



Managing Change Approvals for 2020/21

Principles

Changes approved in response to Covid-19 mitigation should be considered as temporary and for 2020/21 academic year only in the first instance. Permanent programme and module changes should continue to be considered in accordance with standard process and timeframes set out within the Quality Framework (albeit utilising online mechanisms).

It is possible that some changes made in response to Covid-19 mitigation prove popular with students, and successful and lead to a permanent change. Standard module and programme monitoring and review processes should assist in evaluating this and opportunity to consider transferring temporary changes into more permanent amendments should be built into 2020/21 academic quality calendars.

We plan for module occurrences for 2020/21 as they stand now to be rolled forward to 2021/22 (allowing changes to be made to the 2020/21 occurrences without impacting on future delivery).

Module enrolment for continuing students commences on 10th August 2020, following matriculation.

Learning & Teaching Approaches – ‘The Delivery’

It is inevitable that all modules currently designed and approved to be delivered in a face-to-face mode will be operating differently in trimester one of 2020/21.

It is recognised that staff need space and time to consider how the learning outcomes for their approved modules may best be delivered in a blended approach – taking account of the [12 principles set out by the Digital Support Project](#) (DSP Project). The DSP Project recognises the need for flexibility during the delivery and the ability to make in-session changes to learning and teaching approach in partnership with students.

Requesting precise detail around the learning and teaching approach at this stage is not appropriate, though Schools will require confidence that module leaders are engaging with the DSP project and have ensured that all necessary learning and teaching materials/resources are available to support remote delivery for example by liaising with the [library to request digitisation of core materials](#), and in ensuring that Leganto reading lists are up-to-date.

It is recognised that data relating to scheduled contact hours and other learning and teaching activities may need to be collected for statutory returns and rather than collecting this data as part of approval, this will need to be factored into an information-gathering exercise to be undertaken within Tri 1.

Implications & Mitigation

Data relating to the learning and teaching approach and student activity hours **will not** be changed on the module descriptor.

A disclaimer statement will be published alongside the [online module catalogue](#) to alert students and other stakeholders to this discrepancy and to direct enquiries to the module leader and module moodle course for definitive information relating to delivery in 2020/21.

Module leaders must ensure that information about delivery is as accurate as possible on Moodle and any amendments made 'in-flight' during 2020/21 should involve student consultation and communicated to all students.

Assessment

No centrally timetabled examinations will be undertaken on campus during Trimester 1 2020/21 – the examinations portal to support take-away, open book examinations will remain available for modules which wish to continue to offer 'exam-type' assessments, and will be the default alternative to centrally timetabled examinations where these are part of the approved assessment approach. However, the DSP Project is encouraging module leaders to consider how assessment can support learning and engagement and given the circumstances, alternative assessment approaches may be under development.

Changes to assessment will require School-level approval, and in accordance with QAA guidance, proposals should be made following consultation with external examiners.

To support a fast-track approach allowing assessment changes to be considered and agreed en-masse, data will be gathered utilising a spreadsheet produced by School Support Service. School Academic Leads for Quality¹ will be responsible for signing off changes. Further detail including deadline information will be issued by School Support Service during first week of July 2020 – but requests will be managed within School specific sharepoint sites (links provided below).

It is anticipated that only changes which impact on component type or weighting only will be amended in e:vision/module descriptor by the School Support Service. The spreadsheets remain the record of the assessment change approval and no detailed changes are proposed to be made on the Module descriptor²

Implications & Mitigation

Data relating to assessment approach is only guaranteed to be changed on the module descriptor where there are changes to components or weighting.

As part of risk mitigation, we will require Assessment Briefs to be made available to students on Moodle as the definitive record of assessment type/approach for 2020/21.

¹ School Academic Leads for Quality may wish to draw on expertise within their Schools and from DLTE to support them, though to expedite decision-making, there is no requirement for changes to be considered by a formal Committee.

² If the number of overall changes are low, it *may* be possible for the School Support Service to amend all necessary descriptors to reflect the accurate assessment approaches approved on the spreadsheet as this would allow information published on the module catalogue to be fully accurate. However this may not be feasible for large numbers of modules.

Module Learning Outcomes and Content

It is anticipated that for a small number of modules, Covid-19 restrictions make it impossible to assess all of the approved learning outcomes and as such require a review of the outcomes themselves.

Module learning outcomes form part of core module data and a clear audit trail is required as such module leaders will be required to amend the module learning outcomes themselves through the online module descriptor e:vision task – and considered and approved by the SAL Quality

It may be that module content needs to be amended at the same time to reflect the change in learning outcomes.

In considering these changes – it is important to sense-check that Programme Learning outcomes are unaffected. If programme learning outcomes cannot be achieved as a result of this change, escalation to 'University-level' will be required.

Further details including deadlines dates will be issued by School Support Service during first week of July 2020.

Programme Changes

Programme level changes may include:

Changes to the programme structure including:

- tr2 modules moving to tr1 (and vice-verse)
- removal of optional modules from the programme for delivery this year
- reorganisation of modules to be delivered 'long-thin' over 2 trimesters (these must be in pairs as per programme design guidelines)

It is proposed that revised programme structures for 2020/21 are submitted to be appended to the programme specification.

Approval for the above changes can be made at School level.

Changes to programmes relating to programme-learning outcomes; changes to compulsory modules (removal and replacement of compulsory modules from structures) require escalation to University level (EAG)

A template to capture the amendments to the programme structures and specification will be produced by the School Support Service.

Programme Leaders are expected to develop a communications plan to ensure that students impacted are informed of changes.

School Sharepoint Sites to be used to collate information:

[Business School](#)

[School of Computing](#)

[School of Arts and Creative Industries](#)

[School of Engineering and the Built Environment](#)

[School of Health & Social Care](#)

[School of Applied Sciences.](#)

(please contact local School Support staff if you are unable to access the sites)

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