



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](#).
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 or periodic Institutional-led Review (ILR) 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. Amendments to approved taught award or credit-bearing provision will be overseen by the School Learning, Teaching & Assessment Committee or a group of members nominated to act on the Committee's behalf (such as a School Quality Committee, or a Curriculum Change Panel). As a minimum the group will consist of:
 - a) a convenor (typically 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, or fellow of the HEA)
 - c) an academic peer from another subject group other than the subject group sponsoring the proposal
 - d) a member of the Department of Learning & Teaching Enhancement
 - e) a clerk from the sponsoring school support team.
6. Where major changes (as defined in para 15 below) have been proposed the decision-making group should also include:
 - a) an external peer (subject specialist)
 - b) a representative from the student body (independent from the provision under consideration)



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 should be included in the information set to inform subsequent formal Institution-led Reviews (programme reviews) as set out in [Quality Framework Section 2b: Institution-led Review](#)

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, industry, 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 principles set out in [Quality Framework Section 1c: Academic approval of taught award or credit-bearing provision.](#)
11. An updated module descriptor (amended via the [e:vision task](#)) 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.
13. Consideration must be given to the timing of changes. Amendments to the module title; module code; trimester of delivery; or length of module delivery may impact upon the University's timetabling business processes and should not normally be approved beyond March in the academic year preceding delivery.

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Amending an approved taught award or credit-bearing programme

14. The level of scrutiny for amending an approved award or credit-bearing programme will be proportionate to the level of change being proposed. Consideration of proposed changes should involve internal peer review and take account of the school scrutiny principles set out in [Quality Framework Section 1c: Academic approval of taught award or credit-bearing provision](#).
15. The following changes would typically constitute a major change to a programme, requiring enhanced scrutiny:
 - a) Change of programme title (including titles of named exit awards)
 - b) Changes to programme learning outcomes
 - c) Addition of new programme pathways within a suite
 - d) Changes to the mode of study
 - e) Changes to the duration of the programme, including additional entry points
 - f) Amendments impacting on 25% (or more) of the programme's SCQF credit value (replacement of compulsory modules and any optional modules which map against programme learning outcomes)
 - g) Any other alterations to the structure of a programme or assessment regime which have a significant impact on the student learning experience
 - h) Changes deemed by the Professional, Statutory & Regulatory Body as warranting a major change
16. An amended programme specification and a brief and concise academic rationale to support the proposed amendment will be required to inform the amendment process. Evidence relating to consultation and engagement with students on proposed changes should be provided. Programme teams should ensure that the proposed changes do not inadvertently impact on visa



requirements (for example, amending structures which result in students not undertaking full time study as determined by UKVI).

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

17. The School Learning, Teaching & Assessment Committee should receive regular reports summarising amendments made to approved module descriptors and programme specifications.
18. 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 alter the aims or intended learning outcomes agreed at the original approval event, such that the essence of the programme has changed and require consideration as a major change. If in doubt, advice and guidance may be sought from the Quality & Standards team within the Department of Learning & Teaching Enhancement.
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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