



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

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 which 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, and have a viable and sustainable market;
 - the University is able to meet the requirements of the UK Quality Code for Higher Education, in particular, Chapters A1-5 and B1 and B10; 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.

Responsibilities

3. Senate, as the University's academic authority, has overriding responsibility for the development, approval, and modification of all taught provision. Some aspects of this responsibility are delegated as follows:
 - the Academic Policy 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 Fee Setting and Programme Development Committee has delegated power to implement the Stage One elements of the process for the approval of new programmes and major modifications to existing programmes, and to grant Approval in Principle;
 - College Management Boards have delegated power to implement the Stage One elements of the process for the approval of new programmes and major modifications to existing programmes, and to grant Approval in Principle where proposals meet the requirements set out in paragraph 13 below;

- College Academic 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.

4. 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;
- receipt of an annual analysis of the operation of this Code of Practice;
- 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 departmental action plans.

Externality

5. 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 department 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 department;
- Programme Approval Panels have student members;
- 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

6. 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.
7. Programme teams will be expected to have considered the following features that are likely to apply to the design of both programmes and modules:

Purpose	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
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	<p>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 Learning and Teaching Strategy and the Employability Strategy are delivered through the programme design?</p>
Currency	<p>Does the programme design reflect current disciplinary knowledge and best practice?</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> <p>What are the appropriate admissions requirements for the level and content of the programme?</p>
Progression	<p>How does the curriculum promote progression so that the demands on the learner in intellectual challenge, skills, knowledge, conceptualisation and learning autonomy increase?</p>
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>Have the breadth and depth of the subject material to be included in the programme been determined?</p>

	Is the design of the assessment clearly aligned with the intended learning outcomes of the programme?
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>
Reference points	<p>Have internal points of reference – for example, Senate Regulations and key strategic documents – been used to inform the design of the programme?</p> <p>Have external points of reference – for example, subject benchmark statements, the QAA Quality Code, the requirements of PSRBs, employer expectations, funding bodies – been used to inform the design of the programme?</p>

8. 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

9. The approval of a new programme is a two-stage process; the steps of the process are set out in the flow charts in Appendix A. 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.
10. 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. 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 and well-designed final proposals and that the Panel considers that the programme team and programme resources are in place to deliver the programme on the start date.
11. 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.
12. To ensure that programme teams are fully supported to meet the University's requirements at both stage one and stage two, the programme development process is supported through the active engagement of a College Academic Development Group, chaired by the College Academic Director. The Group's membership will include staff from the Leicester Learning Institute, the Quality Office and the Registry. This process will ensure that the programme team has necessary access to expertise from other professional service providers.
13. 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.

Stage one: Approval in Principle

14. Stage one of the formal approval process is designed to provide 'Approval in Principle' for proposals and is the responsibility of the University Portfolio Management Group (UPMG).

15. At stage one, proposals may be considered and approved at College level where they fall into the one of the following categories:
 - new developments based on existing areas of provision, closely linked to the current portfolio of programmes, for example, an additional programme within a suite of established Master's programmes;
 - major modifications to existing programmes, including the addition of a year abroad or a year in industry;
 - modifications to the titles of existing programmes;
 - proposals for the development of modules or other short course provision for the award of credit only;
 - proposals to suspend or withdraw individual programmes within an established area of activity, subject to there being no implications for agreed College intake targets or for other areas of the University.
16. More substantial or complex developments require consideration and approval directly by UPMG:
 - developments of a complex collaborative nature involving other institutions or partners, including the use of Educational Delivery Partners to support the delivery of distance learning programmes;
 - developments in new subject disciplines, not offered previously by the University, or new areas of the curriculum, not closely aligned to the existing portfolio of programmes;
 - development of existing campus-based provision to provide a distance learning variant of the programme;
 - new developments with strategic implications for other areas of the University, for example, joint provision involving more than one department or College, or with potentially significant implications for the University as a whole, for example, Library facilities, teaching accommodation, programme design, core administrative processes;
 - new developments with a high level of risk or perceived institutional risk;
 - proposals to offer a qualification not previously offered by the University or proposals which imply derogations from Senate Regulations;
 - any developments not specified within the approved College Plan;
 - proposals requiring additional resources which have not been approved previously as part of the College planning process;
 - complex developments which are cross-College;
17. The purpose of stage one of the formal approval process is to ensure that proposals meet the strategic and business requirements of 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.
18. The key considerations for stage one are:
 - appropriate fit with the University's mission, strategic objectives, with its Learning and Teaching Strategy and Employability Strategy; 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 department 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.
19. Stage 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.
 20. The process for proposals which include working with a partner(s) may be amended as required depending on the perceived level of risk of the proposed partnership.
 21. The following documentation is required for a proposal to be considered at stage one:
 - the Outline Business Case as articulated in the Programme Proposal Form;
 - the relevant sections of the Programme Approval Form.
 22. In all cases, the relevant Head(s) of Department must signify approval of proposals before they are submitted for stage one consideration. Head(s) of College must signify the College's approval for proposals receiving consideration by UPMG.
 23. The outcome of the stage one process will be one of the following:
 - a proposal is granted 'Approval in Principle' and may move to stage 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.
 24. 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 stage two of the process.
 25. Communication of the status and progress of individual proposals shall take place between the Secretary to the College Management Board, the Secretary to UPMG, and the Quality Office.

Stage two: Approval in Full

26. Stage two of the formal approval process is designed to provide 'Approval in Full' for proposals and is the responsibility of the Academic Policy Committee (APC). Scrutiny of a final proposal at this stage is delegated to a Programme Approval Panel or to the relevant College Academic Committee for short courses for the award of credit only.
27. The composition of a Programme Approval Panel will be:
 - a Chair from outside the proposing College, either a Pro-Vice-Chancellor or a member of staff drawn from a pool of senior academic staff approved by the Academic Policy Committee;
 - 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 the Academic Policy Committee;
 - a further member with particular expertise relevant to the features of a specific proposal, for example where the proposal is collaborative;
 - a student member;
 - a member of staff of the Quality Office will act as Secretary to the Panel.

28. The criteria for selection and the roles of Panel members are set out in Appendix C.
29. 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

30. The following documentation is required for consideration by the Programme Approval Panel:
 - the documentation considered at stage one of the approval process, together with the relevant minutes of the body that granted Approval in Principle
 - the full Programme Development and Approval Form (Appendix B)
 - a Programme Specification for each programme under scrutiny (Appendix D)
 - a Module Specification for each module contributing to the programme(s) under scrutiny (Appendix E)
 - 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 and confirmation that a due diligence process has been completed
31. 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. This means that changes may be required to previously approved modules.
32. The Head of the relevant department(s) will signify his or her consent for the proposals to be formally considered by a Programme Approval Panel.
33. Panel members will also be provided with reference material, which will include:
 - this Code of Practice;
 - the University's Learning and Teaching Strategy and the Employability Strategy;
 - the relevant Senate Regulations;
 - the Framework for Higher Education Qualifications;
 - the relevant subject benchmark statements;
 - any relevant PSRB requirements;
 - the Code of Practice on the University's Procedures for Managing Higher Education Provision for others (for collaborative arrangements);

The remit of a Programme Approval Panel

34. The role of a Programme Approval Panel is to test the final proposal against the design features set out in paragraph 7 above. A fully worked-up programme design, with a full set of programme documents, is required.
35. The key considerations for a Programme Approval Panel are:

- appropriate fit with the University's strategies, in particular the Learning and Teaching Strategy and the Employability 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.
36. The programme team, together with the relevant Head(s) of Department, 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.
37. A Programme Approval Panel will make one of the following recommendations:
- a proposal is granted Approved in Full, with or without 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.
38. 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.
39. 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 defects 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 department for further development.
40. 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 in line with the published University policy on the quality control of distance learning materials.
41. 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.
42. 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 G, will be issued once it has been approved by the Panel, normally within 10 working days.
43. The programme team will provide by the specified deadline a written response to any conditions, together with appropriate evidence including redrafted programme and/or module documentation. 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.
44. Where the Chair of the Programme Approval Panel is able to formally recommend approval of the proposal, after conditions have been met where relevant, it will be submitted to the Academic Policy Committee for Approval in Full on behalf of Senate. Senate will receive a report of approvals. Once the proposal has been granted Approval in Full offers of admission may be made to applicants.

45. The Academic Policy Committee and Senate will receive an annual report on the operation of the programme development and approval process.
46. 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

47. Following stage 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 Academic 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 Registry.

Approval of Majors and Minors

48. The approval of majors and minors is subject to the overall requirements of this Code of Practice but the approval process is designed to recognise that their development, in most instances, will be based on existing provision which has been subject to standard quality assurance procedures. The approval process will reflect the amount of new provision in a particular major or minor as detailed below.

Majors

Category	Description	Approval process
A	Where an existing single honours subject is planning to use entirely existing provision to create a major or Where an existing 'with' degree is planning to adapt content from the main subject area to create a major	<ol style="list-style-type: none"> 1. Subject area completes a pathway proposal form and pathway specification form(s) for each major 2. Current External Examiner asked to consider proposals and comment on level, content, academic coherence and whether the major meets the requirements of the relevant subject benchmark 3. Completed forms and external examiner's comments to be presented to College Academic Committee for approval) 4. Report of approval to be forwarded to Academic Policy Committee for final sign-off
B	Where a new subject is being developed to create a major pathway, largely using existing content, but requiring the development of up to 45 credits of new content across the programme as a whole or Where an existing single subject is developing new content of up to 45 credits across the programme as a whole to ensure it can meet the requirements of the subject benchmark statement and deliver the necessary ILOs for a	<ol style="list-style-type: none"> 1. Subject area completes a pathway proposal form and pathway specification form(s) for each major and consults their external examiner. 2. College considers a case for introducing a new subject area 3. External Advisor appointed and asked to consider proposals and comment on level, content, academic coherence and whether the major meets the requirements of the relevant subject benchmark 4. Consideration by Programme Approval Panel with written comments from external advisor 5. Report of approval to be forwarded to Academic Policy Committee for final sign-off

	major	
C	Where a new subject area is proposing a single or major pathway comprising more than 45 credits of new material across the programme as a whole	<ol style="list-style-type: none"> 1. Consideration of Business case at College level 2. Consideration of Business case by UPMG 3. Subject area completes a pathway proposal form and pathway specification form(s) for each major 4. Approval by College Academic Committee 5. Consideration by Programme Approval Panel with an external advisor (not current external examiner) 6. Report of approval to be forwarded to Academic Policy Committee for final sign-off

Minors

Category	Description	Approval process
All	Where either existing or new subject areas propose a new minor pathway using existing content, new content or a combination of the two	<ol style="list-style-type: none"> 1. Subject area completes a pathway proposal form and pathway specification form(s) for each minor 2. External Examiner asked to consider proposals and comment on level, content and academic coherence of the minor 3. Completed forms and report from external examiner to be presented to College Academic Committee (additional meeting dates can be arranged for this purpose) 4. Report of approval to be forwarded to Academic Policy Committee for final sign-off

Modification of existing programmes and modules

49. 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.
50. 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.

Approval of major modifications to existing programmes

51. 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 but only for future intakes. Departments

should therefore 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.

52. 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 12-26 above and in Appendix I. 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:

- stage one consideration is likely to be undertaken by the College Management Board (or equivalent) rather than UPMG;
- Approval in Principle may be granted by the Head of College where the strategic and resource impact of the change is minimal;
- comments from the external advisor(s) may be gathered by correspondence;
- a Programme Approval Panel may conduct its business by correspondence.

53. The Deputy Academic Registrar (Quality and Standards) is empowered to determine the most appropriate approach for a particular proposal for a major modification, in consultation with the Chair of the Academic Policy Committee where appropriate.

Change of Programme Title or addition of a specialism

54. Proposals to amend the title of an existing programme or for the addition of a named specialism to an existing suite within a programme may be considered and approved by College Academic Committees.
55. College Academic 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 specification will also be considered. A report will also be requested from the external examiner for the programme. College Academic 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 Registry.
56. In cases where a department 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 51-53 will apply.

Approval of minor modifications to existing programmes and modules

57. 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;
- the addition of a specialist stream within a programme where the associated addition or reorganisation of modules does not meet the threshold to be considered a major modification

58. 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.
59. 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.
60. The process for minor modifications does not include the annual updating of operational information conducted by the Registry. This administrative process does not require approval through the modification process, unless a particular change meets the definition of a minor modification.
61. Requests for minor modifications to existing programmes or modules will be considered according to the process set out in the flow chart in Appendix A.
62. The following documentation is required for consideration of minor modifications:
- the Minor Modification Form (Appendix J);
 - updated module specification(s)
 - updated programme specification(s)
 - evidence of student consultation, where appropriate;
 - evidence of consultation with appropriate staff and departmental committees;
 - relevant minutes from the departmental scrutiny and approval process.
63. Consultation with relevant staff will be required where the minor modification affects more than one programme. Such consultation may also need to extend across departmental and College boundaries, or to collaborative partners, where a module is widely shared.
64. The College Academic Director, with the support of the College Academic Advisor, will consider proposals for minor modifications. The College Academic Director may determine whether the proposed minor modifications would benefit from wider consideration by the College Academic Committee.
65. 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 para 69);
 - there is an appropriate rationale for the modification;
 - the relevant design features set out in paragraph 7 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.
66. The College Academic Director may seek advice in relation to a proposal as s/he deems necessary.
67. 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.
68. 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.
69. 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 51-53 will apply.

Suspension or withdrawal of an existing programme or module

70. Where a department 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. Departments may request permission to temporarily suspend a programme to new entrants for a specified period of time.
71. The intention to withdraw or suspend a programme should normally be raised in the College Plan(s). Departments 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 and once a programme has been advertised and students made offers to study on a particular programme the University cannot withdraw that programme.
72. The withdrawal of a programme may have resource implications for the Department and any other departments involved in its delivery. An initial proposal for withdrawing a programme must therefore be considered by the College Management Board(s) (or equivalent) and if necessary by UPMG.
73. The proposal to withdraw a programme should be considered by the Departmental Learning and Teaching Committee, which should consider the impact of the withdrawal on other programmes in the Department and in other departments in the University. Once endorsed by the Departmental Learning and Teaching Committee the proposal should be submitted to the relevant College Academic Committee for consideration. The Academic Policy 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.
74. As part of the withdrawal process the Department 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.
75. The Department 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 Board of Studies or other appropriate departmental committee.
76. 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.

Suspension or withdrawal of an existing module

77. Where a department is seeking permission to suspend an existing module that is an approved core module for one or more programmes, the process described in paragraphs 51-64 above for minor modifications will be followed. Where a department 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 departmental 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.

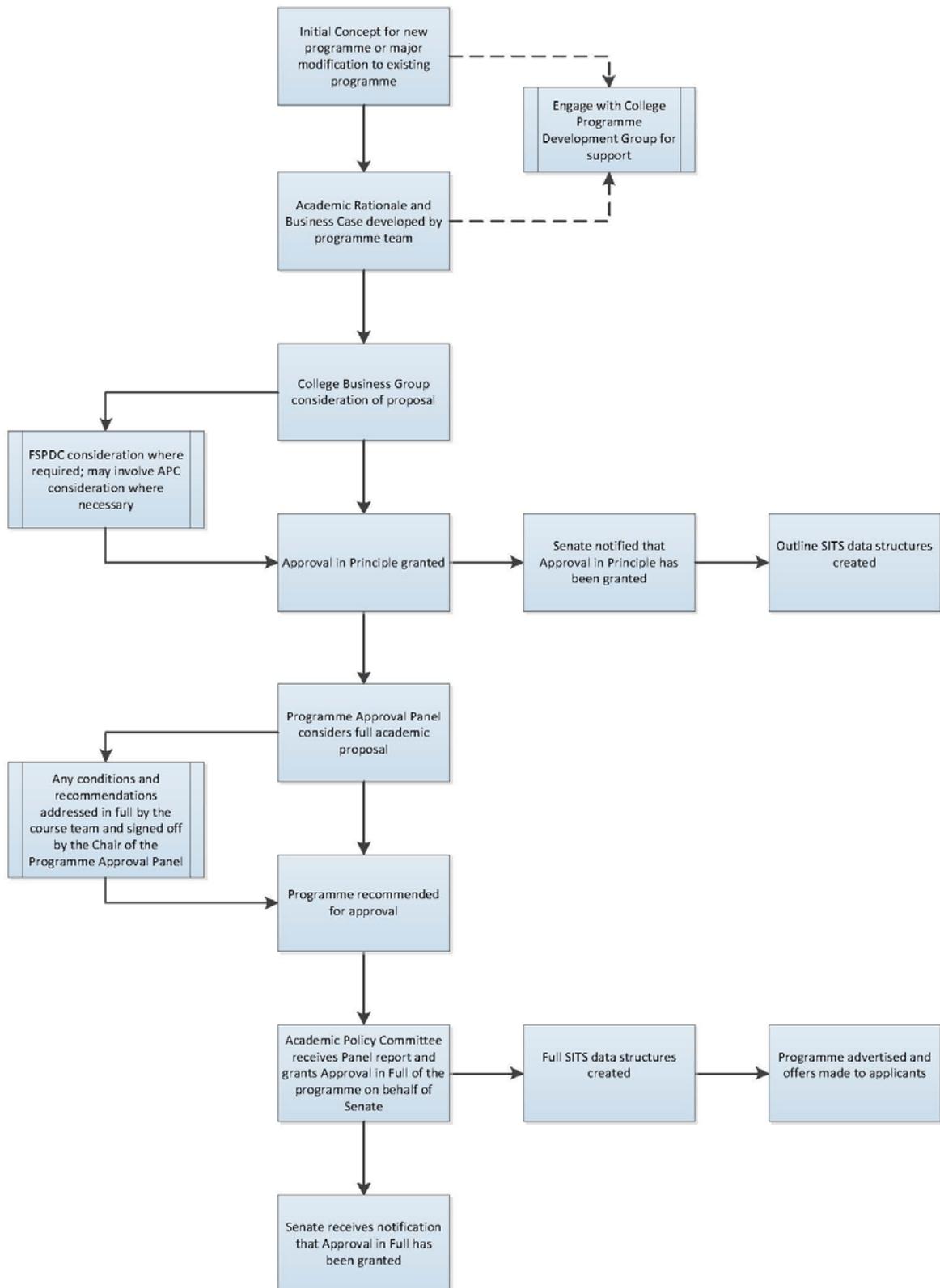
78. Where a department is seeking permission to permanently withdraw an existing module, the process described in paragraphs 51-64 above for minor modifications will be followed and the considerations noted under para 77 above will be applied.

Appendices:

- Appendix A: Process for the approval of new programmes and the major modification of existing programmes**
- Appendix B: Programme Proposal Form**
- Appendix C: Criteria for the appointment of and roles of members of Programme Approval Panels**
- Appendix D Programme Specification template**
- Appendix E: Module Specification template**
- Appendix F: Standard Agenda for Programme Approval Panel meeting**
- Appendix G: Template for reports from Programme Approval Panels**
- Appendix H: Guidance on major and minor modifications to existing programmes of study**
- Appendix I: Process for the approval of minor modifications to existing programmes or modules**
- Appendix J: Form for the minor modification of programmes or modules**
- Appendix K: Form for the suspension or withdrawal of existing programmes**

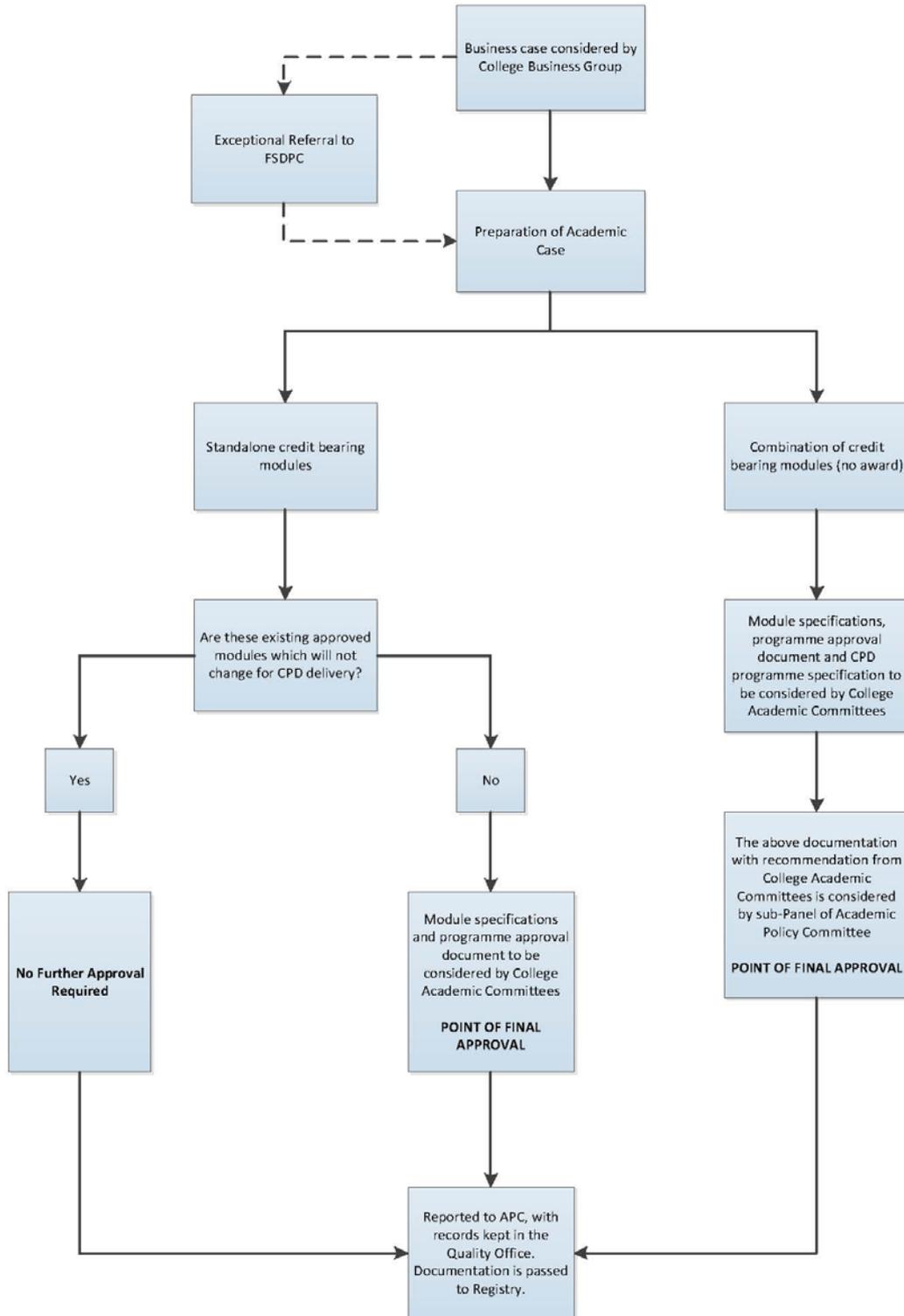
Appendix A: Process for the approval of new programmes and the major modification of existing programmes

Process for the approval of new programmes and the major modification of existing programmes



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

Approval routes for Credit Bearing Provision



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

Appendix B: Programme Approval Form
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 if you have contacted any of the departments/services when constructing the business case for this new programme):

- | | |
|---|---|
| <input type="checkbox"/> Quality Office* (College Academic Advisor) | <input type="checkbox"/> Planning |
| <input type="checkbox"/> International Office | <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 |

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

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

Date of first Intake

[Click here to enter text.](#)

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

Other 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

Chair of College Academic Committee Yes No

Head of College/College Management Group Yes No

Head of Contributing Colleges (if any) Yes No

Proposal submitted by (academic lead – name)

[Click here to enter text.](#)

Proposal endorsed by (Head of College on behalf of College Management Board – name)

[Click here to enter text.](#)

Comments from Head of College in support of the proposal

[Click here to enter text.](#)

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 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.](#)

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 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.](#)

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

State the potential career options for graduates, employability skills and experience likely to be gained through this programme? (Consult Careers Office if necessary)

[Click here to enter text.](#)

HESA JACS Code(s)

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 [HESA JACS Coding List](#) or email Registry's Student Records team at studentrecords@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, space, 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.](#)

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

Please note that FSPDC no longer holds a central budget for programme development.

[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.

[Click here to enter text.](#)

Programme Content

[Further information on modules, credit ratings and programme structure are available from the College Academic Advisor. Further guidance and assistance on curriculum design is available from the Academic Practice Service]

Subject Benchmark Statements

Which QAA Subject Benchmark Statement(s) and/or PSRB requirements have been consulted during the design of this programme?

[Click here to enter text.](#)

Summary of how the programme fits with the University Learning and Teaching Strategy

[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.

[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.](#)

Coherence/Progression

Please explain the coherence between the core modules and how they encourage intellectual progression. For programmes that are joint degrees, how do the subject areas complement each other?

[Click here to enter text.](#)

Assessment

Please summarise the types of assessment (formative and summative) and proportion of traditional exams. Please indicate how assessment has been designed to test the learning outcomes.

[Click here to enter text.](#)

Quality Assurance and Enhancement

How will academic quality be maintained or enhanced?

[Click here to enter text.](#)

Skills

[For further assistance, please contact the Career Development Service 'Curriculum Team']

How has the programme design taken account of the [Transferable Skills Framework](#) (TSF)?

[Click here to enter text.](#)

How will subject-specific skills be developed throughout the programme?

Click here to enter text.

How will the programme develop career management skills (e.g. career exploration and planning g, gaining work experience, passing employer selection processes)?

Click here to enter text.

How will academic skills be incorporated within the programme?

Click here to enter text.

How will the programme incorporate aspects of Education for Sustainable Development (ESD)? [For assistance please contact the ESD Forum in the Integrated Science Centre, Dept of Physics.]

Yes* No

*If yes, please list here:

Click here to enter text.

Please indicate whether any further employability skills are embedded into the programme:

- one-off sessions – specific career management skills sessions at relevant points within the modules;
- employability-related modules - assessment activity is designed to maximise applications of core module content to the world of work;
- employability modules and certificates – stand-alone modules and employability certificates, which focus on career management skills.

Please give details

Click here to enter text.

Accessibility

How will accessibility for students with specific learning difficulties and disabilities be embedded into curriculum and assessment arrangements?

Click here to enter text.

Support

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

Click here to enter text.

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. The Regulations relating to progression can be found here: <http://www2.le.ac.uk/offices/sas2/regulations/general-regulations-for-taught-programmes>

- 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 any such request must 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. The Regulations relating to assessment and classification can be found here: <http://www2.le.ac.uk/offices/sas2/regulations/general-regulations-for-taught-programmes>

- Undergraduate Scheme of Assessment will apply
 Postgraduate Scheme of Assessment 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 any such request must be given below.

[Click here to enter text.](#)

Timetabling Implications

- Will require timetabled and roomed teaching sessions
 Will not require timetabled and roomed teaching sessions

Any special requirements for timetabling

[Click here to enter text.](#)

Staff Development Requirements

Please state any specific staff development requirements related to the programme.

[Click here to enter text.](#)

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. The panel will utilise the University's Code of Practice on Distance Learning to assess proposals involving delivery by distance learning. **Specifically, please comment 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, such as regular access to high speed internet?
- What opportunities will there be for student interaction on the programme, using such methods as online tutorials, asynchronous discussion boards or group work?

[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?

[Click here to enter text.](#)

Feedback

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

[Click here to enter text.](#)

Collaborative Provision

[For multi-partner involvement (e.g. tripartite agreements), a copy of this Appendix will need to be completed for all partners involved]

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 an outline of the structure of the programme and what role the University of Leicester and the partner organisation will have in the design and delivery of the programme

[Click here to enter text.](#)

What are the proposed financial arrangements with the partner organisation?

[Click here to enter text.](#)

Please insert minute following consideration at Academic Policy Committee

[Click here to enter text.](#)

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
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 APC 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 Learning and Teaching Strategy and Employability Strategy; • 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 the Academic Policy 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; • 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; 	<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"> • 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 Academic Directors of the Colleges and approved by the Academic Policy 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 Academic Policy Committee with particular expertise in any of the following, dependent on the particular nature of the programme:</p> <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 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; • 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

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

		may be relevant.
Student member	A member of the Students' Union Sabbatical team	<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.
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

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



Programme Specification

Date amended:

1. Programme title(s) and UCAS code(s):

2. Awarding body or institution:

University of Leicester

3. Mode/Type of Study

a) **Mode of study:**

b) **Type of study:**

4. Registration periods:

The normal period of registration is xx

The maximum period of registration is xx

5. Typical entry requirements:

6. Accreditation of Prior Learning:

7. Programme aims:

The programme aims to

8. Reference points used to inform the programme specification:

- Framework for Higher Education Qualifications
- QAA Benchmarking Statement
- [University of Leicester Learning and Teaching Strategy 2011-2016](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
(i) Mastery of an appropriate body of knowledge		
(ii) Understanding and application of key concepts and techniques		
(iii) Critical analysis of key issues		
(iv) Clear and concise presentation of material		
(v) Critical appraisal of evidence with appropriate insight		
(vi) Other discipline specific competencies		
<i>(b) Transferable skills</i>		
(i) Oral communication		
(ii) Written communication		
(iii) Information technology		
(iv) Numeracy		
(v) Team working		
(vi) Problem solving		
(vii) Information handling		
(viii) Skills for lifelong learning		

10. Progression points:

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

11. Scheme of Assessment

12. Rules relating to Re-sits and Resubmissions

13. Special features:

14. Indications of programme quality

15. External Examiners

Appendix 1: Programme structure (programme regulations)

Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

Appendix 3: Skills matrix

Appendix E: Module Specification template

The current [module specification template](#) is available on the Student and Academic Services website

Appendix F: Indicative Agenda for Programme Approval Panel

University of Leicester

Programme Approval Panel

AGENDA [meeting date]

1. Introduction and Purpose

Identify the role of each Panel member

2. Documentation for the Panel

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

3. Confirmation of Regulatory Compliance

Confirm that the programme complies with relevant Senate Regulations

Identify areas where a dispensation may be required and establish the context for the decision

4. Private Session for the Panel

Identify themes for discussion with the programme team, on the basis of the documentation presented.

5. 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*):

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

Quality and Standards

TO CONFIRM

- That the programme content is at the appropriate level for the proposed award, and appropriate for the proposed title
- 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

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

Programme 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

Assessment

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

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.

Accessibility

TO CONFIRM

- What provision has been made to ensure that the curriculum is accessible to those with a disability or specific learning difficulty?

6. Private Session for the Panel

Consider whether the proposal should be approved in full, approved subject to conditions, or referred for redevelopment and resubmission.

Decide whether the departmental response to the conditions can be approved by the Chair, or whether they require full

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:

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

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.

Appendix H: Guidance on major and minor modifications to existing programmes of study and their constituent parts

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.

<u>Modifications to existing programmes</u>	
Change to Programme Title	Major modification
Change to, or addition of, a mode of delivery or a mechanism of delivery	Major modification
Substantial changes to programme aims or intended learning outcomes	Major modification
Removal, substitution, addition, or changes to 25% or more of the core modules in a level of a programme	Major modification
Removal, substitution, addition, or changes to 25% or more of the option modules in a level of a programme	Minor modification
Removal, substitution, addition, or changes to less than 25% of the core modules in a level of a programme	Minor modification
Removal, substitution, addition, or changes to less than 25% of the option modules in a level of a programme	Minor modification
For distance learning programmes, a change to the pattern or sequence of delivery across the programme	Minor modification
<u>Modification to existing modules</u>	
Approval of a new module	Minor modification
Change to the credit value or level of a module	Minor modification
Change to the aims or intended learning outcomes of a module	Minor modification
Change to co- or pre-requisites, or excluded combinations	Minor modification
Change to the learning and teaching strategy or a module, including the balance between different learning activities	Minor modification
Change to assessment strategy and/or pattern of a module	Minor modification
Change to the indicative reading list	Registry data collection process
Change to the module convenor	Registry data collection process

Appendix I: Process for the approval of minor modifications to existing programmes or modules

Guide to Curriculum Change

Consult the table below if you wish to make changes to the curriculum of any undergraduate or taught postgraduate programmes
(More detailed information is available in the [Code of Practice on Programme Development and Approval](#) and/or from your College Academic Advisor)

Type of change	Documents required by the Quality Office	Process/steps
Small change(s) to module content that do not affect any programme documentation*	None	Approval by departmental learning and teaching (L&T) committee or equivalent.
Minor change(s) to a module specification only e.g. a small adjustment to teaching and learning methods	<ul style="list-style-type: none"> • Amended module specification 	<ol style="list-style-type: none"> 1. Approval by departmental L&T committee or equivalent. 2. Send to the Quality Office for review by the CAC secretary and (if required) approval by Committee chair.
Switching two core modules between semesters in the same year	<ul style="list-style-type: none"> • Amended module specification • Revised programme specification† 	<ol style="list-style-type: none"> 1. Approval by departmental L&T committee or equivalent 2. Send to the Quality Office.
Substitution/addition/removal of option modules	<ul style="list-style-type: none"> • Rationale for change • Specifications for any new modules • Revised programme specification† • Revised skills matrix/matrices (if applicable) 	<ol style="list-style-type: none"> 1. Approval by departmental L&T committee or equivalent 2. Send to the Quality Office for review by CAC secretary and <ul style="list-style-type: none"> ▪ approval by CAC chair (Undergraduate courses) ▪ approval by CAC (postgraduate courses).
Non-minor change to a module specification e.g. significant changes to the learning outcomes or teaching and learning methods	<ul style="list-style-type: none"> • Rationale for change • Revised module specification • Revised programme specification (if applicable) • Revised skills matrix (if applicable) 	<ol style="list-style-type: none"> 1. Approval by departmental L&T committee or equivalent 2. Sent to Quality Office for approval by the CAC.
Change to a module assessment pattern or assessment methods	<ul style="list-style-type: none"> • Rationale for change • Revised module specification • Revised programme specification (if applicable) • Revised skills matrix (if applicable) 	<ol style="list-style-type: none"> 1. Approval by departmental L&T committee or equivalent 2. Sent to Quality Office for approval by the CAC.
Substitution/addition/ removal of a very limited number of core modules for new entry of students Note: As a rule of thumb, the change is significant if it affects core modules comprising more than a third of the course.	<ul style="list-style-type: none"> • Rationale for change • Revised programme specification† • Revised skills matrix (if applicable) • Module specifications for new modules 	<ol style="list-style-type: none"> 1. Approval by departmental L&T committee or equivalent 2. Sent to Quality Office for approval by the CAC.

<p>Substitution/addition/removal of a limited number of core modules for returning students.</p> <p>Note: This should happen only in the most extraordinary circumstances.</p>	<ul style="list-style-type: none"> • Rationale for change • Revised programme specification† • Revised skills matrix (if applicable) • Module specifications for new modules 	<ol style="list-style-type: none"> 1. Consultation and agreement of all students affected 2. Approval by departmental L&T committee or equivalent 3. Sent to Quality Office for approval by the CAC.
<p>Substitution/addition/removal of a significant number of core modules for new entry of students</p> <p>Note: As a rule of thumb, the change is significant if it affects core modules comprising more than 25% of the course.</p>	<ul style="list-style-type: none"> • University Programme Approval Proposal Form • Revised programme specification† • Revised skills matrix (if applicable) 	<ol style="list-style-type: none"> 1. Consultation with College Academic Advisor 2. Approval by departmental L&T committee or equivalent 3. Send to Quality Office for consideration by CAC 4. Present to University Fee Setting and Programme Development Committee (if applicable) 5. Consideration by University Programme Approval Panel.

* Programme documentation comprises: programme specification, skills matrix (for undergraduate courses), and module specifications.

† Please return revised programme specifications as a Word document

Appendix J: Form for the minor modification of programmes or modules

Curriculum change summary and rationale

Please refer to the [Guide to Curriculum Change](#) for details of the types of changes that require College level approval

This template is provided for assistance. The information requested below may be presented in a different format if preferred.

Programme(s)

Programme specification change:

Type/brief description of change	Date approved by departmental L&T Committee or equivalent

NB: Change to a programme specification that does not require College level approval: If a change of this nature (e.g. typographical correction) has been made, email the corrected version to your College Academic Advisor in the Quality Office for publication on the Student and Academic Services website. The change should be reported to the departmental Learning and Teaching Committee or its equivalent for information.

Module specification change:

Module code(s)	Type/brief description of change	Date approved by departmental L&T Committee or equivalent

Rationale for changes

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.

UNIVERSITY OF LEICESTER

PROGRAMME WITHDRAWAL/SUSPENSION FORM

PART A

Name of Programme	Click here to enter text.
Proposal to suspend/withdraw	Click here to enter text.
UCAS Code(where appropriate)	Click here to enter text.
Qualifications awarded (e.g. BA, MSc PG Dip etc.)	Click here to enter text.
Department	Click here to enter text.
College	Click here to enter text.
Collaborative Partner (where appropriate)	Click here to enter text.
Date of proposed final intake	Click here to enter text.
Expected date of last cohort of students, assuming normal progression	Click here to enter text.
Latest potential end date	Click here to enter text.
If proposal to suspend, intended period of suspension	Click here to enter text.
Numbers of students currently registered on each level of the programme	Click here to enter text.

PART B

1. Rationale for withdrawal/suspension

Please provide a summary of the case for withdrawal/suspension of the provision, indicating how this aligns with University/College strategy:

Click here to enter text.

2. Impact on student numbers and resources

Please indicate the projected impact on student numbers/fee income and on existing resources (e.g. staff time, teaching accommodation etc.) and what alternative use will be made of these resources:

Click here to enter text.

3. Consultation

Please confirm that formal consultation about the withdrawal/suspension of the programme has been undertaken with other relevant departments and/or collaborative partners and Professional and Statutory Bodies, as appropriate:

Click here to enter text.

4. Arrangements for managing the withdrawal of the programme

Please explain how the withdrawal of the programme will be managed to ensure that the learning opportunities offered to students are maintained, referencing the departmental committee which will have responsibility for overseeing the process of withdrawal, and indicating the processes in place to ensure students complete their studies in accordance with the maximum periods of registration. Please confirm that all aspects of the programme can be delivered as advertised:

[Click here to enter text.](#)

5. Communication

Please explain how the proposed withdrawal/suspension will be communicated to registered students and applicants, indicating the number of applicants holding offers for the programme:

[Click here to enter text.](#)

6. External Examining Arrangements

Please indicate the proposed external examining arrangements for the period until the last cohort of students has completed their studies:

[Click here to enter text.](#)

PART C

Proposal Endorsement

Head of Department: Click here to enter text.	Date: Click here to enter text.
Head of College: Click here to enter text.	Date: Click here to enter text.