CHANGES TO PROGRAMMES AND MODULES
FLOWCHART PROCESS

What is the nature of the revision?

EDITORIAL

The changes are categorised as those that have no or very little impact. Examples include:

1 Changes to library or other learning resources, or set texts
2 Change of module or programme director
3 Change of term of delivery (providing it remains appropriate for the stage of the degree and there are no regulatory issues with levels – otherwise make major)
4 The order of lectures within a term has changed
5 Typographical corrections and clarifications
6 Administration or staffing arrangements have changed
7 Assessment briefs have changed (e.g. number/split of exam questions)

MINOR

These changes are categorised as changes which do not alter the nature, focus and purpose of the programme or module. Examples include:

1. Change to a module or title (where content and learning outcomes are unaffected)
2. Minor changes to the module or programme content and aims (where learning outcomes are not affected)
3. Minor changes to the module learning and teaching strategy (where learning outcomes are not affected)
4. Changes to the module assessment weighting of +/- <=15%
5. Minor change to the Student Engagement Hours distribution for a module
6. Adding an optional module to a programme.
7. New programme entry points are created. – N.B: The closure of entry points should be approved under the 'Closure of Programmes' procedure, and arrangements for affected applicants outlined.

MAJOR

These changes are categorised as changes which alter the nature, focus and purpose of the programme or module. Examples include:

1. Changes to the learning outcomes of a module or programme
2. Minor changes to module or programme content, aims, learning and teaching strategy where learning outcomes are affected.
3. Changes to the method of assessment in a module either to ensure it aligns better with the learning outcomes or as a result of revised learning outcomes.
4. Changes to the module assessment weighting of +/- >15%; and all programme wide assessment weighting changes
5. Major change to module or programme content, assessment method, aims, learning and teaching strategy and student engagement hours distribution.
6. Removal of an optional or core module to a programme.
7. Adding a core module to a programme
8. Change to pre-requisites, or designating a module as core, compulsory or optional
9. Change to the credit value or level of a module – confirmation must be provided that there remains the correct distribution of Levels in accordance with the regulations across all affected programmes of study.
10. Changes have regulatory or progression implications, and changes to programme regulations* **(NB these must ALSO be approved by ULTC)**
11. Change to programme or final award title
12. Changes which affect 25% or more of the total programme credits
13. Changes that impact on the recognition of the programme with any relevant PSRBs
14. Any collection of Minor changes that warrants classification under the definition of Major changes.
15. Addition of new programme pathway (including the creation of a new programme combining existing major and minor streams, or the addition of a new mode of study – e.g part time or distance learning).

REVIEW/RE-DESIGN

These changes are categorised as at a level that the academic standards of the award or the quality of the learning opportunities for students, and therefore the ongoing relevance and validity of the programme are affected.

The splitting of one module into two, or combining two modules into one will be treated as a new module under the New Programme and Module Approval Procedure.

If the Chair of the School Learning and Teaching Committee, in consultation with the Quality Assurance Manager, consider that either proposed amendments on their own, or proposed amendments in light of previously enacted changes ('cumulative changes') are at this level then the programme should undergo re-approval under the New Programme and Module Procedure. Proposers are required to outline transfer/teaching out arrangements for current and prospective students where programmes are re-approved.

Programme or module director to consult with relevant staff, including in other academic departments whose programmes are impacted (the Programmes Director email distribution list can be used), and contact School Administrator

Proposers are required to undertake any review/redesign in accordance with the University's policy (Clause 9.1 of the Admissions Terms and Conditions), including informing current students and applicants, and making alternative arrangements.

Proposer to seek comments from external examiner and current/affected students on proposed changes, and consult with Chairman of SLTC and QA Manager to establish if any additional external review should be undertaken.

Proposer to ensure that Approval of Changes Request Form is completed and submitted to the SLTC with supporting documentation including tracked module and programme specifications.

School/Quality Administrator to ensure that Summary Curriculum Report is updated and submitted to the SLTC

SLTC to make recommendation to the School Board to approve, reject, or agree amendments.

School Administrator to make amendments to eVision, update programme specifications in Curriculum Handbook and inform current students by Week 5 of the preceding term students of editorial, minor and major changes; and applicants of major changes by Week 5 of the preceding term. Quality Assurance Office to circulate Curriculum Bulletin to all students in Week 5 of term, and circulate Handbooks Bulletin during the vacation period.

School/Quality Administrator to send Summary Curriculum Report to ULTC