

QUALITY FRAMEWORK AMENDING TAUGHT AWARD OR CREDIT-BEARING PROVISION

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Outline of the procedure

1. The process for amending approved taught provision has been designed to take account of UK Quality Code for Higher Education [Part B: Assuring and enhancing academic quality, Chapter B8: Programme monitoring and review](#) and Indicator 2 in particular.
2. For the purposes of this procedure an amendment refers to any change made to the content or structure of an approved taught credit-bearing module or taught award or credit-bearing programme after the module descriptor or programme specification has been signed-off by the convenor of the relevant approving panel.
3. The management and implementation of the process for amending an approved taught credit-bearing module or taught award or credit-bearing programme is devolved to schools.
4. Opportunities to amend approved taught award or credit-bearing provision may be identified through formal monitoring and review activities or informally through ongoing engagement with the module or programme by students and staff.
5. Proposed amendments to approved taught award or credit-bearing provision will be considered by the School Learning, Teaching & Assessment Committee or a group of members nominated to act on the Committee's behalf. As a minimum the group will consist of:
 - a) a convenor (the School Academic Lead for Quality, or an appropriate individual acting on their behalf)
 - b) an academic peer from another school (typically a member of an Academic Board sub-committee)
 - c) an academic peer from another subject group other than the subject group sponsoring the proposal
 - d) a clerk from the sponsoring school support team.
6. Given the purpose of the event it will always be arranged as a physical meeting. However, individual panel members may contribute to the event through video conferencing, teleconferencing or other electronic media. In such cases the individuals concerned must provide comment and feedback by email before the event. The clerk will ensure that all group members have the opportunity to consider all comments made by each group member before the event as part of the collective decision-making process.
7. A written note will record the outcome of the formal consideration of amendments to taught credit-bearing modules and taught award or credit-bearing programmes. The note will identify any areas of good or innovative practice, strengths or achievements noted during the consideration and a clear indication of any amendments required to either the module descriptor or programme specification before the changes can be signed-off by the School Academic Lead for Quality.
8. Reports on approved changes to a module descriptor or programme specification will be included in the information set to inform subsequent formal programme reviews as set out in Quality Framework Section 2b: Programme review.

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Amending approved taught award or credit-bearing provision

9. The process for amending approved taught award or credit-bearing provision will take account of the key features of the academic approval process, specifically:

- a) there is a clear rationale for the proposed changes, for example, as a result of feedback or comment from students, external examiners or members of the teaching team or subject group
- b) current students, subject group colleagues and programme leaders who include the module within their programme structure are given an opportunity to comment on the proposed changes
- c) a record is kept of any points discussed during the change process, for example, how comments and feedback from students, external and internal colleagues have been addressed
- d) a methodology is in place for communicating the changes made to relevant students and staff
- e) a mechanism is in place to ensure that all published information is updated, accurate and complete.

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Amending an approved taught credit-bearing module

10. Any proposed change to module learning outcomes or the learning, teaching and assessment approach must involve internal peer review and take account of the school scrutiny process set out in Quality Framework Section 1c: Academic approval of taught award or credit-bearing provision.

11. An amended module descriptor and a brief and concise academic rationale to support the proposed amendment will be required to inform the amendment process.

12. A proposed change to the name of a module must take account of the effect on the student learning experience and include consultation with students enrolled on the module and students who may have an expectation of studying the module.

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Amending an approved taught award or credit-bearing programme

13. The level of scrutiny for amending an approved award or credit-bearing programme will be proportionate to the level of change being proposed. However, any proposed change to programme learning outcomes or the learning, teaching and assessment approach must involve internal peer review and take account of the school scrutiny process set out in Quality Framework Section 1c: Academic approval of taught award or credit-bearing provision.

14. An amended programme specification and a brief and concise academic rationale to support the proposed amendment will be required to inform the amendment process.

15. A proposed change to the name of a qualification must take account of the effect on the student learning experience and include consultation with all students.

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The cumulative effect of amending an award or credit-bearing programme

16. The School Learning, Teaching & Assessment Committee will receive routinely for information the record of all amendments made to approved module descriptors and programme specifications.

17. The School Academic Lead for Quality will monitor amendments made to taught modules and programmes to ensure that the cumulative effect of such amendments does not affect adversely the aims or intended learning outcomes agreed at the original approval event.

18. It is for the School Academic Lead for Quality, in liaison with the school Academic Quality point of contact, to agree on a case-by-case basis whether a programme requires to be submitted for formal re-approval as a result of amendments made.

19. The cyclical annual monitoring process described in Quality Framework Section 2a: Annual monitoring of taught award or credit-bearing provision provides an opportunity for School Learning, Teaching & Assessment Committees to reflect formally on the amendments made to approved taught award or credit-bearing provision through the school annual summary report to Quality & Standards Committee. The number of approved changes to taught credit-bearing modules and taught award or credit-bearing programmes and a summary of the reasons for these will be included in the school annual summary report.

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The withdrawal of taught award or credit-bearing provision

20. The process for withdrawing a taught credit-bearing module or closing a taught award or credit-bearing programme is set out in Quality Framework Section 3: The withdrawal of taught award or credit-bearing provision.

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