maintained;
 - clear evidence of the design of student learning opportunities such that a coherent academic experience is provided to the intended learners;

- the accessibility of the curriculum and assessment to those learners with a disability or specific learning difficulty;
 - the appropriateness of proposed arrangements for initiatives with a collaborative partner;
 - that the programme design, as expressed in the programme and module documentation, is comprehensive and complete.
 - that there is evidence of alignment with the design features set out in point 8 above and the key priorities identified in the Programme Development and Approval Form;
 - that there is evidence of curriculum development to meet the aims and priorities of the Transferrable Skills Framework;
 - that there is evidence of enhancing curriculum delivery through greater use of digital teaching and learning methods.
37. The Programme Team, together with the relevant Head(s) of School, will be invited to present the proposal to the Programme Approval Panel and to provide any clarification necessary on the proposal. The meeting of the Programme Approval Panel should not be seen as a substitute for a full written articulation of the proposals; rather it is to seek clarification on specific elements of the proposal and to provide an opportunity for a constructive enhancement discussion.
38. A Programme Approval Panel will make one of the following recommendations:
- a proposal is granted Approved in Full, with or without conditions or recommendations;
 - a proposal is granted Approved in Full, with or without recommendations, but only after specified conditions have been met;
 - a proposal is not approved but may be referred for further development.
39. A 'condition' is a requirement that must be met before Approval in Full can be granted. A 'recommendation' is a suggestion for the enhancement of the programme that the Programme Team is required to address through the next annual developmental review cycle. Technical corrections are amendments to the documentation such as factual inaccuracies, typographical errors and incorrect references which require correction within a specific timeframe (prior to delivery) but are not serious enough to prevent approval of the programme.
40. Where conditions are attached to approval of the proposal, the Programme Approval Panel will set a date for the Programme Team to address these satisfactorily. A Programme Approval Panel will not set a large number of substantial conditions that relate to shortfalls in the design or delivery of the programme. In such cases, the Panel will recommend that the programme is not approved but is referred back to the School for further development.
41. For proposals relating to distance learning provision, the Programme Approval Panel will also approve a schedule for the timely production of material for all modules and the module materials for the first module of delivery.
42. For proposals involving a collaborative partner, the Programme Approval Panel will also approve the academic aspects of the contract intended to govern the collaborative relationship.
43. The Panel Secretary will provide to the Programme Team an outline note of the decision of the Programme Approval Panel, to include any conditions and recommendations, within one working day of the Panel meeting. A full report, following the template provided in Appendix F, will be issued once it has been approved by the Panel, normally within 2 weeks of the Panel meeting.
44. The Programme Team will provide by the specified deadline a written response using the standard response template provided in Appendix G, to any conditions, together with appropriate evidence

including redrafted programme and/or module documentation to the Panel Secretary. Unless specified otherwise by the Panel, the Chair of the Panel, in consultation with the Secretary, will determine whether there is sufficient evidence to conclude that the conditions have been met. The process and agreed timeline for responding to PSRB outcomes resulting from a joint approval and accreditation panel will be agreed by the Panel during the approval meeting.

45. Stage Gate 4; is the mechanism by which the Chair of the Programme Approval Panel is able to formally recommend approval of the proposal, on behalf of the programme approval panel and after conditions have been met where relevant, to the Quality and Standards Sub Committee for consideration.
46. Stage Gate 5 is approval in Full on behalf of Senate by QSSC. The Chair of QSSC will provide final ratification of the proposal with the support of the Committee as necessary.
47. Senate will receive a report of approvals. Once the proposal has been granted Approval in Full offers of admission may be made to applicants.
48. The University Learning and Teaching Committee and Senate will receive an annual report from the Quality and Standards Sub-Committee on the operation of the programme development and approval process.
49. Communication of the status and progress of individual proposals shall be undertaken by the Secretary to the Programme Approval Panel to ensure that where Approval in Full has been granted, the steps required to make offers to prospective students and to facilitate the operational delivery of the programme can be completed.

Stage two approval of stand-alone credit bearing modules

50. Following Phase One approval, proposals for the creation of individual stand-alone credit bearing modules for CPD or other purposes may be considered and approved by College Learning and Teaching Committees, which will receive a proposal form and relevant module specification forms. Additional comments may be sought from external examiners if required. A record of approved modules will be sent to the Admissions Office and Student Records.

Modification of existing programmes and modules

51. The Code of Practice for Annual and Periodic Developmental Review sets out the University's requirements for the annual review of existing programmes and their constituent parts through the process of Annual Developmental Review. Where a programme team determines that modifications to existing programmes or modules are necessary following the ADR process, or where changes become necessary for other reasons, proposals will be considered as set out in the following sections.
52. Modifications to existing programmes or modules are categorised as either 'major modifications' or 'minor modifications'. The paragraphs below provide more information about each of these, with the table in Appendix H exemplifying the type and extent of proposed modifications that would fall into each category.
53. In order to ensure that the University meets its obligations with regard to Consumer Rights Legislation, programme teams are required to undertake communications and consultations with current and prospective students where necessary in the event that changes relate to their current or intended programme of study. For further guidance please refer to the Quality Office.

Approval of major modifications to existing programmes

54. A major modification is one which involves substantial change to an existing programme of study in one or more respects. Such changes will have been identified in College Plans in most cases. Major modifications cannot be made to programmes on which students are registered without prior consultation. Schools should be aware that there is a significant lead-in time before a modification can be implemented. Examples of major modifications include:

- the award to which a programme leads;
 - the overall programme aims and/or intended learning outcomes;
 - the approved length and/or mode(s) of study of the programme;
 - changes that would require an approved derogation from the Senate Regulations;
 - a change to, or addition or deletion of, module(s) where the effect of this would lead to an alteration in the overall aims and/or intended learning outcomes of the programme;
 - a significant change to the resources required to deliver the programme.
55. The process for approving a major modification to an existing programme of study is based on that used to approve proposals for new programmes of study; this is set out in paragraphs 10-30 above and in Appendix H. The precise arrangements necessary to consider and approve a proposal for a major modification to an existing programme will be proportionate to the risk inherent in the nature of the particular proposal. This might mean, for example, that:
- comments from the external advisor(s) may be gathered by correspondence;
 - a Programme Approval Panel may conduct its business by correspondence.
 - the Programme Specification for each programme must be specific to and available by cohort year of entry to comply with version control requirements. Schools must ensure that new modifications to the curriculum are reflected in the programme documentation specific to each of the affected cohorts.
 - Schools must be able to provide evidence to demonstrate that consultation has taken place with all the affected cohorts.
56. The Director of Academic Services is empowered to determine the most appropriate approach for a particular proposal for a major modification, in consultation with the Chair of the Quality and Standards Sub-Committee where appropriate.

Change of Programme Title, addition of a specialism or Year in Industry

57. Proposals to amend the title of an existing programme, for the addition of a named specialism to an existing suite within a programme, or the addition of a Year in Industry (where the standard CDS model for placement preparation and management is being used), may be considered and approved by College Learning and Teaching Committees. Where a local model will be employed for the preparation and management of placements, then consideration of the proposal by a programme approval panel will be required.
58. College Learning and Teaching Committees will consider a programme proposal form and a revised programme specification for a change in title. For the addition of a specialism relevant module specifications will also be considered. A report will also be requested from the external examiner for the programme. College Learning and Teaching Committees may request such other information as may be necessary for full consideration of the proposal. A record of approved amendments will be forwarded to the Admissions Office and Student Records.
59. In cases where a school wishes to develop named specialisms for a programme where specialisms have not previously existed this will be considered a major modification and the process outlined in paragraphs 54-56 will apply.
60. Where a proposal is made to offer an existing MSc programme on an intercalated basis, it can be considered and approved by QSSC on submission of the form provided in Appendix L.

Approval of minor modifications to existing programmes and modules

61. There will be a published annual window for minor amendments to programmes and modules for delivery in the following years, via the process of Curriculum Planning.
62. A minor modification to an existing programme of study is one which does not affect the overall aims or intended learning outcomes, but may involve changes to one or more of the following aspects:
 - a change to, or addition or deletion of, module(s) where the effect of this would not lead to an alteration in the overall aims and/or intended learning outcomes of the programme;
63. Minor modifications may also be made to existing modules:
 - module title;
 - learning and teaching strategy, including a change to the balance of student workload;
 - assessment methods and weightings;
 - syllabus and curriculum updating.
64. Where a minor modification to an individual module is proposed it is necessary to ensure that any impact on existing programme(s) is taken into account and fully addressed.
65. The process for minor modifications does not include the annual updating of operational information conducted by Student Records. This administrative process does not require approval through the modification process, unless a particular change meets the definition of a minor modification.
66. Requests for minor modifications to existing programmes or modules will be considered according to the criteria set out in Appendix H.
67. The following documentation is required for consideration of minor modifications:
 - module level change summary and rationale, Appendix I
 - programme level change summary and rationale, Appendix J;
 - updated module specification(s)
 - updated programme specification(s)
 - evidence of student consultation, where appropriate;
 - evidence of consultation with appropriate staff and school approval;
68. Consultation with relevant staff will be required where the minor modification affects more than one programme. Such consultation may also need to extend across school and College boundaries, or to collaborative partners, where a module is widely shared. Evidence of consultations with other programmes affected by the change(s) will be required.
69. The College Dean of Education, with the support of the College Academic Advisor, will consider proposals for minor modifications. The College Dean of Education may determine whether the proposed minor modifications would benefit from wider consideration by the College Learning and Teaching Committee.
70. The approval process for minor modifications will, in particular, confirm that:
 - there is no reason for the modification to more appropriately be considered to be 'major', for example, where the cumulative effect of a series of minor modifications to a programme have been such as to result in significant changes to a programme (see para74);

- there is an appropriate rationale for the modification;
 - the relevant design features set out in paragraph 8 above have been fully addressed;
 - relevant consultation has taken place and the impact on all existing programmes has been identified and addressed;
 - the relevant documentation has been fully updated to reflect the proposed modification.
71. The College Dean of Education may seek advice in relation to a proposal as they deem necessary.
72. The outcome of the minor modification process will be one of the following:
- a proposal is approved;
 - a proposal is referred back to the Programme Team for further development or consultation;
 - a proposal is deemed to constitute a 'major' modification and referred to that process;
 - a proposal is rejected.
73. Communication of the status and progress of individual proposals shall be undertaken by the College Academic Advisor to ensure that, where approval has been granted, the steps required to facilitate the operational delivery of the programme or module can be completed.
74. Where multiple minor modifications to programmes have been made over more than one academic year, programme teams will be required to consider their cumulative effect on the programme. Teams will be required to comment on the effect of the changes on the programme learning outcomes and the external examiner will be asked to confirm whether the cumulative minor modifications represent a major change. Where this is the case the process for major modifications outlined in paragraphs 54-56 will apply.
75. Requests for minor modification for programmes or modules that arise outside of the standard period will be considered through an exceptional late change mechanism. This will take into consideration the potential impact of the timing of the change on the student experience and the student records and other relevant systems. The Director of Academic Services will be authorised to decline a request for a late change where the impact upon the above would be negative.

Suspension or withdrawal of an existing programme or module

76. Where a school is seeking permission to suspend recruitment to an existing programme or to permanently withdraw an existing programme to new entrants, the process described below should be followed. Withdrawal of a programme is a permanent process and a programme cannot be re-instated after withdrawal. Any proposal would be considered as a new programme proposal in accordance with the requirements articulated in this Code of Practice. Schools may request permission to temporarily suspend a programme to new entrants for a specified period of time.
77. The intention to withdraw or suspend a programme should normally be raised in the College Plan(s). Schools should be aware that there is a significant lead-in time for withdrawing a programme as the University must continue to fulfil its obligations to existing students, applicants and offer holders. If a programme has been advertised and students made offers to study, the University should not withdraw that programme. If, for unavoidable reasons, a programme with offer holders must be withdrawn, applicants and offer holders must be given as much notice as possible and, where appropriate, offer alternative routes of study. The University is committed to the ongoing support of students on programmes that are suspended or withdrawn to ensure that they have the opportunity to complete the award for which they registered. This is set out in the University's [Student Protection Plan](#) which is submitted to the Office for Students and reviewed regularly.

78. The withdrawal of a programme may have resource implications for the School and any other schools involved in its delivery. An initial proposal for withdrawing a programme must therefore be considered by the College Business Groups(s) (or equivalent). Any request to withdraw or suspend must be submitted on the standard form which can be found at:
- <https://www2.le.ac.uk/offices/sas2/courses/suspending-or-withdrawing-courses>
79. A proposal to suspend a programme should indicate the intended date that the programme will resume, where this is known.
80. The proposal to withdraw a programme should be considered by the School Learning and Teaching Committee, which should consider the impact of the withdrawal on other programmes in the School and in other schools in the University. The proposal should then be submitted to the College Business Group or equivalent for consideration. The Quality and Standards Sub-Committee will give final approval for a programme to be withdrawn if it is satisfied that appropriate arrangements are in place to manage the withdrawal and protect the interests of students registered on the programme. This will be reported to Senate.
81. As part of the withdrawal process the School will be asked to provide the proposed date of the last intake of students, the expected end date of the last cohort of students assuming normal progression and the latest potential end date for any particular student, while taking into account the maximum registration period of the programme. The teach-out plan for the remaining students should specifically take into account the maximum possible registration period for remaining students.
82. The School should ensure that the necessary arrangements are in place to manage the running out of the programme with oversight of this process delegated to the School Learning and Teaching Committee.
83. All students must have access to the full range of teaching and learning opportunities until they have finished the programme. In addition to the arrangements for students registered on the programme, consideration must also be given to the impact the withdrawal of the programme may have on students registered on other programmes. Following approval of a programme suspension or withdrawal, the Quality Office will issue a confirmation memo to communicate the decision to the relevant school and professional services staff.
84. The withdrawal of a whole area of provision or suite of programmes may represent a “reportable event” to the “-Office for Students-”. The Quality Office will be able to provide advice on what constitutes a “reportable event”.

Suspension or withdrawal of an existing module

85. Where a school is seeking permission to suspend an existing module that is an approved core module for one or more programmes, the process described in paragraphs 61-75 above for minor modifications will be followed. Where a school wishes to suspend an existing module that is an approved optional module for one or more programmes, but not a core module for any programme, the School Learning and Teaching Committee will confirm this decision, having satisfied itself that the range of student option choices has not been compromised on any programme through the Curriculum Planning process.
86. Where a school is seeking permission to permanently withdraw an existing module, the process described in paragraphs 61 above for minor modifications will be followed and the considerations noted under para 78 above will be applied.

Appendices:

- Appendix A: Terms of Reference for the College Programme Portfolio and Development Group**
- Appendix B: i Programme Development Flowchart**
 - ii Process for the approval of new credit bearing (non-award) provision**
- Appendix C: Programme Development and Approval Form**
- Appendix D: Criteria for the appointment of and roles of members of Programme Approval Panels**
- Appendix E Standard Agenda for Programme Approval Panel meeting**
- Appendix F: Template for reports from Programme Approval Panels**
- Appendix G: Programme Approval Response Form**
- Appendix H: Curriculum Planning – approval consultation**
- Appendix I: Module level change summary and rationale**
- Appendix J: Programme level change summary and rationale**
- Appendix K Programme withdrawal and suspension form**
- Appendix L: Form for proposing an Intercalated option (MSc).**

UNIVERSITY OF LEICESTER

College of xxxxxxx

Programme and Portfolio Development Group

Terms of Reference and Membership

Role

The Programme and Portfolio Development Group is a sub group of the College Learning and Teaching Committee. The Group will review planned programme development; communicate with the programme teams with regard to procedures for the development, approval, and modification of programmes, offer support around programme development and approve the academic cases for new and revised programmes on behalf of the College for submission to the University.

Responsibilities

1. Support departments with the development of existing and new programmes of study in the College, including inter-departmental programmes.
2. Advise on, monitor and promote the progress of individual programme developments.
3. Co-ordinate the support provided by the Quality Office, Leicester Learning Institute and the College with reference to programme development.
4. To feed recommendations for the enhancement of programme development and approval processes through to Learning and Teaching Committee where appropriate.
5. Consider proposals for new and revised programmes in the broader context of the College's programme portfolio.
6. Approve full programme proposal documentation on behalf of the College prior to submission to the Programme Approval Panel, and communicate the outcome to the department, College Learning and Teaching Committee, College Advisory Group and Quality Office.
7. Consider Risk Assessments for new and existing ERASMUS and Study Abroad Partners and communicate the recommendation to the Future Students Office and College Learning and Teaching Committee.
8. Monitor and review new and existing CPD provision in the College.
9. Monitor and review new and existing Academic Partnership Provision.

Reports to

Programme and Portfolio Development Group will report to the College Learning and Teaching Committee, College Advisory Group and University Portfolio Management Group.

Membership

College Learning and Teaching Director or their nominated deputy (Chair)

College Director of Operations

College Marketing and Communications Manager

Distance Learning Team (as required)

Future Students Office

Leicester Learning Institute

Library (as required)

Academic Partnerships (as required)

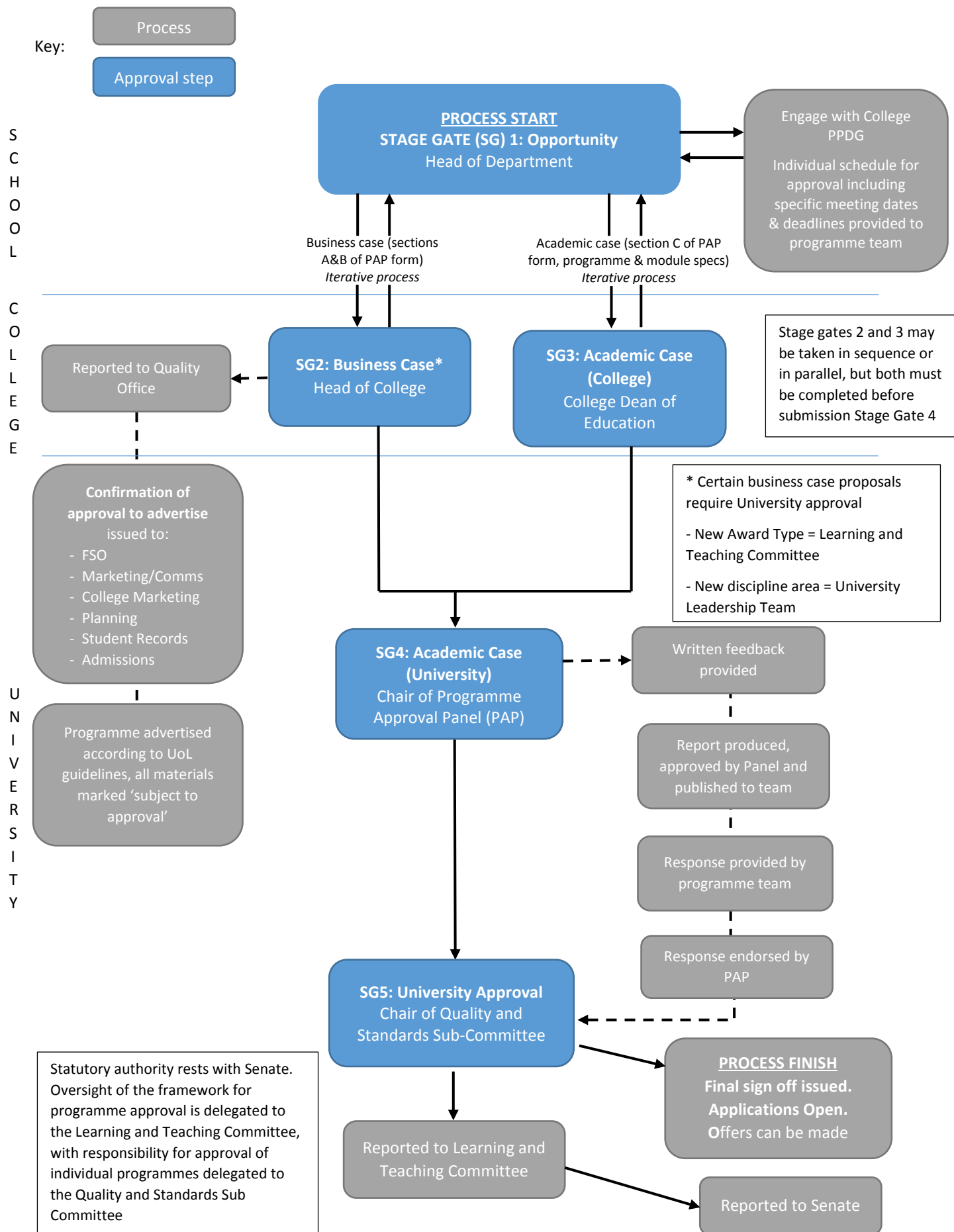
Quality Office (secretariat)

Student Success Team

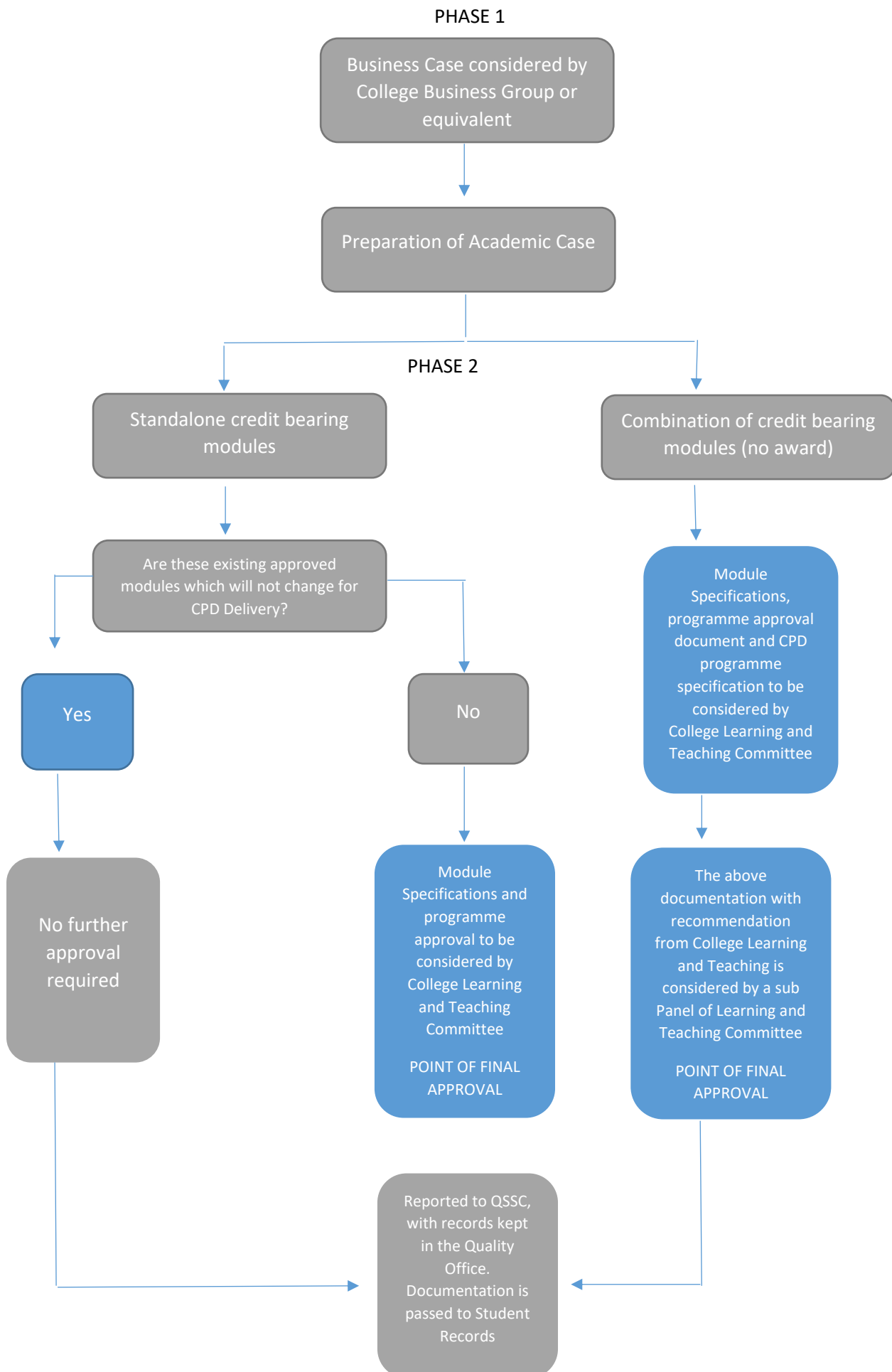
Minimum of three Departmental Learning and Teaching Directors (for the consideration of new and revised programme proposals)

RED (as required for CPD)

College Accountant (as required)



Process for the approval of new credit bearing (non-award) provision



Programme Development and Approval

Section A

Development of New or Major Change to an Existing Programme

Notes: In developing the business case, academic staff are **required to consult** with those colleagues marked * below, and encouraged to work with the others on the list (please specify below which of the following departments/services you have consulted with when constructing the business case for this new programme):

- | | |
|---|---|
| <input type="checkbox"/> Quality Office* (College Academic Advisor) | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Future Students Office (incl Study Abroad) | <input type="checkbox"/> IT Services |
| <input type="checkbox"/> Marketing* | <input type="checkbox"/> Career Development Service* |
| <input type="checkbox"/> Library | <input type="checkbox"/> Timetabling* |
| <input type="checkbox"/> College Accountant* | <input type="checkbox"/> Leicester Learning Institute* |
| <input type="checkbox"/> Current Student Representatives* | <input type="checkbox"/> Academic Partnerships (where relevant) |

It is mandatory to consult with those marked *

Lead Department

[Click here to enter text.](#)

Partner Departments (where applicable)

[Click here to enter text.](#)

Suggested Programme Title

[Click here to enter text.](#)

Programme Overview

(Please complete all relevant boxes)

Level ☐ UG* ☐ PG ☐ PGR

* Are prospective students intended to be off-quota (i.e. with Entry requirements of ABB+) ☐ Yes ☐ No

| Award (e.g. MSc, PGDip, PGCert) | FHEQ Level | Distance Learning* or Campus- based | Full-time or Part- time | Length (section 2 of the Senate Regulations) | | Proposed intake numbers | |
|--|---------------|--|-------------------------------|---|---------|----------------------------|----------|
| | | | | Normal | Maximum | Home/EU | Overseas |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Programme Development and Approval**Section A****Development of New or Major Change to an Existing Programme**

* For Distance Learning proposals, please complete Appendix I before submitting the proposal to the Programme Approval Panel.

Programme Outline

Present a brief programme outline containing indicative modules and credits per level. All taught modules must fit into the standard University 15/30 credit structure.

[Click here to enter text.](#)

Further information on modules, credit ratings and programme structure are available from your [College Academic Advisor](#).

Date of first Intake

[Click here to enter text.](#)

Proposed month to open to applicants:

[Click here to enter text.](#)

Exit awards, if any, including any proposed short course outcomes

[Click here to enter text.](#)

Is the programme intended to be delivered as a collaborative provision arrangement?

Please refer to the University's Code of Practice on Managing Higher Education Provision with Others for definitions of collaborative provision (for example accreditation, advanced standing, franchise, etc).

☐ Yes* ☐ No

*If yes, please complete Appendix II for submission to PAP

Is the programme intended to replace an existing programme(s)?

☐ Yes ☐ No

If yes, please give details of the existing programme(s)

[Click here to enter text.](#)

Will Professional Accreditation be sought?

☐ Yes ☐ No

If yes, please give details.

[Click here to enter text.](#)

Is a Disclosure and Barring Service check (DBS) required for students entering the programme?

☐ Yes ☐ No

Has this proposal been endorsed by the following:

Head of (Lead) Department

☐ Yes

☐ No

Please return this form to: College Academic Advisor, Quality Office

Programme Development and Approval**Section A****Development of New or Major Change to an Existing Programme**

| | | |
|--|------------------------------|-----------------------------|
| Chair of College Academic Committee | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Head of College/College Management Group | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Head of Contributing Colleges (if any) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Proposal submitted by (academic lead – name)

[Click here to enter text.](#)

Contact details for enquiries about the programme for course webpage

[Click here to enter text.](#)

Proposal endorsed by (Head of College on behalf of College Leadership Team – name)

[Click here to enter text.](#)

Comments from Head of College in support of the proposal

[Click here to enter text.](#)

Programme Development and Approval
Market Research and Planning

Section B**Market Research and Planning**

[Initial guidance on conducting market research is available via the [Planning Office](#)]

Rationale

Please indicate the rationale for the introduction of the proposed programme (include strategic choices and how this programme will fit alongside the existing portfolio within the Department/University).

[Click here to enter text.](#)

Summary of how the programme fits with the College Strategy

[Click here to enter text.](#)

Fee

Please outline the proposed UK and International fee level, including a rationale, for the programme [Guidance on the standard fee spine is available via the [Planning Office](#)].

[Click here to enter text.](#)

Is this course eligible for a PG loan?

☐ Yes

☐ No

Potential Market

Please outline the characteristics of potential students e.g. where are they in the world, what is the size of the target market (nationally/internationally), what is their likely source of funding. Please also highlight any sectors of the market we cannot cater for.

[Click here to enter text.](#)

Competitor Information

Who are the main UK and/or overseas competitors? Do any competitors have an advantage over us (i.e. location, fees, etc)?

[Click here to enter text.](#)

Distinctive marketing features of the programme likely to attract prospective students (including any details of accreditation and other comparable programmes offered by competitors)

[Click here to enter text.](#)

Any significant risks and issues arising from this development

[Click here to enter text.](#)

Entry Requirements

For undergraduate programmes, give the proposed entry grade profile for the programme, highlighting any acceptable alternatives to A levels (Access courses, etc). Specify any A level subjects which are a requirement for entry. For postgraduate programmes, give details of any non-standard entry requirements

Please return this form to: College Academic Advisor, Quality Office

Programme Development and Approval**Section B****Market Research and Planning**

and the criteria by which applicants apparently meeting these will be assessed, and any provision for the accreditation of prior certificated learning. All programmes should state the English Language requirement for students whose first language is not English. For further information consult [Section 1](#) of the Senate Regulations.

[Click here to enter text.](#)

Is there a deadline for applications?

☐ Yes

☐ No

If yes, please give deadline.

[Click here to enter text.](#)

What are students' likely next steps after completing the programme (e.g. potential career options) and how will the programme prepare them for these? (Consult Career Development Service if necessary)

[Click here to enter text.](#)

HECoS Code(s) – Higher Education Classification of Subjects

Allocate a code to the programme based on the academic subject. If more than one subject code is appropriate, specify the % for each. For guidance consult the [HECoS guidance](#). or email the Planning Office at statutoryreturns@leicester.ac.uk.

| Code | % |
|------|---|
| | |
| | |
| | |
| | |
| | |

Please complete Appendix III: Programme Development Income and Expenditure Form and attach to this document. For guidance please consult your College Accountant.

New Resources

Please state whether any new resources will be required to develop and maintain the programme, including staff (Academic or Professional Services), library, IT and student recruitment costs. If the programme is to be developed as distance learning and this mode of study is new to the department, please also discuss resource and training requirements with DL Admissions. *These costs must be included in the income/expenditure projections.*

[Click here to enter text.](#)

Space and Timetabling

Please confirm whether the impact of additional student and, where relevant, staff numbers can be accommodated within:

a) Existing departmentally managed space

[Click here to enter text.](#)

Please return this form to: College Academic Advisor, Quality Office

Programme Development and Approval

Section B

Market Research and Planning

- b) Centrally managed teaching space. Please confirm that any requirements for central space associated with this development have been discussed with the Timetabling Office. If the space requirements for the programme cannot be met within existing provision, or if the course requires new specialist facilities or equipment, has this been discussed with Estates and Campus Services?

[Click here to enter text.](#)

Existing Resources

Outline the existing resources that will be utilised by this programme. Make clear any impact on other programmes. These costs must be included in the income/expenditure projections.

[Click here to enter text.](#)

Proposed source of funding (e.g. College, external bodies) for new resources

[Click here to enter text.](#)

Additional Costs

Are there any additional costs (in addition to the fees stated above) that students will be expected to fund (e.g. fieldwork costs, study abroad, etc)? Will any bursary/funding be available for students to cover part/all of these additional costs? Indicate the level of these costs and funding available to students.

Programme Marketing to go on course webpage and printed prospectus

| | |
|---|--|
| Short Description Max 300 characters. This will show at the top of the course page and in the course search results | |
| Course Description What is the course about? Why is this topic interesting, or important, or useful? Why is it worth studying? (NB. We are not looking for lists of aims or learning outcomes.) | |

Programme Development and Approval

Programme Content

Section C

Programme Content

Please provide a brief outline of the intended outcomes of the programme and information on similar programmes at other institutions.

[Click here to enter text.](#)

Further guidance and assistance on curriculum design is available from the Leicester Learning Institute.

Progression Rules

It is expected that the rules of progression governing undergraduate and taught postgraduate programmes, as published in the General Regulations, will apply in all cases. Please refer to the [Senate Regulations](#).

- ☐ Undergraduate rules of progression will apply
- ☐ Postgraduate rules of progression will apply

A programme may only be approved with more strict re-assessment or progression requirements than those set out in the regulations where there is a demonstrable requirement from a professional or statutory regulatory body. Details of requests for non-standard approvals should be given below.

[Click here to enter text.](#)

Scheme of Assessment

It is expected that the schemes of assessment governing undergraduate and taught postgraduate programmes, as published in the General Regulations, will apply in all cases. Please refer to the [Senate Regulations](#) relating to the scheme of assessment and classification.

- ☐ Undergraduate Scheme of Assessment and Classification will apply
- ☐ Postgraduate Scheme of Assessment and Classification will apply

A programme may only be approved with more strict award or classification requirements than those set out in the regulations where there is a demonstrable requirement from a professional or statutory regulatory body. Details of requests for non-standard approvals should be given below.

[Click here to enter text.](#)

External Reference Points and Benchmarks

Where available, which QAA Subject Benchmark Statement(s) have you used as a reference point(s) for the development of the new programme(s)

[Click here to enter text.](#)

Please confirm if the proposed programme(s) has been designed to meet with specific PSRB requirements and list which one as appropriate?

[Click here to enter text.](#)

Please return this form to: College Academic Advisor, Quality Office

Programme Development and Approval

Programme Content

Section C

Please provide a short summary of how the programme addresses the five core areas of the [University Learning Strategy](#).

[Click here to enter text.](#)

Student Engagement

Provide a summary of how current students and student representatives have been engaged in the development of the proposal and the design of the curriculum

[Click here to enter text.](#)

Existing Programmes

Will the programme use existing modules? If so, please list their module codes and titles and indicate any implications for existing programmes that utilise these modules. This includes considering whether changes to the modules are necessary for incorporation in the new programme, and what impact this may have on other programmes where those modules are already present.

[Click here to enter text.](#)

Summary of Programme Delivery and Content

Please include a summary of the programme content along with details of the proportion of learning hours in scheduled learning and teaching sessions, range of teaching types employed. Please mention any special features such as joint provision with another Department, unusual patterns of attendance and the learning and teaching tools that will be implemented.

[Click here to enter text.](#)

Curriculum Coherence and Progression

Is there evidence of intellectual and skills progression between the levels of the programme?

Please explain how the programme strikes an appropriate and cohesive balance between core and optional content. Please explain intellectual and skills progression between the levels of the programme, including how this works for joint degrees and pathways. How do collaborative subject areas complement each other?

[Click here to enter text.](#)

Does the curriculum reflect the contemporary state of the discipline? Are there any innovative aspects that set it apart?

[Click here to enter text.](#)

Teaching Resilience

Consumer protection legislation now requires that all core modules are taught as marketed. Please provide a brief description of the resilience of your core module provision (e.g. team teaching and delivery, formal teaching deputies etc.).

[Click here to enter text.](#)

Please return this form to: College Academic Advisor, Quality Office

Programme Development and Approval

Programme Content

Section C

Shared content

i. Does the programme have modules that are shared across disciplines/departments:

☐ Yes ☐ No

ii. Please identify any shared Modules and the sharing programmes:

[Click here to enter text.](#)

Assessment Design

Please provide a brief rationale how the assessment on the programme addresses the six design principles of the Assessment Strategy? Please refer to the [Assessment Strategy](#) and the [Self-Assessment Tools](#) in developing your narrative for this section.

[Click here to enter text.](#)

Accessibility

How will accessibility for students with specific learning difficulties and disabilities be embedded into curriculum and assessment arrangements? Please refer to the [accessible curriculum checklist](#).

[Click here to enter text.](#)

Student Support

Please state the nature of academic and personal support given to students. If based in more than one School/Department, what administrative arrangements will there be to ensure the coherent delivery and assessment of the programme?

[Click here to enter text.](#)

Quality Assurance and Enhancement

Please provide details of the governance structure for the programme(s), i.e. identify key members of the Programme Team and how the quality management of the programme(s) will be overseen through the Department/School committee structure.

[Click here to enter text.](#)

Please describe how student feedback mechanisms will feed into quality assurance and enhancement processes and structures within the Department/School and how students will be advised of responses to feedback.

[Click here to enter text.](#)

Transferable Skills

Please refer to the [guidance on embedding transferable skills](#).

Have you consulted the Career Development Service?

☐ Yes ☐ No

Please return this form to: College Academic Advisor, Quality Office

Programme Development and Approval

Programme Content

Section C

Have *at least* three skills from the [Transferable Skills Framework](#) been identified for development through core modules in the programme?

☐ Yes ☐ No

What are these?

[Click here to enter text.](#)

Please provide a brief commentary on how each skill is developed progressively to an advanced level throughout the programme, what opportunities does the course provide for students to practise each skill within core modules?

[Click here to enter text.](#)

Are students provided with guidance on how to use the skill *effectively*?

☐ Yes ☐ No

Please provide a brief commentary on how students will recognise and reflect on the skills they have developed.

[Click here to enter text.](#)

Please indicate whether any further employability provision has been embedded into the programme e.g. bespoke employability/skills modules, workshops or events.

☐ Yes ☐ No

What are these?

[Click here to enter text.](#)

Marketing copy for the course webpage: please explain how the course will provide students with career opportunities e.g. graduate job destinations and employability modules.

[Click here to enter text.](#)

Education for Sustainable Development

Please indicate how the programme incorporates Education for Sustainable Development (ESD), which engages with UN Sustainable Development Goals (SDGs), by identifying the following where they exist.

Programme-level Intended Learning Outcomes engaging with UN SDGs; ***for each, please identify:***

- a) the ILO evidencing ESD
- b) the related UN SDG(s)
- c) the Programme Outcome category in which the ILO appears (eg: *(a) Discipline specific knowledge & competencies (i) Mastery of an appropriate body of knowledge*)

Please return this form to: College Academic Advisor, Quality Office

Programme Development and Approval

Programme Content

Section C

Click here to enter text.

Module-level Intended Learning Outcomes engaging with UN SDGs; *for each, identify:*

- a) the ILO evidencing ESD
- b) the related UN SDG(s)
- c) the Code of the Module in which the ILO appears
- d) is the Module Core or Optional

Click here to enter text.

NOTE: for more information on ESD or UN SDGs, please contact ESD@le.ac.uk.

Inclusive Curriculum

Please indicate how the proposal addresses the following aspects of curriculum design:

- a) How does the proposal demonstrate alignment with Education Excellence principles on the “Inclusive Curriculum”? Please provide examples of which demonstrate how the proposal generates a more inclusive curriculum.
- b) What strategies or initiatives exist or will be implemented by the School’s Learning and Teaching Committee for reviewing, monitoring and closing the BAME Attainment Gap for this and other programmes within the School?
- c) How will the Programme Team engage students in the process of regular curriculum review to support the strategic priorities of an inclusive curriculum and eliminating the BAME Attainment Gap?

Click here to enter text.

For discussion of opportunities and challenges and for practical ideas and case studies, please refer to the [Inclusive Curriculum page](#).

Internationalisation

Please indicate how the programme addresses the Internationalisation agenda, by identifying the following where they exist. Please refer to the [University’s International Strategy](#).

International opportunities within the programme (e.g. a period of study/Year in Industry abroad, overseas field course, research project/dissertation or another form of international experience)

Click here to enter text.

Modules that have an international, intercultural or comparative focus and/or are informed by international research.

Click here to enter text.

Opportunity for students to collaborate with other students from diverse cultural and linguistic backgrounds.

Click here to enter text.

Please return this form to: College Academic Advisor, Quality Office

Programme Development and Approval

Programme Content

Section C

Timetabling Requirements

Have specific requirements for the programme(s) been confirmed by Timetabling?

E.g. please identify any special timetabling requirements, e.g. use of lab space (specific wet labs and or PC labs) including likely hours per week and whether there will be regular or sporadic delivery across the year, specific sequencing of modules or events critical to the delivery of the content.

[Click here to enter text.](#)

Staff Development Requirements

Please identify development needs for staff delivering this programme, for example in: accessibility, teaching or assessment methods, student learning and skills development, internationalisation of the curriculum, Education for Sustainable Development

[Click here to enter text.](#)

.

Programme Development and Approval

Distance Learning

APPENDIX 1

Distance Learning

Where a programme proposal involves distance learning delivery, additional scrutiny will be applied to the proposals for delivering the curriculum and supporting students in their studies. **Please comment specifically on how the following key areas will be addressed within any new distance learning programme:**

Programme Administration

- What administrative arrangements are in place to support the programme?
- Will agents be employed to facilitate the programme?

[Click here to enter text.](#)

Programme Delivery

- What will be the primary means of delivery for the programme (i.e. Blackboard, paper-based or a mixture of the two)?
- Will there be any specific requirements for students joining the programme?
- What opportunities will there be for student interaction on the programme, using such methods as online tutorials, asynchronous discussion boards or group work?
- Will additional administration resource be sought to support the delivery of the programme?

[Click here to enter text.](#)

Tutors

- What training will be provided to internal academic staff for delivering a DL programme?
- Will the programme use external associate tutors? If so, what process will the Department put in place for the recruitment, selection, training and monitoring of these staff?
- How will the individual roles of associate tutors and module co-ordinators be defined, and how will this be articulated to students?

[Click here to enter text.](#)

Student Support and Progression

- What measures will be put in place to support students in their studies, both in academic and pastoral terms?
- How will students' progress on the programme be monitored?
- What will the maximum period of registration for the programme be? If this differs from the standard maximum period of registration for DL programmes as published in the General Regulations, separate approval will be required from the Academic Policy Committee.
- How will students undertaking a dissertation be supported?
- How will the relevant systems for support and progression monitoring be articulated to students?

Feedback

Please return this form to: College Academic Advisor, Quality Office

Programme Development and Approval
Distance Learning

APPENDIX 1

- How will compliance with the University Policy of ensuring that feedback on marked work for DL programmes is returned within 28 days be assured?
- What mechanisms will be in place for obtaining feedback from students?

[Click here to enter text.](#)

Collaborative Provision**Notes:**

1. For multi-partner involvement (e.g. tripartite agreements), a copy of this Appendix will need to be completed for all partners involved
2. For more complex collaborative arrangements further information on the operational detail of the partnership and delivery mechanisms for the programme(s) will be required for the approval panel. This may include the development of an Operational Handbook for consideration by the Panel. Please contact the Academic Partnerships Team for advice on this element of the approval process

Name of Proposed Partner

[Click here to enter text.](#)

Legal Status of the Partner Organisation

[Click here to enter text.](#)

Please provide information on the rationale for selection of the partner organisation and its profile

[Click here to enter text.](#)

Please provide summary of the role the University of Leicester and the partner organisation will have in the design and delivery of the programme

[Click here to enter text.](#)

Please insert minute following consideration of the risk assessment by the Collaborative Partnerships Management Group

[Click here to enter text.](#)

Programme Development and Approval
Appendix III
Programme Development Income and Expenditure Form

| A: PDC Development of New Programme Income and Expenditure Projections | | | | | | | |
|---|------------------------------------|---------------|---------------|---------------|---------------|---------------|--|
| Proposed Programme Title: | | | | | | | |
| | | | | | | | |
| Student Numbers | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| Projected student numbers - FT- HEU | | 0 | 0 | 0 | 0 | 0 | |
| Projected student numbers - FT-OS | | 0 | 0 | 0 | 0 | 0 | |
| Projected student numbers - PT HEU | | 0 | 0 | 0 | 0 | 0 | |
| Projected student numbers - PT OS | | 0 | 0 | 0 | 0 | 0 | |
| Projected student numbers - DL HEU | | 0 | 0 | 0 | 0 | 0 | |
| Projected student numbers - DL OS | | 0 | 0 | 0 | 0 | 0 | |
| | | | | | | | |
| Projected Income | Development | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| Fee income | £0 | £0 | £0 | £0 | £0 | £0 | |
| Other income - specify | £0 | £0 | £0 | £0 | £0 | £0 | |
| Other income - specify | £0 | £0 | £0 | £0 | £0 | £0 | |
| Other income - specify | £0 | £0 | £0 | £0 | £0 | £0 | |
| Total Income | £0 | £0 | £0 | £0 | £0 | £0 | |
| | | | | | | | |
| Non-Pay Expenditure | Development - one off costs | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| specify detail | £0 | £0 | £0 | £0 | £0 | £0 | |
| specify detail | £0 | £0 | £0 | £0 | £0 | £0 | |
| specify detail | £0 | £0 | £0 | £0 | £0 | £0 | |
| specify detail | £0 | £0 | £0 | £0 | £0 | £0 | |
| specify detail | £0 | £0 | £0 | £0 | £0 | £0 | |
| specify detail | £0 | £0 | £0 | £0 | £0 | £0 | |
| specify detail | £0 | £0 | £0 | £0 | £0 | £0 | |
| Total Non-Pay Expenditure | £0 | £0 | £0 | £0 | £0 | £0 | |
| | | | | | | | |
| Pay Expenditure (with on-costs) | Development - one-off costs | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| <u>New Staff:</u> Post title, grade, FTE | £0 | £0 | £0 | £0 | £0 | £0 | |
| Post title, grade, FTE | £0 | £0 | £0 | £0 | £0 | £0 | |
| Post title, grade, FTE | £0 | £0 | £0 | £0 | £0 | £0 | |
| <u>Existing Staff</u> Name, job title, grade, FTE | £0 | £0 | £0 | £0 | £0 | £0 | |
| Name, job title, grade, FTE | £0 | £0 | £0 | £0 | £0 | £0 | |
| Name, job title, grade, FTE | £0 | £0 | £0 | £0 | £0 | £0 | |
| Name, job title, grade, FTE | £0 | £0 | £0 | £0 | £0 | £0 | |
| Total Pay Expenditure | £0 | £0 | £0 | £0 | £0 | £0 | |
| | | | | | | | |
| Programme Contribution | £0 | £0 | £0 | £0 | £0 | £0 | |
| Contribution rate | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | |
| Accumulated Contribution | £0 | £0 | £0 | £0 | £0 | £0 | |
| Indicative Central Overheads (Finance Office) | £0 | £0 | £0 | £0 | £0 | £0 | |
| | £0 | £0 | £0 | £0 | £0 | £0 | |
| | £0 | £0 | £0 | £0 | £0 | £0 | |
| | £0 | £0 | £0 | £0 | £0 | £0 | |
| | £0 | £0 | £0 | £0 | £0 | £0 | |
| | £0 | £0 | £0 | £0 | £0 | £0 | |
| | £0 | £0 | £0 | £0 | £0 | £0 | |
| | £0 | £0 | £0 | £0 | £0 | £0 | |
| | £0 | £0 | £0 | £0 | £0 | £0 | |
| | £0 | £0 | £0 | £0 | £0 | £0 | |
| Please return this form to: College Academic Advisor, Quality Office | £0 | £0 | £0 | £0 | £0 | £0 | |
| | £0 | £0 | £0 | £0 | £0 | £0 | |
| Overall Programme Surplus/Deficit | £0 | £0 | £0 | £0 | £0 | £0 | |

Appendix C: Criteria for the appointment of and roles of members of Programme Approval Panels

A programme Approval Panel will consist of the following:

| Position | Criteria for appointment | Role |
|---------------------|--|--|
| Chair | <p>A Pro-Vice Chancellor from outside of the College in which the programme is located, or another senior academic colleague approved by ULTC and meeting the following criteria:</p> <ul style="list-style-type: none">• knowledge of the University's mission and strategic priorities, as set out in the University Learning Strategy and Transferrable Skills Framework;• knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality• Extensive knowledge and experience of the University procedures for the design and approval of new programmes, ongoing monitoring and review of programmes of study;• Familiarity with the core features of a positive student experience, and how these inform programme design;• Knowledge of the wider University portfolio of programmes and the ability to evaluate new proposals within this context• Sufficient academic standing to command the respect of academic peers. | <ul style="list-style-type: none">• To conduct the Panel meeting in such a way as to ensure that sufficient opportunities are given for the Panel to assure itself that the programme proposal meets the national and University level requirements as set out in the relevant codes and benchmarks;• To work with the Panel Secretary where necessary to ensure that all issues relating to compliance with University regulations, codes or policy are identified before the meeting, for discussion with the programme team;• To evaluate the mechanisms that would be in place within the proposing department(s) for the management, monitoring and enhancement of programmes of study, following approval;• To review the response of a programme team to the Panel's report, and to decide whether or not to endorse the proposal on behalf of the Panel for final approval by the Chair of Quality and Standards Sub Committee; |
| External Advisor(s) | <ul style="list-style-type: none">• knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;• competence and experience in the fields covered by the programme of study;• relevant academic and/or professional qualifications to at least the level of the qualification being considered, and/or extensive practitioner experience where appropriate; | <ul style="list-style-type: none">• To confirm that the programme is at the correct level for the proposed award and contains appropriate material for the proposed title;• To confirm that the proposed content of the programme is in line with national benchmarks and comparable with similar programmes in peer institutions;• To confirm that the programme content reflects recent developments within the discipline;• To confirm that the assessment regime for the programme is appropriate to allow students to demonstrate completion of the intended learning outcomes. |

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> • competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures; • sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers; • fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) • awareness of current developments in the design and delivery of relevant curricula; • competence and experience relating to the enhancement of the student learning experience; • where appointed to consider a distance learning programme, relevant experience of distance delivery | |
| Internal Academic Member (cognate discipline) | <p>A member of the academic staff of the University drawn from a pool nominated by the College Deans of Education and approved by the Quality and Standards Sub Committee, who has:</p> <ul style="list-style-type: none"> • knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality; • academic experience of programme delivery at an equivalent level in a cognate or related discipline, sufficient to evaluate the proposals for learning and teaching on the programme; • knowledge and experience of the University procedures for the design and approval of new programmes; • understanding of the principles of effective educational design, including but not limited to constructive alignment, module and programme cohesion and accessibility of the curriculum; | <p>To review the proposals for teaching and learning on the programme, testing these against the design principles set out in paragraph 7 of the Code of Practice, specifically;</p> <ul style="list-style-type: none"> • To review the intended learning outcomes and assessment regime at programme and module level in order to evaluate whether they are cohesive, and provide sufficient opportunities for students to demonstrate their learning; • To evaluating whether the proposal incorporates best practice in programme design • To confirm that the learning, teaching and delivery methods outlined within the proposal are appropriate for the discipline and the level of the programme; • To consider the student experience offered by the programme • To evaluate whether the proposals present a cohesive learning experience for students |
| Internal Academic Member (specialist) | <p>A member of the academic staff of the University approved by the Quality and Standards Sub Committee with particular expertise in any of the following, dependent on the particular nature of the programme:</p> | <ul style="list-style-type: none"> • To consider those aspects of the programme proposal which fall under their area of expertise, and evaluate the proposals for the delivery and management of the programme within this context; |

| | | |
|---------------------------------------|--|--|
| | <ul style="list-style-type: none"> Distance learning Blended learning Industry facing provision CPD Collaborative provision Joint degrees or shared teaching | <ul style="list-style-type: none"> To confirm whether the special features of a programme offer a high standard of student experience, and are informed by best practice developed in other similar provision within the institution; To review any specialist documentation such as contracts which may accompany specific programme developments (such as collaborative contracts) to ensure that they meet University requirements; To consider any other such elements of the proposal to which their wider experience of programme development and delivery may be relevant. |
| Sabbatical Officer and Student member | Including a member of the Students' Union Sabbatical team and a student representing the cognate subject area, to be present, commitments permitting, otherwise participation can be by correspondence | <p>To review a proposed programme and confirm whether, from the perspective of prospective students:</p> <ul style="list-style-type: none"> The intended learning outcomes for the programme clearly illustrate what a student should expect to achieve through their studies; That it is clear through the assessment regime how students will be tested, and what opportunities they will have to demonstrate how they meet the learning outcomes; That the opportunities within the programme to develop transferable skills or undertake specific employability facing activities are clear to students; That there are clear structures in place to support students in their studies, in particular in where the programme is delivered by distance learning or includes periods away from campus. |
| Student Success Team member | One of the Student Support Advisors from the Student Success Teams. Where possible, this should be the Advisor for the College within which the programme is based. | <ul style="list-style-type: none"> To review the programme documentation and in advance of the Panel and ensure that there is evidence of how the programme develops transferrable skills as well as core study skills. To ensure there is commitment to including a YA and YI placement or other professional placement activities where appropriate. To identify opportunities within the programme for students to gain experience outside of the core curricula. |

Commented [BKH1]: Add reference to Student reps

| | | |
|---------------------------------------|--|--|
| Academic Advisor (Panel Secretary) | One of the Academic Advisors based in the Quality Office. Where possible, this should be the Academic Advisor for the College within which the programme is based. | <ul style="list-style-type: none"> • To organise the Panel meeting and ensure that the Panel members have all the documentation necessary to make an informed judgement on the quality and standards of the proposal; • To review the programme documentation in advance of the Panel meeting to ensure that it is of the required standard, and if necessary • To advise on compliance with University regulations and codes of practice, both before and during the Panel meeting; • To advise on wider issues of quality assurance and enhancement as necessary; • To draft the report of the Panel including all of the conditions set for approval, and liaise with the programme team regarding any follow-up actions |
|---------------------------------------|--|--|

University of Leicester

Programme Approval Panel

AGENDA [meeting date]

1. Introductory private Session for the Panel

- Introduction & identify the role of each Panel member
- Confirm the documentation available to the Panel:
 - Programme documentation as set out in the Code of Practice
 - Relevant Senate Regulations, Codes of Practice and external benchmarks
- Identify themes for discussion with the programme team, on the basis of the documentation presented and the themes under section 4 below.
- Confirm that the programme complies with relevant Senate Regulations, or identify areas where a dispensation may be required and establish the context for the decision

2. Full Panel meeting (programme team present)

By the end of the Panel meeting, the Panel must be satisfied that the programme meets the criteria set out in the Code of Practice. To do this, the Programme Approval Panel should specifically explore the following themes with the programme team (*the extent of the consideration of each area will vary depending on the nature of the programme and the documentation presented*):

a) Programme Aims and Entry requirements

TO CONFIRM

- That that aims are appropriate for the content and level of the programme
- That the entry requirements are appropriate for the programme, and that sufficient consideration is given to non-standard entry qualifications or professional experience

b) Academic standards and programme content

TO CONFIRM

- That the programme content is at the appropriate level for the proposed award, and appropriate for the proposed title
- That the programme has been designed to meet relevant QAA Subject Benchmark Statement(s) and PSRB requirements (where applicable)
- That there is clear intellectual coherence and progression within the programme
- That ongoing monitoring and review processes will be in place to maintain academic quality following the approval process and enhance the programme over time

c) Derogation from Regulations

TO CONFIRM

- Where derogation is required, confirm whether there are appropriate pedagogic reasons or external professional requirements to justify a derogation
- That the proposed derogation does not compromise the academic standards and integrity of the proposal

d) Programme organisation and delivery

TO CONFIRM

- That the proposed learning and teaching methods, in terms of both the schedule of contact time and the additional guided learning activities, are appropriate for the intended learning outcomes of the programme
- That core module provision is protected by a plan to ensure teaching resilience

e) Assessment and Feedback

TO CONFIRM

- That the assessment methods used are appropriate to test the learning outcomes at module and programme level
- That there are a sufficient range of assessment methods used throughout the programme to test both students' subject specific and transferable skills
- That the assessment methods used are aligned to the University's Assessment Strategy

f) Student Experience

TO CONFIRM

- That the programme represents a coherent learning experience for students, and that it complies with the various policies and codes of practice to ensure the quality of the student experience.

g) Employability

TO CONFIRM

- That the programme embeds suitable employability provision for students
- That the programme includes explicit reference to the Transferable Skills Framework
- That the programme embeds The Leicester Award for undergraduate students

h) Strategic Themes

TO CONFIRM

- What provision has been made to ensure that the curriculum is addressing the current strategic themes of accessibility, education for sustainable development and internationalisation?

3. Concluding Private Session for the Panel

During the final private Panel session the Panel should explicitly confirm the following:

- Whether the proposal should in principle be approved in full, approved subject to conditions, or referred for redevelopment and resubmission
- If there are any derogations from Senate Regulations requiring approval by the Quality and Standards Sub-Committee
- If there are any commendations to be made by the Panel
- If there are any conditions to be set by the Panel
- If there are any recommendations to be made by the Panel
- If there are any enhancements the Panel have identified which can be shared as good practice
- Whether the departmental response to the conditions can be approved by the Chair, or whether they require consideration by the full panel

Appendix G: Template for reports from Programme Approval Panels

Draft Standard Report template for Programme Approval

The following is a draft template for a programme approval panel report. Each programme will vary, and therefore the following represents a minimum requirement for a programme approval report; it is not intended to limit the information included in the report but rather to confirm what core information is necessary to be included in order to demonstrate compliance with the relevant Code of Practice. Any specific points of consideration that emerged from the Panel session should be included in the report under the appropriate section.

Additional report sections will be included for a collaborative proposal, depending on the nature of the proposal under consideration.

UNIVERSITY OF LEICESTER

PROGRAMME APPROVAL PANEL

Report from the Programme Approval Panel meeting held on xx to consider the introduction of the xx [include the titles of all intended awards)

Panel: (Chair)
(Member from cognate discipline)
(Further academic member)
(Students' Union)
External: (state whether present)

In attendance: PROGRAMME TEAM

Secretary xx

Documentation: in considering this proposal the Panel reviewed the following documents (delete as appropriate):

- Programme approval form
- Programme specification and structure
- Module specifications
- Report from the External Advisor
- Programme Delivery schedule/Calendar of Delivery
- Collaborative contract
- Sample distance learning material
- Business Case (for information)

The proposal was tested by the Panel against the following University regulatory and other material (delete as appropriate):

- Relevant Benchmarks and PSRB requirements
- Regulations governing Admission and Registration
- Regulations governing Taught Postgraduate Programmes of Study
- Regulations governing the Assessment of Taught Programmes
- Appeals, Complaints and Disciplinary Regulations
- Code of Practice for the Personal Support for Students on Taught Programmes
- Code of Practice for the Development, Approval and Modification of taught provision

Programme development

- Outline the strategic and pedagogic rationale for the development of the programme.
- Highlight where the programme meets particular features of the College Strategy, the Learning and Teaching Strategy and the Employability Strategy
- Highlight any relevant points from the business case set out in sections A and B of the Programme Approval Form as approved

Aims and entry qualifications

- State the programme aims as set out in the programme specification
- State the entry requirements as set out in the programme specification
- Where there are any additional features, such as the programme being offered for a specific company or group, or being offered as a closed course.
- State the APEL arrangements for the programme

University regulations

- State whether the programme complies with University regulatory material, specifically including
 - Periods of registration for all intended awards
 - Mode and type of study
 - Progression and scheme of assessment
 - State any intermediate awards that will be available as exit awards only on the programme
- State where the programme does not comply with regulations, and the reason for this. Refer to further detail later sections where appropriate
- State clearly any request for derogation from regulations, and whether the Panel supports this request

Programme Management

- State what the mechanisms for programme management will be. Will the programme sit within the existing management and monitoring structure within an academic department, or will it require additional mechanisms?
- Which body will be responsible for conducting ADR for the programme?
- For a joint degree, what mechanisms will be in place to monitor the programme ie Board of Studies.
- For a joint degree, state whether the proposal complies with the relevant code of practice.

Curriculum and Structure

- State the programme structure, in terms of core and optional modules, by level of the programme.
- State, from a higher level programme perspective where the main programme aims are met through the modules offered
- State whether the Panel agreed that the learning outcomes were at an appropriate level for the programme, and were appropriate for the programme title;
- State where transferable skills are developed through the programme, with reference to the Transferable Skills Framework
- State any new or innovative features of the curriculum
- Confirm the Panel's satisfaction with the intellectual coherence of the programme, and the means by which students progress through the programme

Delivery

- State the learning and teaching methods that will be employed on the course, addressing both contact time and additional guided learning activities, such as those delivered through blackboard
- For DL programmes
 - state the broad schedule for the delivery of the programme
 - state the sample materials that the Panel assessed, and provide a further outline of any additional learning and teaching activities
- Outline any special features of the programme with regard to its delivery

Assessment

- State the range of assessment instruments used on the programme
- State whether the Panel considered these appropriate to test the learning outcomes
- State whether the assessment strategy appears cohesive at programme level. This includes consistency of assessment load among similar modules and coherence in terms of the range of assessment tools used across modules. This is of particular importance for joint degree proposals.
- State the options for formative assessment on the programme;
- State any new or innovative assessment methods
- State any modules for which the assessment regime was not deemed appropriate, and any actions necessary to review this

Student Experience and Student Support

- Outline any particular elements of the proposal that are designed to enhance the student experience
- Confirm that the programme will comply with published policies and codes, such as the Code of Practice on the Personal Support of Student, and the Policy on the return of assessed work;
- For joint programmes, state whether the proposal reflects the good practice outlined in the relevant code of practice.

Employability

- State how the development of employability skills is addressed through the programme, such as:
 - Through specific targeted modules
 - Embedded throughout the curriculum (provide examples)
 - Opportunities to work with industry or undertake placements or internships

Note, this section may not be appropriate for part-time, CPD or DL programmes targeted at students already in work

Project

- State the delivery arrangement for the project focussing on:
 - Supervisory arrangements
 - Access to facilities
 - Industrial opportunities
 - Assessment, including opportunities for interim assessment and feedback

Conclusions

Standard text:

The Panel agreed that the programme specification set out learning outcomes that were appropriate for the award of a degree at level x of the Framework for Higher Education Qualifications (FHEQ).

The Panel approved the programme for introduction in xx subject to the completion of the following **conditions**, namely that the programme team:

- a) **Amend the learning outcomes for module x (see para y)**
- b) **Detail the mechanisms that will be in place to ensure regular programme level monitoring (see para z)**
- c) ...

In addition to the above, the Panel made the following **recommendations** (delete as appropriate)

The approval of this programme does not have fixed term, but it will be subject to a review of its continuing validity during the periodic departmental review of the Department/School of xx, in accordance with the Code of Practice on Annual and Periodic Developmental Review.

Where required

- State if any derogations from regulations have been endorsed by the Panel for consideration by APC.

Programme Approval Response Form

Programme(s) included in proposal:

Programme Approval Panel Date: *dd/mm/yyyy*

Secretary:

Programme Team: *List the names of all the programme team here*

Agreed deadline for response: *dd/mm/yyyy*

Please complete this form and submit as part of your formal response to the programme approval panel outcomes, to the Panel Secretary by the agreed response date identified above. The Secretary will then process your response and request approvals as required.

| Conditions | Documentation |
|---|---|
| <i>Please list each of the conditions of the programme approval panel and detail your responses in the space provided. Add or delete rows as necessary.</i> | |
| <i>Condition 1:</i> | |
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |
| <i>Condition 2:</i> | |
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |
| <i>Condition 3:</i> | |
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |

| | |
|------------------------------------|---|
| <i>Condition 4:</i> | |
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |
| <i>Condition 5:</i> | |
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |
| <i>Condition 6:</i> | |
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |

| | |
|---|---|
| Recommendations: <i>Please list each of the recommendations of the programme approval panel and detail your responses in the space provided. Add or delete rows as necessary.</i> | Documentation |
| <i>Recommendation 1:</i> | |
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |
| <i>Recommendation 2:</i> | |

| | |
|------------------------------------|---|
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |
| Recommendation 3: | |
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |
| Recommendation 4: | |
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |
| Recommendation 5: | |
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |
| Recommendation 6: | |
| <i>Write your response here...</i> | <i>Reference any revised documentation to support this response</i> |

Revised Documentation:

Please list here all revised documentation submitted as part of the programme team's response:

-
-
-

Date of response submission: *dd/mm/yyyy*

Date considered by programme approval panel: *dd/mm/yyyy*

Date considered by QSSC: *dd/mm/yyyy*

Curriculum Planning Approval and Student Consultation requirements

Examples of the categorisation of modifications as ‘major’ or minor’ are provided below. Programme teams are invited to discuss with the Quality Office any proposed modification that does not neatly fit into one of these categories.

| Modifications to existing programmes | | | | | |
|--|-----------------------|-----------------------|--|---|---|
| <u>Change</u> | <u>Classification</u> | <u>Approval Route</u> | <u>Communicate to offer holders?</u> | <u>Communicate to current students?</u> | <u>Current student approval needed?</u> |
| Change to Programme Title | Major modification | Programme Approval | Yes | Yes | Yes |
| Any change to programme level aims or ILOs | Major modification | Programme Approval | Yes | Yes | Yes |
| Change to, or addition of, a mode of delivery or a mechanism of delivery | Major modification | Programme Approval | Yes | Yes | Yes |
| Substantial changes to programme aims or intended learning outcomes | Major modification | Programme Approval | Yes | Yes | Yes |
| Removal, substitution, addition, or changes to 25% or more of the CORE modules in a level of a programme | Major modification | Programme Approval | Yes | Yes | Yes |
| Changes to overall programme level methods of assessment by 25% or more | Major modification | Programme Approval | Yes | Yes | Yes |
| Removal, substitution, addition, or changes to 25% or more of the OPTION modules in a level of a programme | Minor modification | Curriculum Planning | No, unless completely removing optionality | Yes | No |
| Removal, substitution, addition, or changes to less than 25% of the CORE modules in a level of a programme | Minor modification | Curriculum Planning | Yes | Yes | Yes |

| | | | | | |
|--|--|---------------------|--|--|-------------------------------|
| Removal, substitution, addition, or changes to less than 25% of the OPTION modules in a level of a programme | Minor modification | Curriculum Planning | Yes | Yes | No |
| For distance learning programmes, a change to the pattern or sequence of delivery across the programme | Minor modification | Curriculum Planning | Yes | Yes | Yes |
| Modification to existing modules | | | | | |
| Change a module title | Minor modification | Curriculum Planning | No | Advisable | No |
| Change of semester for module delivery | Minor modification (unless affects pre-requisite or other progression rules) | Curriculum Planning | No | Advisable | No |
| Change of Period for module delivery (DL) | Minor modification | Curriculum Planning | Yes if field trip or study school No if other | Yes if field trip or study school No if other | |
| Approval of a new OPTIONAL module | Minor modification | Curriculum Planning | No | No | No |
| Approval of a new CORE module | Minor modification | Curriculum Planning | Yes | Yes | Yes |
| Change to the credit value or level of a CORE module | Minor modification | Curriculum Planning | Yes if affects ILOs | Yes if affects ILOs | Yes if affects ILOs |
| Change to the credit value or level of an OPTIONAL module | Minor modification | Curriculum Planning | No | No | No |
| Change to the aims or intended learning outcomes of a CORE module | Minor modification | Curriculum Planning | Yes | Yes | Yes |
| Change to the aims or intended learning outcomes of an OPTIONAL module | Minor modification | Curriculum Planning | No | Advisable | No |
| Change to co- or pre-requisites, or excluded combinations | Minor modification | Curriculum Planning | Yes if CORE No if OPTIONAL | Yes if CORE No if OPTIONAL | Yes if CORE No if OPTIONAL |

| | | | | | |
|--|----------------------------------|---|----|-----------|----|
| Change to the learning and teaching strategy or a module, including the balance between different learning activities or breakdown of workload hours | Minor modification | Curriculum Planning | No | Advisable | No |
| Change to assessment strategy, pattern or weightings within a module | Minor modification | Curriculum Planning | No | No | No |
| Change to the indicative reading list | Standard data collection process | Data entry via MSR: No approval required | No | No | No |
| Change to the module convenor | Standard data collection process | Data entry via MSR: No approval required | No | No | No |

Module level change summary and rationale

Please provide a summary of all changes to **existing modules** proposed through Curriculum Planning. Please refer to [xxx] for the definition of module level changes. The addition or removal of modules is a programme level structural change and should be reflected on the Programme Level Curriculum Planning Summary document.

Notes:

1. Departments are requested to compile module amendments at the same level of study into a single form rather than make multiple returns.
2. UG changes and PGT changes should, however, be returned separately.
3. All amendments to modules covered under the [xxx] should be itemised within this form.
4. Where amendments to modules may impact upon programmes or provision outside of the department (for example where a module is shared with programmes in other departments) confirmation of consultation with the partner department should be provided
5. Please refer to the [xxx] for guidance on where consultation with students, or student consent is required. Departments may be asked to provide evidence of student consultation for significant changes
6. Please ensure that the date of departmental approval is complete as the form cannot be accepted without this information.

Academic Department

| |
|--|
| |
|--|

Please complete the table overleaf, adding in further rows as required.

| Module | Academic year to which the change will apply (ie 2019/20, 2020/21 or both) | Type/brief description of change and rationale | Confirm Student consultation / consent (where required) | Date approved by departmental L&T Committee |
|--------|--|--|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Comment on cumulative change

Please comment on how the changes proposed relate to changes made in the previous academic year, and whether the cumulative effect of changes has impacted upon the overall learning outcomes for the programme. Please note, if the impact of cumulative changes is substantial a report will be requested from the relevant external advisor to confirm whether these represent a major modification to the programme.

| |
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Programme level change summary and rationale

Please provide a summary of all programme level changes proposed through Curriculum Planning. Please refer to [xxx] for the definition of programme level changes.

Notes:

1. Departments may include multiple programmes on one form if they wish. Where multiple programmes are included please indicate in the table where changes are specific to one programme, or are across all programmes listed.
2. All amendments to programme structure (core or optional) must be itemised below. This information will be used to inform the diet writing and timetabling processes.
3. Please state which entry cohorts (and associated programme specifications) are affected by the changes
4. Where structural amendments may affect programmes outside of the department please itemise these in the table.
5. Please refer to the [xxx] for guidance on where consultation with students, or student consent is required. Departments may be asked to provide evidence of student consultation for significant changes
6. Please ensure that the date of departmental approval is complete as the form cannot be accepted without this information.

Academic Department

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**Programme(s) covered by
this form**

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Please complete the table overleaf, adding in further rows as required.

| Programme (where multiple) Include any programmes outside of the dept | Cohort(s) affected | Type/brief description of change and rationale | Confirm Student consultation / consent (where required) | Date approved by departmental L&T Committee |
|--|--------------------|--|---|---|
| | | | | |
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Comment on cumulative change

Please comment on how the changes proposed relate to changes made in the previous academic year, and whether the cumulative effect of changes has impacted upon the overall learning outcomes for the programme. Please note, if the impact of cumulative changes is substantial a report will be requested from the relevant external advisor to confirm whether these represent a major modification to the programme.

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PROGRAMME SUSPENSION AND WITHDRAWAL FORM

PART A: Programme Details

| | |
|---|-------------------------------|
| Programme title: | |
| College: | School/Dept: |
| Qualifications awarded: (e.g. BA, MSc PG Dip etc.) | UCAS Code: (if applicable) |
| Collaborative Partner (if applicable) | |

| | | | | | |
|---|-------------------------------------|-----|---|-----|-----|
| Intake suspended/withdrawn from (date): | | | | | |
| One intake only <input type="checkbox"/> | Fixed term <input type="checkbox"/> | | Withdrawal <input type="checkbox"/> | | |
| Expected completion date of last cohort of students, assuming normal progression: | | | Latest potential end date: (Refer to maximum period of registration outlined on programme specification) | | |
| Numbers of students currently registered on each level of the programme: | L3: | L4: | L5: | L6: | L7: |

PART B: Supporting Information

| |
|--|
| Reason for suspension or withdrawal: (E.g. Strategic, academic, economic, market etc.) |
| Finance and resource: (What are the costs/benefits attributable to suspension or withdrawal? Please consider fee income, teaching space, staff teaching time, consumables, library resource. What alternative use will be made of these resources?) |
| Affected students/applicants on other programmes: (Are any modules on the suspended/withdrawn programme shared? Is this programme offered with a Foundation Year?) |
| External Examining arrangements: (Please indicate the planned external examining arrangements for the period until the last cohort of students has completed their studies) |
| Plan for Programme Reinstatement (in the event of suspense only) (If re-commencing, what changes will need to be made?) |

Date to recommence recruitment:

Office for Students notification:

The University may be required to notify the Office for Students of certain programme withdrawals. Please confirm discussions with the Quality Office indicating the extent to which this withdrawal represents closure of a subject or School.

Endorsement

Head of Department:

Date:

Head of College:

Date:

PART C: Implementation Plan

| Stakeholder | Action | Timescale | Responsibility | Progress |
|--------------------------|---|-------------------|----------------|--------------------|
| School staff | <i>Head of School to notify all staff at School L&T Committee</i> | <i>20/09/2019</i> | <i>B Smith</i> | <i>In progress</i> |
| Applicants/offer holders | | | | |
| Current students | | | | |
| Partnerships | | | | |
| Other | | | | |

PROGRAMME APPROVAL

Guidance on the approval route when seeking to use an existing MSc programme as an intercalated programme

The University recognises the value of offering intercalated programmes to medical students.

Intercalated degrees are an optional extra year of study in which students can take a break from medical learning and broaden their horizons, drawing on the expertise of academics in other parts of the College of Life Sciences. Students have the opportunity to research a health-related subject.

Students may intercalate one year of additional study leading to the BSc (intercalated) or MSc (intercalated). The additional year of study is taken after completion of a specified number of years of the course for the MBChB. Applications from external students are also considered.

An increasing number of MSc programmes are being proposed to be included in the intercalated offer.

Where an MSc existing programme is being proposed as an intercalated programme the below approval indicators should be considered:

| Approval indicator criteria | Yes | No | Date changes* |
|--|-----|----|---------------|
| The programme or award type is new | | | |
| Are there any changes to the mode and types of study as the existing programme? | | | |
| Are there any changes to the registration periods in comparison to the existing programme? | | | |
| Are there any amendments required to the timing of: | | | |
| • Teaching (start, end and intensity) | | | |
| • Dissertation (start, end/submission date, duration and intensity) | | | |
| • The Panel of Examiners (taught and final) | | | |
| • Exam Board (taught and final) | | | |
| Do the entry requirements differ from the existing programme? | | | |
| Are there any changes to the programme's aims and ILOs? | | | |
| Are there any changes to the modular structure of the programme? | | | |
| Are taught sessions separated for students on the existing and intercalated programmes? | | | |
| Are there any changes to the way students are assessed? | | | |
| Are there changes to the point when students will progress to the dissertation? | | | |
| Are there any changes to the structure of the programme? | | | |

If 'no' is answered to all of the above the introduction of the intercalated programme can be considered for approval by the Quality and Standards Sub-Committee.

If 'yes' is answered to any of the above please consult with the Quality Office, programme approval may be required.

*Please note timing differences/date changes (if applicable).

iBSc programmes will require programme approval.