Programme Development and Review Procedures and Guidance

Version Number 1.5

Effective from 1 August 2018

Author: Deputy Head of Quality and Enhancement

Quality and Enhancement Office
## Document Control Information

### Revision History incl. Authorisation: (most recent first)

<table>
<thead>
<tr>
<th>Author</th>
<th>Summary of changes</th>
<th>Version</th>
<th>Authorised &amp; Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Sharman</td>
<td>Updated section 6 regarding withdrawal of programmes and suspension of recruitment to programmes.</td>
<td>V1.5</td>
<td>Process change approved by Sam Grogan, Chair of ASQAC on 27/7/18 (following e-consultation with ASQAC)</td>
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<tr>
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<td>Updated to further clarify how ICZ Curriculum Design is incorporated into new programme approval.</td>
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</tr>
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<tr>
<td></td>
<td>• Updated to reflect new forms and changes to existing forms to ensure compliance with UKVI and Consumer Rights legislation.</td>
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<td></td>
<td>• Clarifying relationship between Industry Collaboration Zones (ICZ) and Programme Approval and between ICZ and PPRR.</td>
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<td></td>
<td>• Inclusion of degree apprenticeships and accelerated degrees developments</td>
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<tr>
<td></td>
<td>• Embedding consideration in the approval process of the policy in relation to the suitability of programmes for international students.</td>
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<td>• Amendments to information about approval deadlines.</td>
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<td>• Addition of Inclusion and Equality Assessment.</td>
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<td>• Clarification of process of amendments as part of PPRR.</td>
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<td></td>
<td>• Inclusion of requirement to provide a draft Programme Handbook Part A and Course Finder template as part of amendments, approvals and re-approvals.</td>
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<td></td>
<td>• Embedding QEO review (as part of PPRR) of programme documentation that is shared with students (e.g. Programme Handbook) to ensure it complies with University guidelines.</td>
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<tr>
<td></td>
<td>• Linking to University information regarding field trips</td>
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<td></td>
<td>• Linking to University information regarding placements.</td>
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<td></td>
<td>• School names updated.</td>
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<tr>
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</tr>
<tr>
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<td>Updated to reflect the legal requirement for the University to inform applicants and students of any changes made to existing programmes in line with guidance issued by the Competitions and Markets Authority.</td>
<td>V1.1</td>
<td>ASQAC April 2016</td>
</tr>
<tr>
<td>Helen Sharman</td>
<td>Complete revision of previous policy documentation around Programme Approval, therefore considered a new policy.</td>
<td>V1.0</td>
<td>Senate 10/07/2015</td>
</tr>
</tbody>
</table>

### Policy Management and Responsibilities:

**Owner:**

The Head of Quality and Enhancement has the authority to issue and communicate policy on programme approval and has delegated day to day management and communication of the policy to the Quality & Enhancement Manager.

**Others with responsibilities (please specify):**

- Members of Academic Development Sub Group (decide on programme business matters)
- Members of Programme Approval and Review Panel (decide on programme academic matters)
- Associate Deans (Academic) (approve minor amendments and sign off programme documentation on behalf of the Dean of School)
- Deans of School (sign off programme documentation and normally decide on programme withdrawals and suspension to recruitment)
- Chair of ASQAC (decide on programme withdrawals and suspension to recruitment within admissions cycle).

### Author to complete formal assessment with the following advisory teams:

1. **Equality Analysis (E&D, HR)**
   - **Equality Assessment form**
   - *Completed 5/9/16 – no further action required.*

2. **Legal implications (LPG)**
   - *The Chair of Home Office Compliance Assurance Group (HOCAG) is the University’s Solicitor and he has proposed the sections 3.19-3.24 regarding international students.*

3. **Information Governance (LPG)**
   - *N/A*

4. **Student facing procedures (QEO)**
   - *N/A*
5. Head of Home Office Compliance commented on the draft of the section on suitability for international students (August 2016).

### Consultation:

<table>
<thead>
<tr>
<th>Staff Trades Unions via HR</th>
<th>1. N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students via USSU</td>
<td></td>
</tr>
<tr>
<td>Relevant external bodies (specify)</td>
<td></td>
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</tbody>
</table>

### Review:

<table>
<thead>
<tr>
<th>Review due:</th>
<th>3 years by June/July 2018</th>
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</table>

### Document location:

*University Policy & Procedure Pages*

http://www.salford.ac.uk/policies

The owner and author are responsible for publicising this policy document.
Table of contents

To return to this table of contents from anywhere within the document click on 🔏

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acronyms and initials</td>
<td>6</td>
</tr>
<tr>
<td>1. Introduction and how to use this document</td>
<td>7</td>
</tr>
<tr>
<td>2. Programme development and design</td>
<td>8</td>
</tr>
<tr>
<td>Procedures</td>
<td>17</td>
</tr>
<tr>
<td>3. Programme approval</td>
<td>18</td>
</tr>
<tr>
<td>4. Programme and module amendment</td>
<td>24</td>
</tr>
<tr>
<td>5. Periodic Programme Review and Re-approval (PPRR) for all programmes other than Collaborative Provision</td>
<td>37</td>
</tr>
<tr>
<td>6. Withdrawal of programmes and temporary suspension of recruitment to programmes</td>
<td>58</td>
</tr>
<tr>
<td>Related procedures and guidance</td>
<td>61</td>
</tr>
<tr>
<td>7. Use of SharePoint and version control</td>
<td>62</td>
</tr>
<tr>
<td>8. Student consultation meetings</td>
<td>63</td>
</tr>
<tr>
<td>9. Consumer Rights legislation and informing prospective students and consulting students and obtaining their consent to changes</td>
<td>66</td>
</tr>
<tr>
<td>10. Appointment of External Advisors</td>
<td>70</td>
</tr>
<tr>
<td>11. PARP Guidance for Chairs, panel members and student representatives</td>
<td>73</td>
</tr>
<tr>
<td>12. Mapping requirements for programme approval</td>
<td>74</td>
</tr>
<tr>
<td>13. Taking equality and diversity into consideration in programme design</td>
<td>77</td>
</tr>
<tr>
<td>Appendix 1 – List of types of amendments to programmes and/or modules that require changes to the set-up of the student administration systems (i.e. Banner)</td>
<td>82</td>
</tr>
</tbody>
</table>
Acronyms and initials

ADSG – Academic Development Sub Group (reports to the Vice-Chancellor’s Executive Team)
APME – Annual Programme Monitoring and Enhancement
ASQAC – Academic Standards and Quality Assurance Committee
CPP - Collaborative Provision Procedure
EA – External Advisor
EE – External Examiner
FHEQ – Framework for Higher Education Qualifications
HOCAG – Home Office Compliance Assurance Group
HOCT – Home Office Compliance Team
ICZ – Industry Collaboration Zone (see http://www.salford.ac.uk/qeo/iczready)
PAL – Programme Action Log
PARP – Programme Approval and Review Panel (reports to ASQAC)
PPRR – Periodic Programme Review and Re-approval
PMEP – Programme Monitoring and Enhancement Procedure
PMC – Personal Mitigating Circumstances
PSRB – Professional, Statutory and Regulatory Bodies
QAA – Quality Assurance Agency
QEO – Quality and Enhancement Office
RTW – Right to Work (in the UK)
UKVI – United Kingdom Visas and Immigration

For further information or support see QEO Programme Approval, Amendment, Review and Withdrawal Web Pages

Or contact Quality and Enhancement Office (QEO): Qeo-general@salford.ac.uk
1. **Introduction and how to use this document**

This document provides details of the procedures to be followed as part of the University's [Programme Design, Approval, Amendment, Review and Withdrawal Policy](#). It includes guidance that is primarily aimed at Programme and Module Leaders but it should also be used by others, including Professional Services, who engage with the policy.

1.1. **Timescales and deadlines**

When setting timescales and deadlines within the policy for Programme Design, Approval, Amendment, Review and Withdrawal, the University balances the desire for a responsive and flexible procedure against the need to provide accurate and timely information to applicants and students. Additionally there is a business imperative to maximise the lead-in time to new programmes to ensure the programme can benefit from sufficient marketing and recruitment activity. Information about timescales and deadlines is available here: [Timescales and Deadlines for Programme Approval and Review](#). For programme approval (and some amendments and Periodic Programme Review and Re-approvals), there are two approval stages: a Business Case Approval and an Academic Case Approval. Where programme proposals are not aligned to September starts, both timescales and deadlines may differ. Please consult your QEO contact for further information.

1.2. **Note regarding Programme Leader tasks after approval meetings**

Decisions from approval meetings (ADSG and PARP) often include conditions that you will need to address before the documentation can be signed off by the Chair of the meeting. When planning your work in relation to Programme Design, Approval, Amendment, Review and Withdrawal, it is important to factor in time for following up actions after the meeting that has considered your documentation.

1.3. **Documentation version control and SharePoint**

Two potential challenges in preparing documentation for Programme Design, Approval, Amendment, Review and Withdrawal are (i) version control and (ii) managing large numbers of documents such as module specifications. In order to minimise the likelihood of these challenges, all Programme Design, Approval, Amendment, Review and Withdrawal documentation must be prepared by programme teams in SharePoint (an online content management system). The QEO Officer allocated to your item will set up an area of SharePoint for your documentation and you will then be sent a link to the SharePoint site. SharePoint is simple to use; a [SharePoint Guide](#) is available on the SharePoint site. See also Section 7 of this document re [SharePoint](#).
2. Programme development and design

2.1. Programme and module design

When designing a new programme or amending an existing one, you should:

- Ensure that the programme is designed according to the ten pedagogic principles contained in the Industry Collaboration Zone (ICZ) readiness guide available here: http://www.salford.ac.uk/qeo/iczready
- Write clear, specific aims and intended learning outcomes, and ensure that aims and outcomes are aligned
- Establish the level of the programme in line with external reference points, particularly the Framework for Higher Education Qualifications, Subject Benchmark Statements and, where relevant, professional, statutory and regulatory bodies (PSRBs), and employers
- Ensure the development aligns with the Academic Regulations for Taught Programmes and relevant other policies
- Ensure you have taken into consideration equality and diversity issues
- Involve students in the design and development of the programme, for example, via the involving students in the process as part of the development team and consulting with the Staff Student Committee
- Ensure incremental progression so that the curriculum imposes an increasing level of demand on the learner during the course of the programme
- Ensure that there is an appropriate balance in the programme, for example, in relation to academic and practical elements, co-curricular development and academic outcomes, as well as breadth and depth in the curriculum
- Establish the coherence of the programme, to ensure that the overall student learning experience has a logic and an intellectual integrity that are related to clearly defined purposes
- Ensure the award title reflects the intended learning outcomes of the programme
- Ensure that the learning and assessment of modules, and in particular the module intended learning outcomes, align with those of the programme
- Ensure assessment offers all students equal opportunity to demonstrate their learning, consider the variety of assessment tasks
- Embed opportunities to practise learning in the curriculum through formative assessment
- Ensure that the necessary resources are available to support the programme
- Consider the potential for innovative approaches to teaching and learning

Adapted from https://www.liverpool.ac.uk/eddev/iteach/course-design/

2.2. Aims and intended learning outcomes

Programme aims should express the general purpose of the programme and what it wants to achieve while the learning outcomes should detail the knowledge, understanding and skills that students will be able to demonstrate on successful completion. When writing programme learning outcomes, you should consult the Framework for Higher Education Qualifications (FHEQ) which provides descriptors for each level of study; University learning outcomes for programmes and modules should align with these descriptors. See also Section 12 Mapping Requirements
Having decided on the programme learning outcomes, the next step is to consider the modules that will make up the programme and to map the module learning outcomes against those of the programme. Far from being a mechanistic exercise, this curriculum mapping ensures that all of the programme outcomes will be assessed via the modules and, equally, will avoid the over assessment of programme outcomes. The mapping should include details of the assessment methods used across the programme, and the timing of assessments (i.e. during or at the end of modules), the duration or word count of assessment tasks, as appropriate. This information will allow the programme team to reflect on whether assessment methods offer sufficient variety and, similarly, whether the timing of assessments across the level/programme is conducive to student learning and will enable staff to provide timely feedback that can be actioned by students in time for the next assessment task. See also section 2.6 and the University's Policy regarding Assessment and Feedback for Taught Awards for more information.

As is the case with programmes, the module aims set out its purpose and the outcomes indicate what students will be able to demonstrate when they have successfully completed the learning associated with the module. Module learning outcomes must clearly reflect the level of the module; reference to the FHEQ level descriptors is particularly important to ensure that this is the case. For example, where students at level 4 would be expected to demonstrate an understanding of the underlying principles of their discipline, by the time they reach level 6 they should be able to put forward a systematic and detailed understanding of the subject.

For learning outcomes to be valid, they must precisely express what is to be assessed; it is therefore important to use transparent terms. The following table offers examples of verbs commonly used in learning outcomes and the type of outcome they relate to:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>define, repeat, record, list, recall, name, relate, underline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>restate, discuss, describe, recognise, explain, express, identify, locate, report, review, tell</td>
</tr>
<tr>
<td>Application</td>
<td>interpret, apply, employ use, demonstrate, dramatise, practice, illustrate, operate, schedule, sketch</td>
</tr>
<tr>
<td>Analysis</td>
<td>distinguish, analyse, differentiate, appraise, calculate, experiment, test, compare, contrast, criticise, diagram, inspect, debate, question, relate, solve, examine, categorise</td>
</tr>
<tr>
<td>Synthesis</td>
<td>compose, plan, propose, design, formulate, arrange, assemble, collect, construct, create, set up, organise, manage, prepare</td>
</tr>
<tr>
<td>Evaluation</td>
<td>judge, appraise, evaluate, rate, compare, revise, assess, estimate, predict</td>
</tr>
</tbody>
</table>

(University of Northumbria, 2011)

For additional guidance on learning outcomes see the Biggs and Tang book Teaching for Quality Learning at University: What the Student Does chapter 7 and the online guidance available here: https://www.brookes.ac.uk/services/ocsld/resources/writing_learning_outcomes.html
2.3. Equality and diversity issues and inclusive teaching

It is a legal requirement to ensure that, during programme design, the needs of all potential students are taken into consideration.

For information about legal obligations in relation to Equality and Diversity and which groups have protected characteristics see Section 13. For further information on incorporating inclusive pedagogy in your programme design see the University of Salford ICZ Ready Curriculum guide (especially page 11).

2.4. Industry Collaboration Zones and Degree Apprenticeships 

Industry Collaboration Zones

The development of Industry Collaboration Zones (ICZs) is our single strategic priority. ICZs will provide new ways for our students, colleagues and industry partners to co-create, experiment and learn together. Academic programmes of study are expected to be aligned to the ICZ curriculum design principles outlined in the ICZ Ready Curriculum guide.

This guide focuses on the work that will transform the curriculum at Salford to ensure that every programme is ICZ ready.

The University has embedded questions about the extent to which programmes are meeting the ambition of being “ICZ ready” in the programme approval documentation.

Degree Apprenticeships

In line with its vision of creating exceptional industry partnerships and the development of ICZs, the University is seeking to expand its Degree Apprenticeship offer. Degree Apprenticeships combine work and on the job training with academic study leading to the achievement of both full undergraduate and post graduate degrees and, where appropriate, professional body status. When designing a new programme, consideration should be given to the development of appropriate delivery models and assessment strategies that support both the needs of employers and their apprentices, in particular, in relation to work based learning and assessment. For more information about apprenticeships at Salford see http://www.salford.ac.uk/higher-and-degree-apprenticeships or email apprenticeships@salford.ac.uk. Information in the following section regarding accelerated courses is also relevant to Degree Apprenticeships.

The following web links may also be useful:

2.5. **Accelerated degrees**

**Definition of an accelerated course**
The 2017 Higher Education and Research Act defines an accelerated course as one where “the number of academic years applicable to the course is at least one fewer than would normally be the case for that course or an equivalent course of equivalent content leading to the grant of the same or an equivalent academic award”. Therefore completing a degree in two years rather than the normal three years is an accelerated course. The 2017 Act will (eventually) allow for fees of above the standard annual fee cap to be charged for such courses. The benefits of accelerated courses may be as follows:

- “Widening access – appeal for people who might not otherwise consider higher study
- Reduced maintenance costs for students
- Students can enter the labour market faster than traditional undergraduates
- Likely to have more vocational focus and therefore play a key role in developing employability skills
- Programmes might attract stronger students
- Programmes will develop students’ abilities to study and cope under pressure
- Potential opportunities for more contact time for staff/students and greater peer assisted learning due to cohort cohesion
- Potential opportunities to rethink the traditional academic calendar across all provision” (QAA 2017)

QAA has recognised that there may be challenges of an accelerated course which include:

- “Ensuring access to support/facilities out-of-hours
- Impact of the shorter time-scales on staff time and workloads
- Admitting students who can meet the challenge of working at an accelerated pace
- Peer support opportunities may be reduced
- Less time available for students to undertake work experience, placements, part-time jobs
- Impact of the shorter time-scales on time available for marking, moderating, and providing feedback on assessments
- Impact of the shorter time-scales on time for reflection between levels for students.
- Drop out and failure rates may increase if there is less time to redeem failures in year
- Awareness low among schools, colleges, careers advisors and employers
- Perceptions nationally and especially internationally that accelerated degrees are of a lower standard” (QAA 2017)
The Government is keen to see an increase in the number of accelerated courses and programme teams are encouraged to consider whether it may be a suitable mode of delivery for their course. Based on the limited experience of accelerated degrees at Salford, the issue of assessments and progression are one of the main challenges that need detailed consideration. Programme teams have to plan the weeks of the academic year and map out the implications of resits including for those who have a PMC approved. This is required to ensure students do not have to take long interruptions from programmes. The QEO office can provide support and guidance in relation to this.

**Accelerated courses as degree apprenticeships**

It is currently unclear whether a model of teaching forty credits per trimester over all three trimesters in an academic year is technically an accelerated degree by the earlier definition. However, for many degree apprenticeships this will be the preferred model of delivery – enabling the student to study part time and obtain a degree in three years. Regardless of whether it is technically an “accelerated course” under the 2017 HE and Research Act, many of the above pros and cons apply and should be taken into consideration.

### 2.6. Assessment

See the [University’s Policy regarding Assessment and Feedback for Taught Awards](http://www.edu.gov.mb.ca/k12/assess/role.html) University’s Policy for more information in relation to assessment.

**Purpose of assessment**

Assessment is the generic term used in this document to cover all forms of formative and summative assessed activity, for example, coursework assignment, presentation, test, portfolio, written examination. We use assessment for a variety of different purposes:

- **Assessment of learning**: used for certification: identifying levels of achievement; awarding credit and qualification; assurance of academic standards.
- **Assessment for learning**: promoting student learning through timely, actionable feedback; motivating, guiding their approach to learning; giving the tutor useful information regarding effectiveness of teaching strategies.
- **Assessment as learning**: where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.


**Principles of assessment**

When designing assessment tasks, the following principles should be taken into account:

**Validity** - Validity ensures that assessment tasks and the assessment criteria effectively measure the student’s attainment of the intended learning outcomes at an appropriate level. Does the assessment task assess what you want it to assess? For example, if you used a written exam to test student’s oral communication skills, this would be an invalid assessment. If students are asked to ‘evaluate’ or ‘analyse’ are these skills going to be assessed or are they able to provide a perfect answer by regurgitating lecture material?

**Reliability** - Total reliability of a particular assessment would mean that different assessor using the same assessment criteria and mark scheme would arrive at the same results. This may be the case in some quantitative assessments. Complete objectivity is otherwise hard to achieve.
but it is the aim of reliable assessment. There needs to be explicit intended learning outcomes and assessment criteria to guide students and markers as to what is required. Moderation is a means of promoting consistency between markers and internal consistency for an individual marker.

**Transparency** - It is important that all those involved in an assessment – students, tutors, external examiners – receive clear, accurate, consistent and timely information on the assessment task, marking criteria and procedures. The sort of questions we need to ask ourselves: Are they aware of the purpose of the assessment; the associated assessment criteria; and the assessment regulations? Do students receive detailed assessment briefs?

**Inclusivity** - Assessment tasks should be designed to ensure that individuals or groups are not disadvantaged. Do tasks limit or unfairly benefit a particular group? For example, does one group have an advantage over another because of work previously done? Is a task accessible by all regardless of their physical abilities? Are different learning styles accommodated across a programme?

**Relevant** - Academic assessment should be about assessing both knowledge and skills. When devising assessment tasks it is important that they address the skills you want students to develop. In addition, they should be set in a context that is seen as having ‘real purpose’ behind the task and that there is a sense of a ‘real audience’ – one beyond the tutor – for whom the task would be done.

**Manageable** - The scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading staff or students. The schedule of assessments within programme handbooks are a means of identifying and addressing “bunching” of assessments.

**Practicable** - Can the task be done in the time available? Can the task be achieved within existing constraints such as student numbers, accommodation facilities, etc.? Are the tasks achievable by the students at their level of study? It is important that the overall workload is examined from the point of view of both staff and students. Does all the work come at the end of the modules? Are students over assessed? Is it necessary for each intended learning outcome to be assessed separately?

Adapted from Queen’s University Belfast, Principles of Assessment

**Designing a module assessment strategy**

It is useful to break down this process into three stages:

**Stage 1:** Decide on the module intended learning outcomes. What should the students be able to do on completion of the module (and what underpinning knowledge and understanding will they need in order to do it) that they could not do when they started?

**Stage 2:** Devise the assessment task(s). If you have written precise learning outcomes this should be easy because the assessment should be whether or not students can satisfactorily demonstrate achievement of the outcomes.

**Stage 3:** Devise the learning activities necessary (including formative assessment tasks) to enable the students to satisfactorily undertake the assessment task(s). These stages should be conducted iteratively, with each stage informing the others to ensure coherence.
The assessment strategy should include formative and summative tasks, where formative assessment is developmental and is designed to help learners learn more effectively by giving them feedback on their performance, and how it can be improved and/or maintained. Formative feedback is timely and actionable, meaning that it is provided at a point where students have the opportunity to take action to improve before the next assessment task. Reflective practice by students sometimes contributes to formative assessment. Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme (QAA, 2006).

Within an effective assessment strategy formative and summative assessment are aligned so that the formative task anticipates what the students will eventually be required to demonstrate summatively, either in relation to the format of the assessment task (e.g. presentation, essay) or in the subject matter, or both. In other words, you need to consider the value of using, for example, a mock exam as formative assessment if the summative assessment is a written essay.

**Selecting an assessment method**

In the same way that learning outcomes must align with the appropriate level of study, the assessment task must align with the learning activities undertaken by students and the outcomes being evaluated. This is known as constructive alignment, where 'constructive' refers to the idea that students construct or create meaning through relevant learning activities and 'alignment' refers to learning environment and the teaching methods used to support the learning activities appropriate to achieving the desired learning outcomes (Biggs, 2003).

Students have varied learning styles and/or learning needs and they will have preferences for particular assessment methods. A programme assessment strategy which has the same types of assessments throughout may therefore penalise a particular individual or group of students. When designing an assessment strategy attention should be paid to the range of assessment methods used across a programme, in order that sufficient variety be included. Offering students a choice of assessment methods within a module or enabling negotiated assessment starts to develop the notion of an inclusive approach to assessment, and is encouraged where possible and practicable as long as the principle of reliability is taken into account.

**Assessment load, weighting and timing**

The assessment load for a module must be in line with University Regulations, i.e.:

The maximum number of assessment components per module at Levels 3, 4, 5 and 6 shall be as follows:

<table>
<thead>
<tr>
<th>Module Credit</th>
<th>Maximum Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>60</td>
<td>3</td>
</tr>
</tbody>
</table>

The maximum number of assessment components per module at Level 7 shall be as follows:

<table>
<thead>
<tr>
<th>Module Credit</th>
<th>Maximum Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>60</td>
<td>3</td>
</tr>
</tbody>
</table>

The purpose of this principle is to minimise the summative assessment burden, and to encourage both staff and students to treat assessment as a crucial component of learning and not as an end
in itself. This principle limits the number of summative assessments but does not limit the formative assessment opportunities than can be offered.

When weighting assessment tasks, reference to the module learning outcomes is crucial so that any more significant outcomes can be weighted accordingly. The time students are expected to put into a task as well as its challenge and complexity are further considerations in determining weighting (Bloxham & Boyd (2007)). Tasks with very small assessment weightings (e.g. 10%) are not recommended as some students may take the strategic decision to concentrate only on the component with the larger weighting. Similarly, careful consideration must be given as to whether it is appropriate to have only one summative component of assessment for a module as this could heighten the risk of student failure to meet the learning outcomes.

The timing of assessment tasks should be such that students are able to benefit from feedback prior to undertaking the final assessment, demonstrate their knowledge, understanding and skills at appropriate point(s) in the module. The constructive alignment of outcomes with learning activities will help assessors decide the timing of assessment tasks.

2.7. Designing out opportunities for academic misconduct

Academic misconduct encompasses various forms of unfair means used in an attempt to gain unfair advantage. They are likely to fall into one or more of the following categories:

- Plagiarism (including self-plagiarism)
- Collusion
- Falsifying experimental or other investigative results
- Taking unauthorised material (including electronic devices) into an examination
- Contracting another to write a piece of assessed work / Writing a piece of assessed work for another
- Copying from, or communicating with, another examination candidate during an examination

Further details of the types of academic misconduct can be found in the University’s Academic Misconduct Procedure.

Designing plagiarism out of assessment

Some approaches which help to minimise the possibilities of academic misconduct are:

a) asking for assessment artefacts that do not already exist, for example:
   - changing the content of the assessment task each time the module is taught
   - setting tasks that refer to local or recent events, current ideas
   - adding specific requirements e.g. using primary data gathered from interviews
   - requiring alternative formats (not always essays) such as annotated book lists, posters, dialogues between fictional characters, reflective writing
   - using case studies

b) tracking the process the student pursues when producing the assessment, for example:
   - assessing the process rather than just the final product (e.g. build in planning stages such as the submission of the outline prior to the final submission)
   - requiring the submission of drafts with the final product
   - requiring the submission of major references (e.g. scholarly articles)
   - asking students to complete some of their work during class
   - asking students to complete a log book or produce minutes of meetings in the case of group work
c) using a strategy which links assessments so that, for example, concepts have to be understood at one stage before the next stage of the assessment can be completed
d) using assessment methods which deter cheating:
   • using formative assessment to coach good writing practice and referencing techniques, especially in the early part of courses
   • requiring analysis, evaluation, reflection on practice rather than simple regurgitation of knowledge and factual information - requirements should be embedded in the learning outcomes of the module
   • assessing group tasks in ways that recognise individual contributions
   • using variable components in assessments such as the application of a theory to specific situations (e.g. "personality theories applied to my own", “urban design in Headington”, “death in Byron’s poems and Six Feet Under”, “this legal aspect in case x”
   • personalising the assessment task (e.g. providing data unique to the student, evidence of skills based competencies, individually negotiating tasks)
e) timing of assessment tasks: suitably spaced submission dates reduce the bunching of assessments, a factor that students have cited as a reason for plagiarising during academic misconduct investigations.
Procedures

The following sections cover the five main areas of activity described in the University’s *Programme Design, Approval, Amendment, Review and Withdrawal Policy*.

a. Programme development and design.
b. Programme and module approval (including stand-alone modules).
c. Programme and module amendment.
d. Periodic programme review and re-approval (PPRR).
e. Withdrawal of programmes and temporary suspension of recruitment to programmes.
3. Programme approval

3.1. Introduction to this section

For the University’s policy on Programme Approval see section 4 (pages 8 and 9) of the *Programme Design, Approval, Amendment, Review and Withdrawal Policy*. For information about programme approval and collaborative provision see [Link to CPP](#) and contact the Quality and Enhancement Office.

When preparing documentation for programme approval you should take into consideration the guidance in *Section 2 - Programme Development and Design*, this includes information about assessment.

The table below summarises the templates and forms you will need. The majority of forms and templates are available on the University’s [Forms and Process Diagrams](#) web page. However, before downloading copies speak to your Quality and Enhancement Officer as they will set up a SharePoint site with partially completed forms and templates ready for you to work on. See *Section 7 re SharePoint*.

**Table 1 - Forms and templates required for programme approval**

<table>
<thead>
<tr>
<th>Form or Template</th>
<th>Notes</th>
<th>Stage required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Approval Project Plan Template (MS Excel version)</td>
<td>This is an optional template that you are encouraged to complete with your Quality and Enhancement Officer to plan your Programme Approval.</td>
<td></td>
</tr>
<tr>
<td>PBC1 – Programme Business Case 1*</td>
<td>This form is only required if the proposal to develop a new programme is not in the School Operational Plan.</td>
<td>Pre - Business Case (if relevant)</td>
</tr>
<tr>
<td>ICZ Review (online form)</td>
<td>This is an online form that is not required at Business Case approval but it should be taken into consideration by programme teams at the start of planning a new programme. It must be completed (following attending an ICZ Curriculum Design Workshop for New Programmes) and signed off by the ADA as part of Academic Case approval. See Section 2.4 re ICZ</td>
<td>Business Case and Academic Case</td>
</tr>
<tr>
<td>Academic Development Sub-group (ADSG) Report Template</td>
<td>This is the summary of information about the proposed programme and it will be the starting point for discussions at the ADSG meeting that considers the proposal.</td>
<td>Business Case</td>
</tr>
<tr>
<td>PBC2 – Programme Business Case 2*</td>
<td>This form sets out the business case for the new programme, it includes a marketing report and confirmation that the RSI 2 has been signed off by the relevant professional services</td>
<td>Business Case</td>
</tr>
<tr>
<td>Form or Template</td>
<td>Notes</td>
<td>Stage required</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>RSI 1 – New Programme Proposal</td>
<td>The form focuses on the finances for the new programme and profiles income and expenditure for the first four years of operation. It should be completed in conjunction with the Finance team.</td>
<td>Business Case</td>
</tr>
<tr>
<td>Finances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSI 2 – Professional Services</td>
<td>This form (linked to RSI 1) includes information about resource implications and includes evidence that the issues have been signed off by relevant professional services. This form is required for Business Case Approval but is not presented to ADSG.</td>
<td>Business Case</td>
</tr>
<tr>
<td>Consultation*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CF template – Course Finder</td>
<td>This template is informed by the PBC2 form and report from market research. It sets out the information about the programme that will be used to create the web pages that prospective students will look at (Course Finder). By completing the template as part of Business Case approval you are helping ensure that the programme is advertised promptly after approval and with the correct information. For help in completing this form contact the School’s Marketing Manager within Marketing &amp; Student Recruitment. This template is required for Business Case Approval but is not presented to ADSG.</td>
<td>Business Case (and Academic Case if there are changes in the information to be provided for prospective students)</td>
</tr>
<tr>
<td>Template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS- Programme Specification*</td>
<td>Details of the programme/s that you are proposing should be set out on the most recent version of the Programme Specification form. If you intend to adapt an existing programme specification you should ensure you work on the most recently approved version of that programme. Usually this can be obtained from the Programme and Module Specification Catalogue. Contact the QEO for help using the repository.</td>
<td>Business Case (part complete) and then Academic Case</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Office Compliance Checklist</td>
<td>This checklist is not submitted for approval but should be used by you to determine which Programmes for Admission are suitable for Tier 4 (General) students and/or Short-term study visas. See Section 14 Home Office Compliance Issues for more information.</td>
<td>Business Case and then review at Academic Case</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA Checklist – Programme Approval</td>
<td>This document confirms that you have provided all the required documentation.</td>
<td>Academic Case</td>
</tr>
<tr>
<td>Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form SAA School Academic Case</td>
<td>This form is the School’s confirmation that the proposed programme meets the minimum teaching standards and that ICZ design principles are embedded in the programme. If there are changes to the programme since the Business Case Approval (e.g. changes to module titles) information about this should be included on this form.</td>
<td>Academic Case</td>
</tr>
<tr>
<td>Form or Template</td>
<td>Notes</td>
<td>Stage required</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>MS- Module Specification</strong>*</td>
<td>Details of the modules that you are proposing should be set out on the most recent version of the Module Specification form. If the programme includes existing modules you should adapt the most recently approved version of that module. Usually this can be obtained from the Programme and Module Specification Catalogue. Contact the QEO for help using the repository.</td>
<td>Academic Case</td>
</tr>
<tr>
<td><strong>Map A – Programme Learning Outcomes to FHEQ qualification descriptors</strong></td>
<td>This MS Excel form captures the mapping of programme learning outcomes to the FHEQ qualification descriptors. For information re mapping and completion of this form see Section 12 - Mapping requirements.</td>
<td>Academic Case</td>
</tr>
<tr>
<td><strong>Map B - Assessment mapping to Learning Outcomes</strong></td>
<td>This form captures the assessment strategy for the programme. It includes a requirement to indicate proposed summative and formative assessment tasks.</td>
<td>Academic Case</td>
</tr>
<tr>
<td><strong>Form STA - Programme Staffing</strong></td>
<td>This form should include a list of the staff who will teach on the programme and links to their CVs. This is so that the External Advisor in particular, can assess the suitability of the staffing proposed for the programme.</td>
<td>Academic Case</td>
</tr>
<tr>
<td><strong>Programme Handbook Part A</strong></td>
<td>A draft of the Programme Handbook Part A for the new programme should be competed to reflect the information in the Programme and Module Specifications and the Course Finder template. It is important, in order to comply with the Consumer Rights Action (2015), that the information sources for applicants and students provide consistent information. See Link to Programme Handbook Templates.</td>
<td>Academic Case</td>
</tr>
<tr>
<td><strong>Form UPS – Updating Prospective Students</strong></td>
<td>This form is only required if there are changes made between the Business Case Approval and Academic Case approval that mean that applicants and prospective students may have incorrect information about the programme that they applied for. This form is used as part of the process to inform prospective students about changes to the advertised programme. If required, a draft should be submitted to the QEO alongside documentation for the proposed academic approval. I should only be sent (by Admissions) to prospective students after the Academic Case has been approved. For more information about consulting students about changes see Section 10 Informing prospective students and consulting students re changes of this document.</td>
<td>Academic Case (if relevant)</td>
</tr>
</tbody>
</table>
Form or Template | Notes | Stage required
--- | --- | ---
Form PSR – Programme Specific Regulations Form | These forms are only required if your new programme requires a Programme or Student Specific Regulations. Your ADA and/or the QEO can advise you about whether this may be required. | 
Form SSR – Student Specific Regulations Form | 

*Further guidance on completing these forms is provided through Programme Approval Screencasts.

For information about the timing of programme approvals see Timescales and Deadlines for Programme Approval and Review.

For further guidance and support with programme approval please contact the Quality and Enhancement Office QEO-GENERAL@salford.ac.uk.

3.2. Programme approval procedure flowchart

The programme approval procedure is as shown in the flowcharts Figure 1 (Business Case) and Figure 2 (Academic Case). Both stages are required for new programmes. From the start of the process you should ensure that you take into account the Industry Collaboration Zone (ICZ) curriculum design principles see section 2.4 re ICZ. As part of the Academic Case approval the programme team must attend an ICZ Curriculum Design Workshop for New Programmes. Your QEO support officer can provide information about dates of workshops.

Early on in the Business Case approval stage process you should contact:

a) Kate Costello in the first instance K.Costello@salford.ac.uk to obtain a Market Research report (the team normally require 28 days’ notice to prepare a report).

b) The relevant Finance team to help you complete a RSI 1 (the team normally require 21 days’ notice to prepare a report).

School of Computing, Science & Engineering – Vanda Tomlinson v.m.tomlinson@salford.ac.uk
School of Environment & Life Sciences – Vanda Tomlinson v.m.tomlinson@salford.ac.uk
School of the Built Environment – Steven Murphy – s.j.murphy@salford.ac.uk
School of Arts & Media – Steven Murphy – s.j.murphy@salford.ac.uk
School of Health and Society v.m.tomlinson@salford.ac.uk
School of Health Sciences s.j.murphy@salford.ac.uk
Salford Business School s.j.murphy@salford.ac.uk
Salford Languages s.j.murphy@salford.ac.uk
Figure 1 programme approval procedure - Business Case Approval flow chart

Programme Business Case Approval Process 1.2

START
New programme to be developed

Is the programme in the School Operational Plan?

No

School Executive decide (in principle) whether to proceed and develop new programme and add it to the Operational Plan.

Yes

School Operational Plan includes new programmes to be developed in next 3 years (including timeframes)

Programme Development team is allocated to include Programme Proposer, mentor if required and QEO support. Programme Proposer completes, on SharePoint, the Business Case documentation (taking into consideration the ICZ Curriculum Design Guide) which is submitted QEO team for final collation and then submitted to School Executive.

No further work on programme development (or, if appropriate, start process again)

School Executive or delegated group decide whether they recommend the proposal for approval – ( Dean of School = Gatekeeper)

Yes

Documentation passed to Academic Development Sub Group (ADSG) via QEO

No further work on programme development (or, if appropriate, start process again)

ADSG decide whether to grant Programme Business Case Approval (if approved may include conditions and recommendations for later sign off by chair).

Yes

Business case approved and decision made whether to advertise and recruit at this point. Proceed to Academic Approval process.

QEO include in annual report to Academic Standard and Quality Assurance Committee (ASQAC) for information only.

No

Minimum of 10 weeks prior to approval event.

Minimum 6 weeks prior to approval event.

Minimum 6 weeks prior to approval event.
Figure 2 programme approval procedure - Academic Case Approval flow chart

Academic Case Approval Process 1.2

START
New Programme has Business Case Approval

Programme Team (i.e. Programme Leader and Module Leaders) attend an Industry Collaboration Zone (ICZ) Curriculum Design Workshop for New Programmes

Programme proposer completes, in consultation with Programme Team, Directorate and existing students (where appropriate) Academic Case Approval documentation on SharePoint site passes to the ADA and QEO review. ADA and QEO review documentation and give feedback. Programme Proposer revises (in consultation with Programme Team and Directorate) documentation (if appropriate). ADA signs off ICZ Curriculum Readiness.

No further work on programme development (or, if appropriate, start process again)

School (or nominated representative) decide whether to recommend the Academic Case for approval (Dean of School = Gatekeeper - nominates representative)

Yes

Documentation passed to the Programme Approval and Review Panel (PARP) for Academic Approval

PARP decide whether grant Academic Case Approval (if approved may include conditions and recommendations for later sign off by chair)

No

No further work on programme development (or, if appropriate, start process again)

Yes

Academic Case Approval
Market and recruit (if not already done so)
QEO include in biannual report to Academic Standard and Quality Assurance Committee (ASQAC) for information

Minimum 4 weeks prior to approval event

Minimum 3 weeks prior to approval event
4. Programme and module amendment

4.1. Introduction to this section

For the University’s policy re Programme and Module Amendment see section 5 of the *Programme Design, Approval, Amendment, Review and Withdrawal Policy*. When preparing documentation for programme and module amendment you should take into consideration the guidance in Section 2 -Programme Development and Design, this includes information about assessment.

We are legally obliged to advise prospective students regarding any programme amendment before they enrol at the University and update the website information as soon as possible following approval. In addition, you are legally obliged to consult and seek agreement from current students on any proposed amendment to their programme see Section 9 *Informing prospective students and consulting students re changes* of this document.

The table below summarises the templates and forms you will need. The majority of forms and templates are available on the University’s *Forms and Process Diagrams* webpage. However, before downloading copies speak to your QE Officer as they will set up a SharePoint site with partially completed forms and templates ready for you to work on (see Section 7 re *SharePoint*).

**Table 2 Forms and Templates for Programme and Module Amendment**

<table>
<thead>
<tr>
<th>Form or Template</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMAF – Programme and Module Amendment Form</td>
<td>This is the main document that captures the information about the proposed changes. It includes an Equality and Diversity impact assessment of the proposed changes.</td>
</tr>
<tr>
<td>PS- Programme Specification*</td>
<td>Details of the programme/s that you are proposing to change should be set out on the most recent version of the Programme Specification form. If the change is only to a module you may not need to complete this form. The <em>Programme and Module Specification Catalogue</em> generally contains the most recently approved programme specification for your programme. Contact the QEO for help using the repository.</td>
</tr>
<tr>
<td>MS- Module Specification*</td>
<td>Details of the modules that you are proposing to change should be set out on the most recent version of the Module Specification form. If the change is only to a programme you may not need to complete this form. The <em>Programme and Module Specification Catalogue</em> generally contains the most recently approved module specifications. Contact the QEO for help using the repository.</td>
</tr>
<tr>
<td>SCA- Student consultation regarding amendments</td>
<td>This document should be used to consult students about proposed changes. It can be adapted for consulting External Examiners. For more information about consulting students about changes see Section 9 <em>Informing prospective students and consulting students re changes</em> of this document.</td>
</tr>
<tr>
<td>Form or Template</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>UPS – Updating Prospective Students</strong></td>
<td>This document should be used to inform prospective students about approved amendments. A draft should be submitted to the QEO alongside documentation for the proposed amendment however, it should only be sent (by Admissions) to prospective students after the amendment has been approved. For more information about consulting students about changes see Section 9 <a href="#">Informing prospective students and consulting students re changes</a> of this document.</td>
</tr>
<tr>
<td><strong>Map A – Programme Learning Outcomes to FHEQ qualification descriptors</strong></td>
<td>This MS Excel form captures the mapping of programme learning outcomes to the FHEQ qualification descriptors. For information re mapping and completion of this form see <a href="#">Section 12 Mapping requirements</a>. It may be needed for major changes to programme learning outcomes. The QE Officer will be able to advise you about this.</td>
</tr>
<tr>
<td><strong>Map B - Assessment mapping to Learning Outcomes</strong></td>
<td>This form captures the assessment strategy for programmes and may be needed for major changes to assessment. The QE Officer will be able to advise you about this.</td>
</tr>
</tbody>
</table>
| **CF template – Course Finder Template** | This template is only required if you are proposing to make changes that affect the marketing information on the web pages that prospective students will look at (Course Finder). By completing the template as amendment process you are helping ensure that the programme is advertised promptly after approval of the amendment and with the correct information. 

For help in completing this form contact the School’s Marketing Manager within Marketing & Student Recruitment. This template is required for Business Case Approval and/or Academic Case Approval but is not presented to ADSG/PARP. |
<p>| <strong>Programme Handbook Part A</strong> | A draft of the revised Programme Handbook Part A should be competed to reflect the information in the Programme and Module Specifications and the Course Finder template. It is important, in order to comply with the Consumer Rights Action (2015), that the information sources for applicants and students provide consistent information. See <a href="#">Link to Programme Handbook Templates</a>. |</p>
<table>
<thead>
<tr>
<th>Form or Template</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Development Sub-group Report Template</td>
<td>These forms are only required if you are proposing to make changes that substantially effect the business model for the programme. In such circumstances the changes will be treated as a major amendment to be considered by the Academic Development Sub Group. The QEO and Finance team can advise you about whether this may be required. For an explanation of the purpose of each of these forms see the programme approval section (3.1) of this document.</td>
</tr>
<tr>
<td>Form PBC2 – Programme Business Case 2*</td>
<td></td>
</tr>
<tr>
<td>Form RSI1 - New Programme Proposal Finances</td>
<td></td>
</tr>
<tr>
<td>Form RSI 2 - New Programme Proposal Professional Services Consultation*</td>
<td></td>
</tr>
<tr>
<td>Form MP- Marketing Plan for New Programme</td>
<td></td>
</tr>
<tr>
<td>Form PSR – Programme Specific Regulations Form</td>
<td>These forms are only required if you are proposing to make changes that require a Programme or Student Specific Regulations. Your ADA and /or the QEO can advise you about whether this may be required.</td>
</tr>
<tr>
<td>Form SSR – Student Specific Regulations Form</td>
<td></td>
</tr>
<tr>
<td>Home Office Compliance Checklist</td>
<td>This checklist is not submitted for approval but should be used by you to determine which Programmes for Admission are suitable for Tier 4 (General) students and/or Short-term study visas. See Section 14 Home Office Compliance Issues for more information.</td>
</tr>
</tbody>
</table>

*Further guidance on completing these forms is provided through Programme Approval Screencasts.

For information about the timing of programme approvals see Timescales and Deadlines for Programme Approval and Review.

For further guidance and support with programme and module amendment please contact the Quality and Enhancement Office QEO-GENERAL@salford.ac.uk.
4.2. Programme and Module Amendment Procedure Flow Chart

The programme and module amendment procedure is as shown in the flowchart Figure 3. It should be noted that, as explained in section 5.1, the route for consideration of an amendment depends on the type, scale and volume of the proposed amendment. If business case approval is required for a major amendment you are will need an RSI 1 and, possibly, a Market Research report. For information about who to contact re these see section 3.2 re Programme Approval School Finance and Marketing contacts
Figure 3: Programme and module amendment procedure flow chart
4.3. Types of amendments

Programmes and modules amendments are considered by different routes depending on the type and/or volume of amendment. Amendments are divided into three categories:

- Editorial amendments – these are made by the Quality and Enhancement Office on your behalf and do not require approval.
- Minor amendments - an Associate Dean Academic (ADA) approves minor amendments. The ADA is normally the ADA from the relevant School but in some circumstances (i.e. due to PRSB requirements) the ADA can be from a different School.
- Major amendments - require approval by a Programme Approval and Review Panel (PARP).

Examples of amendments which fall in each category are provided below; these lists are indicative. The lists include information about whether applicants and prospective students will need to be informed about the change after it has been approved (see also Section 9). There are three categories:

- **Unlikely** – In most cases there will not be a need to inform applicants and prospective students. However, see the notes column for possible exceptions to this.
- **Possibly** – There are circumstances of the type of change where applicants and prospective students should be informed. This will depend on the detail of the change.
- **Yes** - Applicants and prospective students should be informed in all cases about the approved change.

The lists can also be used to inform decisions about whether students should be consulted about the change. Whether students should be consulted will depend on the information they have been given. This can be from several sources including web-based material, programme handbooks and Blackboard. Further information about amendments can be found in the amendment responsibility matrix (Figure 4).

**Editorial amendments**

<table>
<thead>
<tr>
<th>Example of editorial amendments</th>
<th>Applicants &amp; prospective students to be informed?</th>
<th>Notes re informing applicants and prospective students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes to module leader(s).</td>
<td>Unlikely</td>
<td>If the module leader is well known as a leading expert in the field and/or as minor celebrity and has been promoted as such, applicants should be informed of the change of module leaders.</td>
</tr>
<tr>
<td>Amending typographical errors.</td>
<td>Unlikely</td>
<td>Only inform if the error could potentially mislead applicants and prospective students.</td>
</tr>
</tbody>
</table>

1 See Section 9
2 Only inform if the information has been shared with applicants and prospective students (e.g. on CourseFinder or Unistats or in open day information). Applicants should be informed about significant changes.
### Example of editorial amendments

<table>
<thead>
<tr>
<th>Description</th>
<th>Applicants &amp; prospective students to be informed?</th>
<th>Notes re informing applicants and prospective students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factual information such as changes to School titles.</td>
<td>Unlikely</td>
<td></td>
</tr>
<tr>
<td>Changes to entry requirements set by the University (e.g. changes to IELTS or minimum entry criteria).</td>
<td>Unlikely</td>
<td></td>
</tr>
<tr>
<td>Changes that help clarify any minor ambiguities or inconsistencies in the documentation that were identified after programme approval during set up of the programme.</td>
<td>Unlikely</td>
<td>Only inform if the error could potentially mislead applicants and prospective students.</td>
</tr>
</tbody>
</table>

### Minor amendments

<table>
<thead>
<tr>
<th>Description</th>
<th>Applicants &amp; prospective students to be informed?</th>
<th>Notes re informing applicants and prospective students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes to the programme structure to add new optional modules.</td>
<td>Unlikely</td>
<td>Although it is not necessary to inform applicants of this change programme teams may choose to do so.</td>
</tr>
<tr>
<td>Changes to the programme structure to change a module from core to optional.</td>
<td>Unlikely</td>
<td>Although it is not necessary to inform applicants of this change programme teams may choose to do so.</td>
</tr>
<tr>
<td>Changes to the programme structure to change a module from optional to core.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Changes to pre-requisites or co-requisites within a programme structure.</td>
<td>Unlikely</td>
<td>Depends on how much information has been provided about this.</td>
</tr>
<tr>
<td>Discontinuation of a core module and inclusion of an alternative core module within a programme structure.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Discontinuation of an optional module with or without an alternative optional module within a programme structure.</td>
<td>Unlikely</td>
<td>Depends on how much information has been provided about this. Has it been highlighted as significant feature of the programme? If several modules are involved then ‘yes’ inform.</td>
</tr>
<tr>
<td>Changes to the weighting of assessments within a module.</td>
<td>Unlikely</td>
<td>Depends on how much information has been provided about this.</td>
</tr>
<tr>
<td>Changes to assessments, which affect less than one third of the modules in a programme (a new assessment map against learning outcomes must be provided).</td>
<td>Possibly</td>
<td>Depends on how much information has been provided about this. If the change affects</td>
</tr>
</tbody>
</table>

---

3 See [Section 9](#)

4 Only inform if the information has been shared with applicants and prospective students (eg on CourseFinder and on open day information)
<table>
<thead>
<tr>
<th>Example of Minor amendments</th>
<th>Applicants &amp; prospective students to be informed?</th>
<th>Notes re informing applicants and prospective students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes to learning outcomes of a module.</td>
<td>Unlikely</td>
<td>Unistats (e.g. change from coursework to exams) then ‘yes’ inform.</td>
</tr>
<tr>
<td>Approval of a standalone module.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Programme changes which require a programme specific regulation (formerly known as an exception to the Academic Regulations for Taught Programmes (ARTP)).</td>
<td>Possibly</td>
<td>Depends on how much information has been provided about this.</td>
</tr>
<tr>
<td>Minor changes to special features e.g. access to specialist resources</td>
<td>Possibly</td>
<td>Depends on how much information has been provided about this.</td>
</tr>
</tbody>
</table>

### Major amendments

<table>
<thead>
<tr>
<th>Example of Major amendments</th>
<th>Applicants &amp; prospective students to be informed?</th>
<th>Notes re informing applicants and prospective students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant change to programme title.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Introduction of a new programme pathway.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Change to method of programme delivery.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Curriculum redesign.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Multiple module changes within the programme structure (where changes affect more than one third of the total number of credits of the programme).</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Changes to the programme or module learning outcomes and/or syllabus that will significantly change the nature of the programme or module.</td>
<td>Possibly</td>
<td>Depends on how much information has been provided about this and how substantial the change is.</td>
</tr>
<tr>
<td>Multiple changes to module titles within a programme.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Significant changes to teaching, learning and assessment strategies</td>
<td>Possibly</td>
<td>Depends on how much information has been provided about this and how substantial the change is.</td>
</tr>
<tr>
<td>Gaining or losing programme level PSRB accreditation</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Changes to programmes to meet new or updated PSRB accreditation requirements</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Major changes to special features e.g. access to external resources, loss of simulation suite</td>
<td>Yes</td>
<td>Will need to be clear what the contingency/alternative is.</td>
</tr>
</tbody>
</table>

---

5 See [Section 9](#)

6 Only inform if the information has been shared with applicants and prospective students (e.g. on CourseFinder and on open day information)
### Figure 4 Responsibility matrix: programme and module amendment

<table>
<thead>
<tr>
<th></th>
<th>PROGRAMME AMENDMENT*</th>
<th>ADA (or equivalent) action</th>
<th>PARP</th>
<th>CPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Awarding institution/body</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Taught at</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>College responsible for the programme</td>
<td>No longer applicable</td>
<td>No longer applicable</td>
<td>No longer applicable</td>
</tr>
<tr>
<td>4</td>
<td>School(s) responsible for the programme</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Links with partner institutions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Externally accredited by</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Final Award and Intermediate Terminating Qualifications (ITQs)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>FHEQ level of the qualification</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Programme Title</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Aims of the programme</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>Length of programme (in each mode)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Mode(s) of attendance/Delivery and intakes</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Language of Study</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Year of commencement</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>Date teaching starts</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>Funded by</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>Entrance requirements</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>Is a Salford UCAS code required?</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>Responsibility for administration of the programme</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>20</td>
<td>Programme structure</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>Requirements for progression at each level, plus the criteria on which the final award is based</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>22</td>
<td>HESA subject code</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>Marketing JACS code</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>Relevant Subject Benchmarking statements (and any other reference points)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>Intended learning outcomes</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>Teaching, learning and assessment strategies</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>Re-assessment strategy</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>28</td>
<td>Assessed professional experience</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>29</td>
<td>Special features of programme</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>30</td>
<td>Arrangements for student support</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

* The locus of responsibility for approving a programme and/or module amendment which falls into more than one category depends on the scope of the proposed amendment and its combination with other categories of amendment. See the associated guidance to identify which category and route of amendment apply to your module(s)/programme.
<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>CRN</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>University module code</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>HESA/JACS subject area code</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Level</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Credit Value</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>ECTS Value</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Length of module in semesters</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Month(s) in which to be offered</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Module Status</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>Title of Module being replaced</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>With effect from</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Originating School</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Module Leader(s)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>Programme(s) in which to be offered</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>Pre-requisites</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>Co-requisites</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>Indicative learning hours</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>Percentage of module taught by School(s) other than originating School</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>Aims of Module</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>Intended Learning Outcomes</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>22</td>
<td>Module mark calculation</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>Assessment components:</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Type of assessment</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Identify which ILO is met by number</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Weighting%</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Duration</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Word count</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Component pass required</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>E Submission</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Assessment organised by</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>Is ethical approval for the module required?</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>Is ethical approval for an assessment component required?</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>Learning, teaching and assessment strategies</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>Syllabus outline</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>28</td>
<td>Indicative texts and/or other learning materials/resources</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

* The locus of responsibility for approving a programme and/or module amendment which falls into more than one category depends on the scope of the proposed amendment and its combination with other categories of amendment. See the associated guidance to identify which category and route of amendment apply to your module(s)/programme.
4.4. **Guidance on sections of the Programme and Module Amendment Form**

**Sections 1-3**

These sections cover contact details and information regarding the School and the programmes and/or modules to be amended. These sections are self-explanatory.

**Section 4 – Proposed amendment/s**

This section of the form has two purposes: firstly to clearly set out the proposed change/s so that the ADA and, if applicable, PARP and ADSG are clear about what amendments they are being asked to consider. Secondly, if the change is approved, the information in this section will be used by Student Administration (and subsequently other sections, including Marketing and Student recruitment) to change the programme on systems such as Banner, Course-Finder and other systems. If applicable, this process includes updating the information we provide to external bodies such as Unistats. It is therefore very important to be clear and explicit about all the changes proposed. Avoid using acronyms and, if you use subject-specific technical terms, try to explain them so that a non-specialist can get the gist of your proposal.

Section 4b asks about the withdrawal of programme and module codes. A relatively minor change (e.g. in a Module Title) will require a new code in the University’s Student Information System (Banner). If this is the case it is important for data quality reasons that earlier versions of the code are withdrawn. If you are in doubt about whether this applies seek guidance from the QEO (qeo-general@slaord.ac.uk).

**Section 5 – Amendments with effect from (month and year)**

This should include information about the proposed roll-in of changes: what timescales and, if applicable, which Levels and/or intakes. For complex roll-in of changes it may be appropriate to include a diagram such as that shown in Section 5.14 diagram re roll-in of changes.

**Section 6 – Rationale for amendments or inclusion in the programme**

In this section you should focus on explaining how and why the changes will help sustain and preferably enhance the student experience. Include an explanation of the stimulus for the change such as student feedback or an External Examiner report. Linked to the previous section, it may be appropriate to explain the rationale for the timescale of roll-in of the change.

**Section 7 – Academic Technology Approval Scheme (ATAS) issues**

This section should be completed for all PGT programmes and Integrated Master’s programmes. See about ATAS for more information.

**Section 8 – Does the amendment require a request for an Programme Specific Regulation or a Student Specific Regulation (formerly known as an Exception to the Academic Regulations for Taught Programmes) to be made?**

Please seek advice from your ADA or QEO if you think a Programme Specific Regulation or a Student Specific Regulation will be required. If a specific regulation is required the request should be submitted along with the proposed amendment documentation. See the Programme Specific Regulations and Student Specific Regulations forms (http://www.salford.ac.uk/qeo/PDRR/forms)
Section 9 – Have the following parties been consulted and agreed to the above?

You should consult the following parties about the proposed amendment and include their feedback in this section of the form:

- Partner institutions and organisations (if applicable)
- Other Schools (if applicable)
- External Examiners
- Professional, Statutory and Regulatory Bodies (if applicable)

The consultation should clearly set out the proposed changes and give the consultees at least two weeks to reply (allowing longer during public holidays). If consultees express concerns or disagree to the proposal, you should seek to address their concerns and obtain their consent prior to submission of the proposed amendment. The Form for Student Consultation Regarding Amendments may be a useful starting point for information to send to the interested parties. In the PMAF template you should include direct quotations from responses.

Section 10 – Will the proposed change result in a protected group being impacted differently to the general student population studying the programme?

The University is required to comply with the Equality Act (2010) and to carry out an Equality Analysis when making changes to a programme. For guidance on this and Appendix 1 of the Programme and Module Amendment Form see Section 13 of this document.

Section 11a – Have all students who may be affected by the proposed changes been consulted and, if applicable, consented?

Section 5.9 of the Programme Design, Approval, Amendment, Review and Withdrawal Policy sets out requirements where existing students are, or may potentially be, affected by an amendment to a programme. It is important that Programme Teams keep records of all communication with students about changes to programmes and modules as it may be required at a later date as part of an audit. The Form for Student Consultation Regarding Amendments should be used. For more information about consulting students about changes, see Section 9 Consulting students re changes.

Section 11b – Has a draft revised Programme Handbook Part A been completed and uploaded to the amendment SharePoint site to reflect the change?

You should include a draft version of your programme handbook that has been updated to reflect the proposed change in your amendment document. Then, if it is approved, the change can be quickly shared with students and they are less likely to use out of date information.

Section 12 – Have the implications of any change(s) been discussed by the relevant subject /Programme Team?

Staff who are currently involved in delivering the programme/module(s) and/or those who are proposed to be involved in future should be consulted about the changes. Their responses should be summarised and included in this section.
Section 13 – Does the change affect information in the Prospectus, Course Finder, Open Days and any other information that we give or have given to applicants and prospective students?

See section 5.1 re type of amendments and about whether applicants and prospective students will need to be informed about the change after it has been approved (see also Section 9).

Section 14 – Are there any resource implications to the introduction of /amendment to the module/programme?

In this section, you should set out the resource implications of the proposed changes. If the proposal has substantial impact on the business model of the programme, it will be considered as a Major Amendment that should be presented to the Academic Development Sub-group (ADSG). See also the information about Business Case Approval in section 3 Programme Approval of this document.

Section 15 – Suitability of staffing resources

In this section proposers of a change or amendment are asked to confirm that there are sufficient appropriate staff resources to operationalise the amendment.

Section 16 – Recommendation or approval

The information required here depends on the type of amendment, see also Section 4.3 re Types of amendment. The requirements are explained on the form. ☝️
5. Periodic Programme Review and Re-approval (PPRR) for all programmes other than Collaborative Provision

5.1. Introduction to this section and making the most of PPRR

For the University’s policy on PPRR see Programme Design, Approval, Amendment, Review and Withdrawal Policy. Please note that this section covers PPRR for all programmes, other than Collaborative Provision. For information about PPRR and collaborative provision see Collaborative Provision Policy and contact the Quality and Enhancement Office. When preparing documentation for PPRR you should take into consideration the guidance in Section 2 - Programme Development and Design, this includes information about assessment.

The table below summarises the templates and forms you will need. The majority of forms and templates are available on the University’s Forms and Process Diagrams webpage. However, before downloading copies speak to your Quality and Enhancement Officer as they will set up a SharePoint site with partially completed forms and templates ready for you to work on (see Section 7 re SharePoint).

PPRR is one of the University’s key assurance procedures and in any one year approximately 20% of programmes will go through the procedure. PPRR complements the University’s Programme Monitoring and Enhancement Procedure (PMEP). PRRR is an opportunity to make step changes in a programme to address any issues that may be proving intractable within the PMEP’s continuous improvement approach. PPRR is a time-consuming, challenging and rigorous process that should be embraced as an opportunity to carry out a major refresh of the programme so that it attracts more applicants and produces higher quality, more satisfied, graduates. As part of this refresh programme teams should think about how they can deliver their programme in more innovative and exciting ways. The Academic Developers and Learning and Technology advisors in the Quality and Enhancement Office can help with this contact QEO-GENERAL@salford.ac.uk.

Table 3 Forms and Templates for PPRR for all programmes (other than collaborative provision)

<table>
<thead>
<tr>
<th>Form or Template</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPRR Project Plan Template (MS Excel version)</td>
<td>This is an optional template that you are encouraged to complete with your Quality and Enhancement Officer to plan your PPRR.</td>
</tr>
<tr>
<td>Periodic Programme Review and Re-approval (PPRR) template</td>
<td>This is the main document that captures the PPRR information and it will be the starting point for discussions at the PARP meeting that considers the PPRR.</td>
</tr>
<tr>
<td>Form or Template</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Alumni and employer consultation request.</td>
<td>These forms are part of the process of engaging the Alumni team in contacting former students and employers to find out their views about the programme. The consultation request is initially part completed by the Quality and Enhancement Office followed by the programme team and then the Alumni office. The template for a list of the programme team’s alumni and employer contacts should be used to share with the Alumni team details of any contacts that the programme team intend to contact directly as part of the employer consultation. This process is discussed in more detail in the Consulting Alumni section of this document.</td>
</tr>
<tr>
<td>List of programme team’s alumni and employer contacts - template.</td>
<td></td>
</tr>
<tr>
<td>EA1-External Advisor Application Form</td>
<td>These forms will initially be partially completed by the QEO and then passed to you and the External Advisor to complete the process of nominating an External Advisor who will attend the PARP meeting when the PPRR is considered. This process is discussed in sections 6.6 and in more detail re External Advisors of this document.</td>
</tr>
<tr>
<td>EA2 – External Advisor Nominee Form</td>
<td></td>
</tr>
<tr>
<td>PS-Programme Specification*</td>
<td>Details of the programme that you are proposing to run after PPRR should be set out on the most recent version of the Programme Specification form. This applies even if you are not proposing to make any changes to the programme. The Programme and Module Specification Catalogue generally contains the most recently approved programme specification for your programme. Contact the QEO for help using the repository.</td>
</tr>
<tr>
<td>MS-Module Specification*</td>
<td>Details of the modules that you are proposing to include on your programme after PPRR should be set out on the most recent version of the Module Specification form. This applies even if you are not proposing to make any changes to the modules. The Programme and Module Specification Catalogue generally contains the most recently approved module specifications for your programme. Contact the QEO for help using the repository.</td>
</tr>
<tr>
<td>SCA-Student consultation regarding amendments</td>
<td>This document should be used to consult students about proposed changes as part of PPRR (if applicable). For more information about consulting students about changes see Section 9 Informing prospective students and consulting students re changes of this document.</td>
</tr>
<tr>
<td>Form or Template</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Form UPS – Updating Prospective Students</td>
<td>This document should be used to inform prospective students about approved amendment to the Programme. A draft should be submitted to the QEO alongside documentation for the proposed amendment however, it should only be sent (by Admissions) to prospective students after the amendment has been approved. For more information about consulting students about changes see Section 9 Informing prospective students and consulting students re changes of this document.</td>
</tr>
<tr>
<td>Map A – Programme Learning Outcomes to FHEQ qualification descriptors</td>
<td>This MS Excel form captures the mapping of programme learning outcomes to the FHEQ qualification descriptors. For information on mapping and completion of this form see Section 12 Mapping requirements. This form is discussed in Part C, section 7 of the PPRR template</td>
</tr>
<tr>
<td>Map B - Assessment mapping to Learning Outcomes</td>
<td>This form captures the assessment strategy for the programme and is discussed in Part C, section 8 of the PPRR template</td>
</tr>
<tr>
<td>Programme Operating Model (Finance)</td>
<td>The QEO will request this form from the Finance Team they will then liaise with you with regard to the detailed content. See Part D section 12 – Review of the programme viability and business model.</td>
</tr>
<tr>
<td>CF template – Course Finder Template</td>
<td>This template is only required if you are proposing to make changes that affect the marketing information on the web pages that prospective students will look at (Course Finder). By completing the template as part of the PPRR process you are helping ensure that the programme is advertised promptly after re-approval with the correct information. For help in completing this form contact the School’s Marketing Manager within Marketing &amp; Student Recruitment. This template is required for Business Case Approval and/or Academic Case Approval but is not presented to ADSG/PARP.</td>
</tr>
<tr>
<td>Programme Handbook Part A</td>
<td>A draft of the Programme Handbook Part A for the revised programme should be competed to reflect the information in the Programme and Module Specifications and the Course Finder template. It is important, in order to comply with the Consumer Rights Action (2015), that the information sources for applicants and students provide consistent information. See Link to Programme Handbook Templates</td>
</tr>
<tr>
<td>Home Office Compliance Checklist</td>
<td>This checklist is not submitted for approval but should be used by you to determine which Programmes for Admission are suitable for Tier 4 (General) students and/or Short-term study visas. See Section 14 Home Office Compliance Issues for more information.</td>
</tr>
<tr>
<td>Form or Template</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td>PBC2 – Programme Business Case 2*</td>
<td>These forms are only required if you are proposing to make changes that may substantially impact the business model for the programme. In such circumstances the changes will be treated as a major amendment that should be considered by the Academic Development Sub Group. In the majority of PPRRs this stage and these forms are not required; the QEO and Finance team can advise you about whether this may be required. Further guidance can be found in the Programme Approval section of this document see section <a href="#">Programme Approval</a>.</td>
</tr>
<tr>
<td>RSI1 - New Programme Proposal Estimated Resource Implications</td>
<td></td>
</tr>
<tr>
<td>RSI 2 - New Programme Proposal Resource Estimate*</td>
<td></td>
</tr>
<tr>
<td>MP – Marketing Plan for New Programme</td>
<td></td>
</tr>
<tr>
<td>Form PSR – Programme Specific Regulations Form</td>
<td>These forms are only required if your programme requires a Programme or Student Specific Regulations. Your ADA and /or the QEO can advise you about whether this may be required.</td>
</tr>
<tr>
<td>Form SSR – Student Specific Regulations Form</td>
<td></td>
</tr>
</tbody>
</table>

Note that in addition to these forms and templates the QEO will use additional forms and templates for student consultation meetings and External Advisor feedback on PPRR documentation. The QEO provides these forms to the appropriate individuals to complete.

*Further guidance on completing these forms is provided through [Programme Approval Screencasts](#).

For information about the timing of programme approvals see [Timescales and Deadlines for Programme Approval and Review](#).

For further guidance and support with PPRR please contact the Quality and Enhancement Office QEO-GENERAL@salford.ac.uk.
5.2. PPRR procedure and planning your PPRR (including links to ICZ Ready Reviews)

The PPRR procedure has several stages that normally take place over a few months; the stages are shown in the flowchart (see Figure 5). This flowchart also shows the relationship between the Industry Collaboration Zone (ICZ) Readiness Review (see http://www.salford.ac.uk/qeo/iczready) and PPRR.

Early on in the PPRR process you should contact the relevant Project & Costing Accountant, details below, to obtain the finance operating model report for your programme. Also, if you are proposing major changes your allocated Project & Costing Accountant will help you complete a RSI 1 (note the team normally require 21 days' notice to prepare reports):

School of Computing, Science & Engineering: Vanda Tomlinson v.m.tomlinson@salford.ac.uk
School of Environment & Life Sciences: Vanda Tomlinson v.m.tomlinson@salford.ac.uk
School of the Built Environment: Steven Murphy s.j.murphy@salford.ac.uk
School of Arts & Media: Steven Murphy s.j.murphy@salford.ac.uk
School of Health and Society: Vanda Tomlinson v.m.tomlinson@salford.ac.uk
School of Health Sciences: Steven Murphy s.j.murphy@salford.ac.uk
Salford Business School: Steven Murphy s.j.murphy@salford.ac.uk
Salford Languages: Steven Murphy s.j.murphy@salford.ac.uk

Additionally, any substantial changes that will require business case approval at Academic Development Sub-group are likely to require a Marketing Report. If this is the case, you should contact Kate Costello in the first instance K.Costello@salford.ac.uk (the team normally require 21 days' notice to prepare a report).

Well in advance of the deadline for submission of the PPRR (ideally at least eight months before the deadline) Programme Leaders should meet with the Quality and Enhancement Officer allocated to support the PPRR planning process. A PPRR Project Plan is available to help you plan your PPRR.

You, your ADA and the Quality and Enhancement Officer will agree the date of the Programme Approval and Review Panel (PARP) that will consider your PPRR. The dates of PARP meetings are in the University's Almanac. The Quality and Enhancement Office service PARP meetings. It is important to keep the QEO and the School’s Associate Dean Academic informed if you think you may not be able to meet the agreed deadline. In some circumstances a delay in consideration by PARP may mean that a programme risks being out of approval and so not permitted to recruit.
Figure 5 – Showing PPRR Procedure and its relationship to ICZ readiness reviews

Periodic Programme Review and Re-Approval Process showing twin-track with ICZ readiness activity
April 2017 v2.0

PPRR Start

Preliminary PPRR meeting - Programme Leader and QEO team to agree stages, deadlines and responsibilities. PL to identify External Advisor.

PPRR Consultation (meetings and/or surveys) set up by PL and QEO. Also set up preliminary meeting with Finance.

PPRR Student consultation held. PPRR Alumni consultation held. PPRR Employer consultation held. PL preliminary meeting with Finance to discuss Financial Operating Model re current viability of the programme. PL and QEO prepare for PRR Programme team event including an initial review of latest version of all benchmark standards that apply to the programme. May include existing or proposed new PSRB accrediting body’s benchmarks.

PPRR Programme team event (between 1-3 hrs long depending on issues) set up by School but with support from QEO, held to include a discussion of the following in the context of the proposed changes as a result of the findings of the ICZ readiness review:
- Review of the outcomes of the consultations
- Discussion of the review of the latest version of benchmark statements
- An horizon scanning exercise re future of the programme
- Review of any intractable or recurring issues in Programme Action Log (PAL)
Outcome of the event is a shared vision for the future of the programme along with several sections of PPRR, a reflective template completed in draft and an agreed set of actions for changes to the programme.

PL and programme team complete new PPRR reflective template and make proposed changes to programme documentation. Consult existing students if they are affected by proposed changes.

PL discussion with Finance to complete final version of Financial Operating Model Report on current viability of the programme and, if applicable (due to changes being substantive) a proposed new RSI 1 for major changes, discuss with QEO approval process.

Do the proposed changes have a substantial impact on the business model and so require approval by the Academic Development Sub Group (ADSG)?

Programme team complete documentation for ADSG as if the changes are a major amendment (includes RSI 2, marketing etc.)

Do ADSG agree to changes?

No

Yes

PL finalises PPRR documentation and submits to QEO (via SharePoint). PL seeks student representatives to attend Programme Approval and Review Panel (PARP)

Do PARP approve the review and the proposed new version of the programme?

No

Yes

Post approval set up new version of programme.

Yes they can wait. Can identified amendments wait & be incorporated in PPRR changes? ICZ changes to be in place by September 2018.

Follow separate Programme Amendment process, Details depend on whether changes are Minor or Major

Inter-related timing and relationship between PPRR and ICZ readiness

with vary across School, and programmes
5.3. **PPRR Programme Team event**

As part of the PPRR planning, you should plan to have a PPRR Programme team event (workshop) that is between one and three hours long (depending on the issues that need to be discussed). Those who are expected to attend are:

- Academics who teach on or contribute to the programme
- Programme Directors (or their equivalents) and/or others involved in the management of the programme
- Student representatives

The PPRR process diagram in figure 5 shows that the workshop should be timed to follow on from some of the initial preparation work: consulting programme stakeholders, mapping aims and outcomes and reviewing the programme viability. The workshop should be tailored to spend some time focusing on the key issues that arise from this early work. Also, it should include a “horizon scanning” exercise that will inform part D of the PPRR template i.e. a review of the internal and external factors affecting the programme. An outcome of the session should be a shared vision for the future of the programme and broad agreement re the main changes that should take place.

The programme team are responsible for coordinating the workshop, however the QEO office can assist with the organisation. It may be appropriate for the programme team to invite an independent person to facilitate the session.

The programme for the workshop should be developed to suit the issues on the programme. Discussions should take place in the context of the findings of the ICZ readiness review. A typical session could be structured as follows:

**Table 4 – Possible structure of a PPRR Programme Team Event (the event may be shorter if the initial preparation work has not identified many issues)**

<table>
<thead>
<tr>
<th>Length of section (and cumulative time)</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins (0h 10 mins)</td>
<td>Introduction</td>
<td>This should reflect on the findings of the ICZ readiness review</td>
</tr>
<tr>
<td>35 mins (0h 45 mins)</td>
<td>Review of benchmark statements (and if applicable PSRB guidance). Review of alignment with University’s guidance re: learning, teaching and assessment. Implications for the future of the programme?</td>
<td>Part C of the PPRR template (Currency and Academic Standards) should be completed in a rough draft in advance and circulated to the programme team event attendees.</td>
</tr>
<tr>
<td>35 mins (1h 20 mins)</td>
<td>Review of consultations and implications for the future.</td>
<td>Feedback from the consultations should be circulated in advance to the programme team event attendees.</td>
</tr>
<tr>
<td>10 mins (1h 30 mins)</td>
<td>Break</td>
<td></td>
</tr>
</tbody>
</table>
### 5.4. Student involvement in the PPRR procedure

All students should have an opportunity to take part in a PPRR student consultation event as set out in Section 8 of this document. Also, student representatives should be invited to the PARP that considers the PPRR documentation. However, the programme team should be more ambitious than relying solely on these two points of engagement. The programme team should aim for student representatives to be meaningfully integrated as partners in the procedure of reviewing and improving the academic quality of their programmes. Thus, student representatives may be invited to be members of the PPRR team, participate in workshops and contribute to producing and reviewing documentation. This involvement of students is separate from the formal process of consulting students about changes (see section 6.8 and Section 10 Informing prospective students and consulting students).

### 5.5. Appointing External Advisors (EA)

Early on in the PPRR process you should nominate an External Advisor who will be a member of the PARP that considers your PPRR submission. The role of the EA is set out in the policy section 3.5 p6 Programme Design, Approval, Amendment, Review and Withdrawal Policy. The requirements and procedure for nomination and appointment of External Advisors are set out in more detail in the External Advisors section of this document. The nominations should take place early in the process to ensure the EA meets the criteria, is available and can be formally appointed (including completing UKVI checks) prior to the meeting.

### 5.6. PPRR and Professional, Statutory and Regulatory Bodies (PSRB) accreditation/validation or reaccreditation/revalidation

As stated in section 6.16 p12 of the Programme Design, Approval, Amendment, Review and Withdrawal Policy, PPRRs can be combined with accreditation or validation meetings. However, it is more common practice for programme teams to carry out the PPRR, making changes to bring programme in line with the latest version of PSRB requirements and then have a separate accreditation or validation visit. The approach you take to PSRBs should be guided by the PSRB/s guidelines and the advice of your allocated Quality and Enhancement Officer.
5.7. Changing modules and programmes and the PPRR process. PPRR Template Action Tables

As programme teams take part in the PPRR process they are likely to identify actions they wish to take to change and improve the programme. Programme teams should present the programme documentation for re-approval with changes already made. If the proposed changes will affect existing students such as the roll in of a change to Level 6 that would affect current Level 4 and 5 students they must be consulted (see note 6.8 of this document regarding changes and existing students). All changes should be clearly logged and documented in the relevant Action Table in the PPRR template.

The PPRR Template Action Tables are at the end of each part of the PPRR reflective analysis template. Programme teams should list actions that they have taken, or propose to take, in response to that particular section of the PPRR process. Programme teams can add extra lines as required. These Action Tables ensure the transparency of the changes for the PARP members and also help professional services ensure they can update their systems as required.

**Figure 5 – Example of a PPRR Template Actions Table**

<table>
<thead>
<tr>
<th>Ref</th>
<th>Issue raised/ existing situation</th>
<th>Source of issue</th>
<th>Proposed action/change in response</th>
<th>Is it proposed that the change will affect existing students?</th>
<th>Status?</th>
<th>Office use</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E 02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E 03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E 04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E 05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add additional lines as required

The information required in each column is as follows:

<table>
<thead>
<tr>
<th>Action Table Column Heading</th>
<th>Information required from Programme Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue raised /existing situation</td>
<td>Describe the problem/issue.</td>
</tr>
<tr>
<td>Source of issue</td>
<td>When was the issue raised/identified and by whom? e.g. ICZ Readiness Review or via students in Student Consultation Meeting.</td>
</tr>
<tr>
<td>Proposed action/change in response</td>
<td>Describe the proposed change in response to the problem. Note that for changes that affect the set-up of the Programme in the University’s Student Administration System (i.e. Banner) it is necessary to provide a very detailed breakdown of these changes in Table 3 and sections 16-21 (Part E) of the PPRR template. Only by systematically recording these changes can we ensure that the programme is set up correctly. See Appendix 1 for more information about changes that affect the set-up of the programme.</td>
</tr>
<tr>
<td>Is it proposed that the</td>
<td>If the answer here is yes (i.e. the change will affect existing students) summarise how it will affect them. Provide details regarding how you have</td>
</tr>
</tbody>
</table>

45
change will affect existing students?

<table>
<thead>
<tr>
<th>Status?</th>
<th>Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Approved (for all changes that have approved under an earlier amendment but are mentioned in the PPRR template as they are relevant to the issues discussed in the template). These changes only need to be included in summary. This may include changes implemented for example as a result of the ICZ Ready Curriculum</td>
<td></td>
</tr>
<tr>
<td>• For Approval (for all changes that have already been included in the programme and module documentation submitted as part of the PPRR). These changes need to be described in detail in order that University systems can be updated.</td>
<td></td>
</tr>
<tr>
<td>• Future (for all idea for changes that have not been included in the programme and module documentation submitted). These may be very ambitious or substantial changes that need more detailed work or are things the team want to consider after the initial PPRR changes have been implemented. Add information about when the changes will be made. These changes should be included in the Programme Action Log as part of the University’s Programme Monitoring and Enhancement Procedure (PMEP see <a href="http://www.salford.ac.uk/qeo/PMEP">http://www.salford.ac.uk/qeo/PMEP</a>)</td>
<td></td>
</tr>
</tbody>
</table>

The timescale for implementing programme and module changes as a result of PPRR will depend on the relationship between the dates when the PPRR is being considered by PARP and the University’s deadlines for programme amendments. Your allocated Quality and Enhancement Officer can advise you on this. In Part E – Section 14 of the PPRR template you will be required to summarise how the changes to the programme are to be managed.

5.8. **PPRR Changes that affect existing students**

Section 6.7 of the [Programme Design, Approval, Amendment, Review and Withdrawal Policy](http://www.salford.ac.uk/qeo/PMEP) sets out the requirements for consulting students and, if necessary, obtaining consent for changes as result of PPRR. For guidance on how to consult and if necessary seek consent to changes that affect existing students see [Section 9](http://www.salford.ac.uk/qeo/PMEP) of this document.

5.9. **PPRR Changes that affect prospective students**

Section 6.8 of the [Programme Design, Approval, Amendment, Review and Withdrawal Policy](http://www.salford.ac.uk/qeo/PMEP) sets out the requirements for informing prospective students about changes following the re-approval of a programme. For guidance on how to inform prospective students see [Section 9](http://www.salford.ac.uk/qeo/PMEP) of this document. Programme teams should generally avoid making changes that affect applicants.
5.10. PPRR template Part A – Section 2 - Summary of how the programme team undertook the PPRR

The table in the PPRR template section 2 is there to provide information to help PARP assess the extent to which the PPRR process has been carried out in accordance with the recommended policy and related guidance. It includes information about the ICZ ready curriculum work that should have taken place in relation to the programme.

PARP will be looking for evidence of stakeholder engagement in the process. For example, in section 2.2 re the student consultation meeting, you should include basic data about how many students attended such as “20 Level 5 students and 40 Level 6 students attended which represents (25% and 45% of each cohort)“. The inclusion of both actual numbers and percentage of a cohort or eligible group gives PARP helpful insight into participation levels. Add notes about any practical issues that affected stakeholder engagement in the process as PARP will be interested in what worked well and what has not worked so well.

5.11. PPRR template - Part B - Consultations re the quality of learning opportunities

The PPRR should take into consideration the views of current and previous students, employers, and any other stakeholders including (if applicable) PSRBs. The following sections explain how to carry out these consultations. You will see from the PPRR process that it is expected that the consultations are carried out early in the PPRR process as they can then shape the programme teams views re how the programme should change in future.

PPRR template – Part B section 3 – Programme team’s response to issues raised by current students in the PPRR student consultation meeting

In this section of the template you should add a commentary to the issues raised in the student consultation. The notes from the student consultation meeting should be attached as an Appendix to the template. Then, if actions/changes have taken place, or are planned, in relation to the issues raised, they should be listed in the Action Table at the end of Part B.

Further information

Existing students must be consulted as part of the PPRR and normally this will be through a face-to-face student consultation meeting as described in Section 8 of this document. However, in some circumstances, such as online courses, the consultation may take place online via Blackboard Collaborate or similar. Also, if it proves to be difficult to get a sufficient number of students to attend a face-to-face session the QEO may be able to run an online survey about the programme. Speak to your Quality and Enhancement Officer if you consider alternatives better than a face-to-face meeting with students on your programme.

PPRR template – Part B section 4 - Programme team’s response to issues raised by alumni

In this section of the template you should add a commentary to the issues raised in the alumni consultation. The notes from the alumni consultation should be attached as an Appendix to the
The alumni consultation is closely related to the employer consultation (Part B section 5 of the PPRR template) as some alumni are also employers. Also, some employers are former students but not currently record as such in the alumni records.

**Further information**

A detailed procedure for working with the Alumni office to consult with alumni and employers is shown in Figure 6. The process is to ensure that the standard alumni/employer PPRR online survey is modified to suit the needs of the programme/s undergoing a PPRR. Also, that the survey is then sent to contacts on the alumni database and contacts that the programme team may hold (but minimising the risk of the contacts receiving the online survey more than once).
Figure 6 – Process for involving the Alumni Office distributing online survey to alumni and employers

1. **Start**

2. **QEO advise Alumni Office of PPRR Schedule for next Academic Year**

3. **QEO complete first section of online ‘Contacting Alumni and Employers’ form (contains details of programmes undergoing PPRR)**

4. **Programme Team complete their section of online form, including contact details of any alumni and employers they propose to contact. The form includes the programme team’s requirements for modifications to the survey**

5. **QEO create draft online survey**

6. **Programme Team and Alumni Office review online survey**

7. **Is survey suitable for distribution?**
   - **Yes**
     - **QEO send link to survey and Programme Team and Alumni Office each send survey to their respective contacts**
   - **No**
     - **Resolve Issues**

8. **Do Alumni Office and Programme Team agree on list of programmes and contacts?**
   - **Yes**
     - **End**
   - **No**
     - **Resolve Issues**

9. **QEO collates and reports results of survey to Programme Team and Alumni Office**

**End**
Figure 6 shows that the process starts with the QE Officer partially completing an alumni and employer consultation request form. A link to this form is sent by the QE Officer to the programme leader to complete with details specific to their particular programme/s and PPRR. There is guidance within the form on what is required in each section. The form sets out the requirements for the alumni/employer online survey. The QE Officer will provide you with an example of the latest version this online survey. The standard questions on the survey have been selected from the:

- Alumni membership survey.
- Destination of Leavers of High Education (DLHE) questionnaire
- CBI/Pearson Education and Skills Survey
- Government SME (Small and Medium Enterprises) survey

For more information about the origins of the survey questions please contact the Quality and Enhancement Office. The alumni/employer survey includes a statement about data protection. The survey is not anonymous. Additionally it should be noted that the alumni survey will not be sent to former undergraduate students in their first year after graduation. This is in order to minimise consultation fatigue (as these students will complete the DLHE in January after graduation).

For former students, the questions are about how well the programme prepared them for employment, further study/research, being self-employed/freelance or starting up their own business. For employers (including former students who are now employers), questions are about:

- The sector they work in and whether it is growing or shrinking.
- If they are involved in recruitment or management of staff on probation, how many positions and to what salary bands. Also, if they have the information, how many are former students from the programme being considered for PPRR?
- The extent to which the graduates/postgraduates generally are equipped with work skills and required knowledge.
- Whether they have any comments about the strengths and weakness of the former students from the University of Salford programme/s?

The survey concludes with a section for all respondents about proposed changes to the programme. In this section the programme team can ask about for specific feedback about changes that they are thinking of making. Respondents are asked to rank the proposed changes in order of priority. Examples of the type of changes are listed below. In addition to the list the respondents are asked if they have any other comments about changes to the programme.

- Making the programme more attractive to... (Programme team to add details e.g. Men/Women or other protected characteristics)
- Greater links to our research in... (Programme team to add details re areas)
- Reducing focus on... (Programme team to add details re subject/knowledge)
- Reducing focus on... (Programme team to add details re skills)
- Greater focus on... (Programme team to add details re subject/knowledge)
- Greater focus on... (Programme team to add details re skills)
- Greater focus on maths skills
- Seeking accredited from... (Programme team to add details re PSRB)
- Including more work based learning such as... (Programme team to add details)
- Including more ‘real-life’ projects
• Including a foreign language
• Including more presentation skills
• Changing the programme structure to... (Programme team to add details re proposed structure changes)

^ these could be combined – i.e. remove X add y.

If you are planning additional consultation activity such as a consultation event with employers, a question can be added to the alumni/employer online survey to ask respondents if they are interested in this event. Any plans for alumni and/or employer consultation activity additional to the survey should be approved, via an email confirmation, by the Associate Dean Academic or the Dean of School and the Executive Director University Advancement. This is to confirm the proposals meet the University’s guidelines and do not potentially conflict with wider School and/or University plans in relation to alumni and/or employers.

The results of the survey/consultation events should not be used in subsequent marketing materials unless the potential quotation provider has given written consent. Programme Leaders must also seek advice from marketing prior to using quotations from alumni and/or employers in programme marketing materials.

**PPRR template – Part B section 5 – Programme team’s response to issues raised by employers**

In this section of the template you should add a commentary to the issues raised by employers. The notes from the employer consultation should be attached as an Appendix to the template. Then, if actions/changes have taken place, or are planned, in relation to the issues raised, they should be listed in the Action Table at the end of Part B.

The employer consultation is closely related to the alumni consultation (see earlier information re Part B, Section 4 of the PPRR template) as some alumni are also employers. Also some employers are former students but not currently record as such in the alumni records.

*Further information*

The approach to consulting employers depends on the programme and the programme team should choose between the online employer survey (as discussed Part B, Section 4) and a consultation event/s. As a minimum programme teams should normally seek feedback from ten employers. In some sectors it may be appropriate to contact more or less than this.

**5.12. PPRR Template Part C – Reviewing currency and academic standards**

The programme team should review and map the programme against all the required academic frameworks. This mapping should be of both programme aims (PPRR template section 6) and programme learning outcomes (PPRR section 7). The latest version of all the frameworks should be used and listed in section 24 of the programme specification. The frameworks include FHEQ standards (including any subject benchmark statements) and, if applicable, Professional Statutory and Regulatory Body (PSRB) requirements.

For PPRRs the mapping should also consider whether and how the aims and outcomes are being met through the teaching and learning on the programme. Therefore for each learning outcome the programme team should add a narrative explaining how the teaching and assessment is aligned to ensure the aims and outcomes are achieved. See also Section 12 Re
Mapping requirements for information re which mapping documents should be attached as appendices.

PPRR template – Part C section 6 – The intended aims of the programme and the extent to which these are being realised
In this section the Programme Team should add a commentary to the issues raised through the mapping of aims and the extent to which they are being met through the teaching and learning on the programme. Then, if actions/changes have taken place, or are planned, in relation to the issues raised, they should be listed in the Action Table at the end of Part C. Evidence of this mapping is not required for the PPRR documents.

PPRR template – Part C section 7 – The intended learning outcomes of the programme and the extent to which these are being realised
In this section the Programme Team should add a commentary to the issues raised through the mapping of learning outcomes and the extent to which they are being met through the teaching and learning on the programme. The team should discuss how the curriculum, teaching, learning and assessment methods, the range and availability of learning resources and the academic support provided for students work together to offer an appropriate and high quality learning environment that facilitates the attainment of the intended learning outcomes by students on the programme.

Equality and diversity issues should be taken into consideration including trying to identify a differential impact on particular groups of student. For example, is a particular cohort or group performing differently compared to others on the programme? Then, if actions/changes have taken place, or are planned, in relation to the issues raised, they should be listed in the Action Table at the end of Part C. Map A - This form captures the mapping of programme learning outcomes to the FHEQ qualification descriptors. For information re mapping and completion of this form see Section 12 Re Mapping requirements. Evidence of this mapping is required for the PPRR documents via forms Map A and Map B with an associated commentary in the PPRR template.

PPRR template – Part C section 8 – Review of programme performance information in respect of Academic Standards
The University’s Programme Monitoring and Enhancement Procedure (PMEP) applies to the programme/s being considered. In this section the Programme Team should add a commentary both about any substantive issues in the Programme Action Log/s that are not yet resolved or any recurring issues. It is assumed this will include outstanding issues from External Examiner reports and, if applicable, PSRB accreditation/s. Then, if actions/changes have taken place, or are planned, in relation to the issues raised, they should be listed in the Action Table at the end of Part C.

PPRR template – Part C section 9 – Review of the content of the Programme in the light of the latest research in the discipline
The programme team should evaluate the content of the programme in the light of latest research in the discipline and ensure that the programme is up to date. For programmes where there are subject benchmarks to map against (see Part C section 7 and Section 12 Re Mapping requirements) this issue is likely to be addressed through the benchmark and need very little information here. However, for more niche programmes without a benchmark statement the
programme team should reflect on the latest developments in research and how they are incorporated into the programme especially at levels 6 and 7.

**PPRR template – Part C section 10 – ICZ readiness review**
([http://www.salford.ac.uk/qeo/iczready](http://www.salford.ac.uk/qeo/iczready)) amendments

10a – Rationale and summary of ICZ Readiness Review changes that have been approved under an earlier amendment

This section should be completed if changes as a result of the ICZ readiness review have already been approved through the programme amendment process. The intention is to provide a summary of the changes and their rationale in order that PARP can understand recent changes in the programme. If the changes identified as part of the ICZ readiness review need to be approved and are included as part of the PPRR enter “Not Applicable” here and complete section 10b.

10b – Rationale for ICZ Readiness Review amendments that are to be approved as part of this PPRR

This section should be completed if changes as a result of the ICZ readiness review have not yet been approved and where approval is now requested as part of PPRR. If ICZ ready changes were approved earlier enter “Not Applicable” here and complete section 10a.

5.13. **PPRR Template Part D – Review of internal and external factors affecting or likely to affect the programme and plans for the programme in future**

**PPRR template – Part D section 11 – Review of programme resources – Academic Staff**

The focus of this table is to help provide assurance that the academics have the subject expertise to teach on the programme and that there are sufficient staff resources allocated to the programme.

The programme team should complete the table listing staff who currently teach on the programme, links to online CVs and, if applicable, research profile information. The online CVs could for example be a link to academic profiles in the University’s web pages, SEEK or LinkedIn, provided these sources are comprehensive and up to date. Attach as an appendix the CVs of any academics who do not have online CVs (a [CV template](http://www.salford.ac.uk/qeo/iczready) is available). If the programme team are required to provide this information in a specific format for PSRB accreditation this format can be used.

Include:-

- Hourly paid staff.
- Tutors responsible for supervising final year projects and dissertations (but do not include other personal tutors).
- Professional Practice Supervisors (where applicable).
- Vacant posts where recruitment is approved to take place in the next twelve months – outline proposed role in programme.
In this section, following the table, you should add a commentary about staff resources including (for undergraduate programmes only) the reported staff/student ratio (SSR) on the programme and how that broadly compares to the sector average (for guidance re this, contact your QE Officer). Then, if actions/changes have taken place, or are planned, in relation to the issues raised, they should be listed in the Action Table at the end of Part D.

**PPRR template – Part D section 12 – Review of programme resources – Other than Academic Staff**

In this section, the Programme Team should add a commentary about non-staff resources on the programme. The approach to this section will depend on the programme. For programmes with specific non-staff resource requirements such as specialist rooms and/or equipment, considerable detail should be provided. See further information below. If actions/changes have taken place, or are planned, in relation to the issues raised, they should be listed in the Action Table at the end of Part D.

**Further information**

For programmes with specialist requirements you should outline the current provision including details re when and how students use it. Specialist non-staff resources may include:

- Specialist teaching accommodation e.g. laboratories, studios or workshops.
- Specialist equipment.
- Specialist software.

You should then discuss issues relating to the requirement, consider:

- Quality issues and currency. Is it state-of-the-art or fairly dated? Is it reliable or prone to breakdown? Is it likely to last for the next six years (or proposed length of the next approval)? Are there newer versions that should be purchased, if possible, to keep up with industry standards?
- Is there sufficient quantity of the equipment etc. for the number of students? Are there sufficient technicians etc. to support its use?
- How does the provision compare to that of other HE providers in the sector?

**PPRR template – Part D section 13 – Review of factors that have impacted on the programme and those that may impact in the future**

This section should be a commentary SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of the programme. When thinking of the SWOT take into consideration PESTEL factors (Political, Economic, Social, Technological, Legal and Environmental). This section should include a discussion re how the programme is aligned to the University’s strategic goals. The commentary will draw on earlier sections of the PPRR and the business model in section 12. Then, if actions/changes have taken place, or are planned, in relation to the issues raised, they should be listed in the Action Table at the end of Part D.

**Further information**

The Programme Leader should make a first attempt at drafting this section prior to the PPRR Programme Team Event. It should then be finalised after the Programme Team Event. The approach to this section will vary depending on the Programme. The QEO can provide you with the latest version of the University’s PESTEL analysis. This can be a starting point for identifying which factors have, or may potentially have, a significant impact on your programme. There may
be subject specific reports from PSRBs or other organisations listed below which may also provide insight into your subject area:

- Higher Education Statistics Authority (HESA) [https://www.hesa.ac.uk/](https://www.hesa.ac.uk/)
- Higher Education Academy [https://www.heacademy.ac.uk/about-hea](https://www.heacademy.ac.uk/about-hea)

The information can be presented in any format that readily conveys the key issues.

**PPRR template – Part D section 14 – Review of the programme viability and business model**

This section should be a commentary on the current financial model of the programme (provided by Finance and included in an Appendix). The programme team should discuss market demand for the subject generally and the Salford programme/s in particular. This should be based on an evaluation of applications and admissions over the past five years. The commentary will draw on earlier sections of the PPRR. If the changes proposed in this PPRR are implemented, what impact will that have on the business model? If the proposed changes will have a substantial impact on the financial viability a separate business case approval may be required (Finance and the QEO will advise). If actions/changes have taken place, or are planned, in relation to the issues raised, they should be listed in the Action Table at the end of Part D.

**Further Information**

Throughout the PPRR process the Programme team should be mindful of the programme’s financial viability and how any changes may affect the viability in the future. More specifically at the start of the process you will be provided with a Programme Operating Model report by Finance. This report on the Programme’s current financial model will include:

- The original RSI 1 information (if available from the latest programme approval where the Business Case was considered)
- The latest programme costing data (usually based on the previous year)
- The “current” projection for the programme based on planned student numbers from the University’s forward plan

Obtaining this report at the start of the process means it can be used to inform the discussions at the PPRR Programme Team Event. If programme teams want to test an alternative financial model (e.g. increasing student numbers) this can be presented at the team event on another version of the template but costings must be developed with Finance. If, as the PPRR is finalised income and/or expenditure substantially change, a new RSI 1 and Business Case approval will be required. However, for discussion purposes, when the programme team are considering the future of the programme, estimates based on an amended Programme Operating Model will suffice.

These Programme Operating Model (Finance) should be attached to the PPRR template as an Appendix.
5.14. PPRR Template Part E – Concluding sections

PPRR template – Part E section 15 – Lessons and good practice
In this section, discuss features, which make the programme distinctive, and practice, which has been or is considered worth disseminating more broadly throughout the University. This can be both good practice and lessons that should be learnt in terms of problems with the programme. Any plans for disseminating these should be summarised and added to the PMEP Programme Action Log.

PPRR template – Part E section 16 – Managing the proposed changes to the programme
Throughout the template you should have documented, in the relevant Action Tables, the changes you have made and/or plan to make in response to the various issues you have discussed.

In this section, you should summarise the main changes and their proposed implementation. This should include information about the proposed roll-in of changes: what timescales and, if applicable, which levels. It should include information regarding how the changes may impact on existing students (if at all). For more information about consulting students about changes see Section 9 Consulting students re changes of this document. In Table 3 include detailed information about changes that need to be made to the programme set up in the student administration system (Banner) see also Appendix 1.

Further Information
To clarify when proposed changes are to be implemented it may be appropriate to include a diagram such as the one below:

Figure 7 Example of the roll-in and roll-out of an UG programme

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>18/19</td>
<td>New Prog Spec - Rolling in</td>
<td>Modified Old Prog Spec – Rolling out</td>
<td>Modified Old Prog Spec – Rolling out</td>
</tr>
<tr>
<td>19/20</td>
<td>New Prog Spec – Rolling in</td>
<td>New Prog Spec – Rolling in</td>
<td>Modified Old Prog Spec</td>
</tr>
</tbody>
</table>

PPRR template – Part E section 17 – Will the amendments lead to an associated withdrawal of programmes (include programme codes) and/or modules (including module codes)

If you answer ‘yes’ to this question then the QEO will work with the programme team to ensure the Form PW – Withdrawal of Programmes Form and Form MW – Withdrawal of Modules Form is completed as applicable. This process helps University with ensuring the quality of its data and reduces the risk of outdated codes being used.
PPRR template – Part E section 18 – Do any of the amendments require a request for a Programme Specific Regulation or a Student Specific Regulation (formerly known as an Exception to the Academic Regulations for Taught Programmes) to be made?

If you answer ‘yes’ to this question, the QEO can provide the specific regulation request form for you to complete and submit this with the amendment paperwork.

PPRR template – Part E section 19 – Have the following parties been consulted and agreed to the above?

Please provide details of the consultation process and include any comments from the parties below as applicable.

- Other programmes within the School who are involved in the programme (e.g. through shared modules)
- Other Schools
- Professional Statutory and Regulatory Bodies
- Partners or other organisations

Note that whenever partner institutions are involved in a programme they should be consulted. This includes for example, changes to an on campus programme which provides top-up opportunities for validated provision. The Academic Business Development Office (ABDO) should be copied into consultation emails (Academic-partnerships@salford.ac.uk).

PPRR template – Part E section 20 – Does the change affect information in the Prospectus, CourseFinder, Open Days and any other information that we give or have given to applicants and prospective students?

If the answer is yes …

- Upload to the amendment SharePoint site a draft CourseFinder template showing the proposed changes (use track changes)
- Upload to the amendment SharePoint site a Form UPS – Draft communication to Update Prospective Students
- Identify below all other information that needs to be updated

Please note: If the amendment is approved, it is the Programme Leader’s responsibility to ensure that all public information is updated and prospective students are informed about the change as soon as is reasonably practical. Section 9 Informing prospective students and consulting students re changes of this document for more information.
6. Withdrawal of programmes and temporary suspension of recruitment to programmes

6.1. Introduction to this section

For the University’s policy on the withdrawal or temporary suspension of recruitment to programmes see Programme Design, Approval, Amendment, Review and Withdrawal Policy. Note where programmes are undergoing a change of name this is treated as a programme amendment rather than a programme withdrawal.

For guidance on compliance with the Consumer Rights Act (2015) and withdrawal/suspension of programmes, see Section 15 and the University’s Student Protection Policy.

The table below summarises the form/s you will need. The forms are available on the University’s Forms and Process Diagrams web page. However, before downloading copies speak to your Quality and Enhancement Officer as they will set up a SharePoint site with partially completed forms ready for you to work on (see Section 7 re SharePoint).

Table 5 Forms for withdrawal or temporary suspension to recruitment to programmes

<table>
<thead>
<tr>
<th>Form or Template</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Suspend recruitment/Withdrawal of programmes form | This is the form used to request approval to either:  
• suspend recruitment to programmes for a maximum of two years (usually the suspension is for one year).  
OR  
• permanently withdraw a programme;  
Part B of the form (the teach-out plan) includes information about the proposals to ensure the quality of teaching on programmes is maintained and that the plans to ensure compliance with the University’s Student Protection Policy. |
| Student Administration Systems Code Update Form | This is the form used to request the suspension and/or withdrawal of programme and/or module codes from the University systems. It is important that this administration exercise is carried out to ensure unused codes are not used in error and/or appear in reports etc. This form is used as part of the following processes:  
• The suspension to recruitment or withdrawal of programmes and/or module codes.  
• Programme and Module amendment (including programme name change).  
• Withdrawal of codes as a result of changes following PPRR. |

The process for suspending recruitment to programmes and for withdrawing programmes is as shown in the flowchart Figure 8 ADD.
Figure 8 – Process to suspend recruitment or withdraw programmes

Programme to be considered for suspension of recruitment of students or withdrawal

- Email geo-general@salford.ac.uk

Programme Leader completes Form SRWP (Suspended Recruitment/Withdraw Programme) - DWLA

- Is form approved by Dean of School (DoS)?
  - No: Programme continues
  - Yes: PL (or School nominee) liaises with GEO to complete the Student Administration Systems Code Update form (Form – SASCU) and then notifies geo-general@salford.ac.uk that forms SRWP and SASCU are complete.

- Is the programme currently in a recruitment cycle?
  - Yes: GEO seeks sign off from the Chair of Academic Development and Partnerships Committee (ADPC)
  - No: GEO processes suspension of recruitment/withdrawal. Includes informing External Examiner and, if applicable, withdrawal of the relevant codes.

- Will there be students on the Programme in years after suspension/withdrawal? Include allowing for students returning after interruptions of study and part-time students.
  - Yes: PL (or School nominee) to complete Part B of Form SRWP to create a “Teach-out plan” (to safeguard students on programmes that are either suspended or to be withdrawn). Teach-out plan to be completed within 2 months of approval of SRWP form.
  - No: Process ends.

- Is DoS (and if applicable, collaborative partner) satisfied with teach-out plan?
  - Yes: PL (or School nominee) revises documentation
  - No: PL (or School nominee) notifies geo-general@salford.ac.uk that teach-out plan form is complete.

- GEO updates records and logs the teach-out plan on GEO SharePoint site. If form was for suspension of recruitment GEO reminder school (normally after approx. 9 months) that suspension was only temporary.

Abbreviations
- ADPC - Academic Development and Partnerships Committee
- DoS - Dean of School
- GEO - Quality and Enhancement Office
- SASCU - Student Administration Systems Code Update
- SRWP - Suspended Recruitment/Withdraw Programme

School (and, if applicable, Collaborative Partner) delivers teach-out plan, amending as required and reviewing it annually throughout teach-out period. Programme Team continue to take part in Programme Monitoring and Enhancement Procedure (PMEP) using Programme Action Log (PAL) to capture issues relating to teach-out as they arise.
The QEO will inform the External Examiner about any suspension to recruitment or withdrawal of programmes.

For further guidance and support with programme withdrawal please contact the Quality and Enhancement Office.

If programme withdrawal please contact the Quality and Enhancement Office QEO-GENERAL@salford.ac.uk.
Related procedures and guidance
7. Use of SharePoint and version control

SharePoint is a cloud-based service, hosted by Microsoft, which can be used as a secure place to store, organise, share and access information. SharePoint is being used increasing across the University and is now used for all programme approvals, amendments, PPRRs and withdrawal. It enables you to work more collaboratively within your programme team and with the ADA and QEO without worrying about version control or emailing bulky documents.

Once you have expressed an interest in creating a new programme, or any other business that the QEO manages, your allocated Quality and Enhancement Officer will create a SharePoint area for you to work in. The QEO will provide you with as many starting documents as possible and make sure you have access to everything you need. The QEO will create a ‘Completed Documents’ folder and if it is known at this early stage, they will include any deadlines so you will be aware of what is needed and when it is required.

The programme team, including any module leaders, unit heads or any other member of staff can have access to your shared area and can that way contribute to the documentation.

When a document is complete, drag and drop it into the ‘Completed Documents’ folder. This will be where the QEO go to collect documents, ready for submission to the ADSG or PARP as applicable. At this time we will make all of the documents “read only” so no further changes can be made.

We will prepare the documents and pass them to the meeting Secretary who will send the team an invite to attend the meeting. After the meeting, the QEO will complete any minor editorial amendments that were not discussed at the meeting, but need to be completed and then make the documents available once again. We will include a feedback form so that you can work through any conditions that may have been given by ADSG or PARP as applicable.

Once the deadline for conditions has passed, the QEO will once again take the documentation and contact the Chair for sign off, before passing it to the Academic Model team and others in the University who need the information. The documents will also be uploaded to the Programme Module Specification Catalogue as officially approved specifications and the SharePoint working area will be shut down. Further guidance about using SharePoint is available see the SharePoint Guide. Contact the QEO (qeo-general@salford.ac.uk) for more information.
8. **Student consultation meetings**

Student consultation meetings are an integral part of the PPRR process (see PPRR Template Part B Section 3) but they may be carried out for other reasons including to inform the development of proposals for new programmes or if a major amendment is proposed. The following guidance notes apply to all face-to-face student consultation meetings.

8.1. **Organising the meeting**

The date, time and location of the student consultation meeting should be carefully chosen by the programme team to both maximise the number of students attending but also ensure that they are willing participants. Consultation meetings should generally be linked to a scheduled session that the students are expected to attend e.g. at the end of a lecture. Consultation events should never replace a taught session or substantially impact on the length of a taught session. It is generally poor practice to invite students to a consultation event that is the only reason they are expected to attend the University. Avoid having meetings in or just prior to, assessment deadlines/exam periods. Depending on the timing, refreshments can be provided at the School’s expense, this should be discussed with Associate Dean Academic. For small groups where around 15 or less students are expected 30 minutes will suffice. For larger groups the session should be scheduled for 45 minutes.

Once you have identified a suitable slot for the consultation meeting, you should liaise with your allocated Quality and Enhancement Officer, as they will:

- Identify and contact a suitable Facilitator (see PPRR Student Consultation Facilitators)
- Sort out room bookings if required.
- Sort out refreshment booking if required.

Normally the Programme Leader should invite the students to the session, as the students are more likely to respond to an email from staff that they know. An example of a draft invitation to a PPRR student consultation is shown in the box below:
Example of email to invite students to a PPRR consultation meeting

Dear student,

I would like to invite you to a student consultation meeting on ADD DATE at ADD TIME and ADD VENUE. Add note re any session it is before or after and if refreshments are offered say so.

This meeting is part of the “Periodic Review” of the ADD QUALIFICATION TITLE. A Periodic Review is carried out every few years and is the process where the University reviews a programme to ensure that it is in line with the most recent quality standards and is meeting the needs of students and employers.

The student consultation meeting is a key part of the Review and it is an opportunity for you to tell us about the strengths and weaknesses of both the programme and the University more generally. You can also discuss changes that you think we should make.

The meeting will be facilitated by a member of staff who is not connected to the programme. Neither I nor any of the staff involved with the Programme will be present. The independent facilitation is to help reassure you that you can speak frankly and openly. Your comments, along with those of your fellow students, will be anonymised by the University’s Quality and Enhancement Office as part of the report on what students say.

The meeting will take about ADD LENGTH OF TIME and it would be very helpful if you can attend. Although many of the changes we make as part of the review may mainly affect new students, if there are any issues that we can quickly resolve we will do so.

If you have any questions about the meeting you can either contact me or the University’s Quality and Enhancement Office (email qeo-general@salford.ac.uk). ADD YOUR SIGN OFF and SIGNATURE.

The students should be give plenty of notice of the meeting and sent a reminder from the Programme Leader nearer the time. The Facilitator will use the student consultation meeting template Link to forms to structure the meeting. However, if you or the wider programme team have specific questions that you would like the Facilitator to ask, such as in relation to a proposed changes in the programme structure, let the allocated Quality and Enhancement Officer know and additional questions can be added to the template as necessary.

8.2. Student consultation meeting facilitators 🔝

Facilitators should be from a different School to the Programme under consideration and must not have any other connection to the programme. The following people can be Facilitators:

- Members of PARP
- Associate Deans
- People who have been and Associate Dean, Dean or Head of School in the past
• Quality and Enhancement Managers
• Other Professional Service Managers (Grade 8 and above)

The QEO Office provides [Guidelines for Student Consultation Meeting Facilitators](#) and will normally provide a member of staff to take notes and prepare a first draft of the Student Consultation Report which can be in table format or prose. 🔸
9. Consumer Rights legislation and informing prospective students and consulting students and obtaining their consent to changes

9.1. Introduction to this section

This section is about obtaining students’ consent to proposed changes and should not be confused with section 9 of this document about the student consultation meetings held as part of the PPRR process. This section is also about informing applicants and prospective students about changes that have been approved.

For the University’s policy regarding Programme Approval and Consumer Rights Action see section 5.9 and 6.6 of the Programme Design, Approval, Amendment, Review and Withdrawal Policy.

The University is required to comply with the Consumer Protection Laws and work with prospective and current students when amendments are made to programmes or programmes are withdrawn, offering them alternative programmes or arranging transfers where appropriate. The Consumer Rights Act (2015) requires the University to obtain agreement from students for amendments to be made to their programme before they have accepted an offer as well as after enrolment.

Under the Act, changes made to significant aspects of programme content and structure (including programme withdrawal) may be deemed to be unfair, inaccessible or not transparent. Prospective and current students have the right to complain to the University under the formal complaints procedure if they believe a change made to their programme is unfair. Any anticipated amendments need therefore to be identified as soon as possible and communicated to students as to what may change, when and how.

Programme Amendment

The University has followed guidance provided by the Competitions and Marketing Authority (CMA) to meet the requirements of the Act and will allow programme amendments only where those changes are one of the following:

(i) Non-material.
(ii) Beneficial to students
(iii) Necessary due to circumstances outside the University’s control that it was unable to plan for.

The majority of programme amendments will become effective from the start of the next academic year but, exceptionally, in-year amendments may be made for reasons beyond the University's control. In making such amendments, programme teams will need to ensure that the impact upon students is mitigated wherever possible.
Changes should be carefully thought through to ensure they are not detrimental to the student experience. Amendments could be as part of:

- Periodic Programme Review and Re-approval (PPRR)
- Programme and module amendments
- Changes to new programmes that occur between Business and Academic Case Approval

For more information about different types of amendment and informing applicants see section 5.1 of this document. It is important to note the policy difference between consulting students about changes to core elements of programme compared to changes to optional aspects of a programme.

**Programme Withdrawal and Temporary Suspension**

The University may withdraw or suspend recruitment to a programme for a variety of factors. Where these factors are within the University’s control, the University will provide prospective students with as much notice as is reasonably possible. Exceptionally, the University may need to suspend or withdraw a programme for factors beyond its reasonable control.

### 9.2. The procedure for consulting students about proposed changes

As a minimum, the consultation exercise re proposed changes should be via an email sent to students (at their University email address). A template: SCA- Student consultation regarding amendments, should be used for the consultation emails see Link to forms. Students should be given plenty of time to respond, at least two weeks but longer if possible. In addition to this it is desirable (but not required) to meet students and brief them about the change prior to sending the email.

### 9.3. Reporting on the outcomes of the student consultation and record keeping

The information provided to students and the outcomes of the consultation should be reported within (or attached to) the PPRR template or Programme and Module Amendment Form (as applicable). Include information about how the consultation was carried out and how many responses were received. Summarise the responses obtained and, where concerns were expressed, add the programme team’s response to the students’ feedback.

It is important that Programme Teams keep a record of all communication with students about changes to programmes and modules as it may be required at a later date as part of an audit.

### 9.4. Changes and prospective students (at applicant, offer and enrolment stages)

The Consumer Rights Act (2015) requires applicants to be advised about amendments made to a programme of study, as defined within published information that forms their contract with the University. It should be note that generally prospective students are notified about changes after they are approved (i.e. unlike current students they are not consulted about proposed changes. Programme Teams must ensure that all applicants are notified of the amendment to advise them as to why the amendment has been made and how and when it will affect them. It is essential
that published information is updated within one week of approval to reflect changes that may impact upon a prospective student’s decision to apply to the programme. The process for informing applicants is shown in Figure 7 and involves the completion of the CoureFinder template and Form UPS – Updating Prospective Students (see Forms and Process Diagrams).

It is important that Programme Teams keep a record of all communication with prospective students about changes to programmes and modules as it may be required later if a student decides to complain that the programme amendment is unfair, particular if the amendment is made late and is considered to be a variation to the pre-enrolment or enrolment contract to which their consent was required.
10. Appointment of External Advisors

10.1. Introduction to this section

External Advisors (EA) are not the same as External Examiners. External Advisors are appointed specifically for the programme approval or re-approval event (PARP). The University’s Programme Design, Approval, Amendment, Review and Withdrawal Policy sets out requirements for ensuring independence and objectivity in its academic approval process via the use of External Advisors (see section 3.5 page 6 of the Programme Design, Approval, Amendment, Review and Withdrawal Policy.) External Advisors are required for the academic approval of new programmes and for Periodic Programme Review and Re-approval (PPRR). The table below summarises the forms used for the External Advisor (EA) appointment process. They are available on the University’s Forms and Process Diagrams web page. However, before downloading copies speak to your Quality and Enhancement Officer as they will set up a SharePoint site with partially completed forms and templates ready for you to work on (see Section 7 re SharePoint).

Table 6 Forms used for the External Advisor appointment process

<table>
<thead>
<tr>
<th>Form or Template</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA1 - External Advisor Application Form</td>
<td>This form will initially be partially completed by the QEO and then passed the External Advisor to complete.</td>
</tr>
<tr>
<td>EA2 – External Advisor Nominee Form</td>
<td>This form will initially be partially completed by the QEO and then passed the School to formally nominate the External Advisor.</td>
</tr>
</tbody>
</table>

10.2. Process for appointing External Advisors

The stages for appointing an EA are shown in the flowchart see Figure 8. The procedure should be started early on in the programme approval or PPRR process as it takes time and it is important to ensure the EA is free on the day of the meeting.
Figure 8 Process for appointing External Advisors

External Advisor Appointment Process - Updated February 2017

START

Programme Leader (PL) or nominated representative identifies potential External Advisor (EA) based on criteria/guidance. PL proposes EA in email to School's Associate Dean Academic (who confirms suitability, in principle, or rejects).

School asks EA if they are potentially interested and are free on date of Programme Approval and Reapproval Panel (PARP). School make it clear that evidence of right to work in UK will be required and that documentation will need to be completed before appointment is confirmed.

is the potential EA interested?

YES

School provide contact details of potential EA to Quality and Enhancement Office (QEO)

QEO sends EA the application form (EA1) and request Right to Work evidence

EA completes application form (EA1) and returns this, plus RTW evidence, to QEO

QEO checks form – is it complete and are there no issues?

YES

QEO draft approval of EA appointment form (EA2) and send, together with EA1, to School for sign-off

School complete form (EA2) and return to QEO

QEO collates documentation for sign-off by Head of Quality and Enhancement Office

Can the nominee be signed-off?

NO

QEO sends letter of confirmation of appointment to EA and School and formally invites EA to PARP

RETURN TO EARLIER STEPS (DETAIL DEPENDS ON ISSUES)

END

ExternalAdvisorProcessMapAugust 6/1.0
(updated 17Feb17)
10.3. Criteria for appointing External Advisors

External Advisors must have/meet:

a) The right to work in the UK under the current UKVI rules. They must be prepared to comply with the Right to Work evidence requirements prior to their appointment as an External Advisor.

b) Knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality, in particular the Framework for Higher Education Qualifications and relevant Subject Benchmark Statements.

c) Competence and experience in the fields covered by the programme of study and/or modules

d) Relevant academic and/or professional qualifications to at least the level of the qualification being reviewed, and/or extensive practitioner experience where appropriate.

e) Competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures.

f) 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.

g) Familiarity with the standard to be expected of students to achieve the award that is to be reviewed.

h) Fluency in English, and, where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s).

i) Awareness of current developments in the design and delivery of relevant curricula.

j) Competence and experience relating to the enhancement of the student learning experience.

k) The applicable criteria set by professional, statutory or regulatory bodies (where relevant).

Also,

- In the case of collaborative provision generally, have appropriate knowledge and capability to advise on collaborative provision.
- In the case of collaborative provision operating outside the United Kingdom, have experience of assessment conventions in both the United Kingdom and the host country.

In addition, all conflicts of interest should be identified and a rationale given (via the EA 2 form) as to why the EA should be appointed despite the potential conflict of interest.

Normally External Advisors should not have been involved with the programme or School during the previous five years.

Finally, programme teams should be aware that External Advisors inevitably see a good deal of information about the programme that they review. Therefore programme teams are encouraged, wherever possible, to avoid having EAs from their main competitor’s institutions. Programme teams are strongly encouraged to look beyond the North West of England for their EA.

It is recognised that in some very specialised and niche subject areas, the pool of potential Advisors is small and it may not be possible to comply with all the above guidance. In such circumstances, EAs should seek the advice of their Associate Dean Academic.
11. PARP Guidance for Chairs, panel members and student representatives

Guidance for chairs, panel members and student representatives is provided via a face-to-face training session. Details of which can be found here - Link to PARP training sessions.
12. Mapping requirements for programme approval

“Mapping” is a process used by programme teams to ensure that the programme/s is aligned with the requirements of the Framework for Higher Education Qualifications (FHEQ). It is an integral part of the Programme Approval and PPRR processes. Depending on the type of change proposed it may also be required for programme amendments. The mapping requirements vary depend on the level of the programme and the subject area. The mapping requirements are summarised in the Table 7.

Figure 9 – Screenshot re completing Map A form to map programme Learning Outcomes to the Framework for Higher Education Qualifications (FHEQ)
<table>
<thead>
<tr>
<th>Mapping</th>
<th>Hyperlink to source</th>
<th>Detailed requirements and information regarding evidence required for approval for undergraduate and integrated master's?</th>
<th>for postgraduate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Programme outcomes against each relevant Level (e.g. Level 4, 5, 6 and 7) of the qualification descriptor.</td>
<td>Yes evidence required - Form provided (Map A - Programme Outcomes to FHEQ Qualification Descriptor) see ^.&lt;br&gt;Note that programme learning outcomes should be provided in the Programme Specification for all exit qualifications both named and unnamed, including intermediate terminating qualifications (ITQs).</td>
<td>Yes evidence required - Form provided (Map A - Programme Outcomes to FHEQ Qualification Descriptor) see ^.&lt;br&gt;Note that programme learning outcomes should be provided in the Programme Specification for all named exit qualifications including intermediate terminating qualifications (ITQs).&lt;br&gt;Map only the final award (i.e. do not map not ITQs at Level 7).&lt;br&gt;Note that programme learning outcomes should be provided in the Programme Specification for all named exit qualifications including intermediate terminating qualifications (ITQs).</td>
</tr>
<tr>
<td>B</td>
<td>Programme outcomes against Subject Benchmark Statement</td>
<td>Mapping should be carried out to the nearest discipline subject benchmark. However evidence is not generally required for programme approval although it may be required meet PSRB requirements (see also note D re PSRB requirements). Programme teams should provide information about the subject benchmark/s they have mapped against in section 24 of the Programme Specification.&lt;br&gt;Note - The External Advisor will be asked to confirm that the programme is aligned to the relevant subject benchmark.</td>
<td>For most subjects there are no master's level benchmark statements so mapping cannot take place. However if there is a relevant master's level subject benchmark statement then follow guidance as per undergraduate and integrated master's subject benchmarks statements.</td>
</tr>
</tbody>
</table>
### Detailed requirements and information regarding evidence required for approval for undergraduate and integrated master's?

<table>
<thead>
<tr>
<th>Mapping</th>
<th>Hyperlink to source</th>
<th>for undergraduate and integrated master's?</th>
<th>for postgraduate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Programme outcomes against Degree Characteristics</td>
<td>Link to Master's Degree Characteristics and to Foundation Degree Characteristics</td>
<td>Only required for foundation degrees and integrated master's (i.e. not required for bachelor's degrees). For integrated master's and foundation degrees map mapping should be carried out to against the Degree Characteristics guidance. However evidence is not required for programme approval. Programme teams should state that they have mapped against the Degree Characteristics in section 24 of the Programme Specification.</td>
</tr>
<tr>
<td>D</td>
<td>Programme outcomes against PSRB requirements</td>
<td>Not applicable as varies by subject</td>
<td>Only required for PSRB accreditations and where PSRB outcomes are different to Subject Benchmark statements in B above</td>
</tr>
<tr>
<td>E</td>
<td>Programme outcomes (by ITQ) against assessments</td>
<td>Not applicable</td>
<td><strong>Yes evidence required</strong> - Form provided (Map B - Assessment mapping to learning outcomes) see ^</td>
</tr>
</tbody>
</table>

^ To access the templates and forms see [Link to forms](#)
13. Taking equality and diversity into consideration in programme design

The University is required to comply with the Equality Act (2010) and to carry out an Equality Analysis on all policies, procedures and functions. The QAA Code states that the requirements of the Act and the promotion of inclusive practice are embedded in our Programme Design, Approval, Amendment, Review and Withdrawal Policy and related procedures.

**General Equality Duty**
The General Equality Duty requires public bodies to have due regard to:
- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

Guidance from the Government Equalities Office says that compliance with the General Equality Duty involves: “consciously thinking about the three aims of the Equality Duty as part of the process of decision making. Consideration of equality issues must influence decisions reached by public bodies - such as in how they act as employers; how they develop, evaluate and review policy; how they design, deliver and evaluate services, and how they commission and procure from others”.

For the University, this means that the three aims should be considered when designing a new programme or making amendments and should be considered throughout the process while conducting a PPRR.

Follow the links for equality and diversity information in relation to:
- Programme design equality and diversity issues
- PPRR Equality and diversity issues
- Programme and module amendments equality and diversity issues

Also, see the notes below re completing an Equality Analysis.

**Completing the Equality Analysis**
An effective Equality Analysis will help to make sure that programme teams take into consideration any particular needs and the wider effects of a proposal on protected characteristics.

Equality analysis is not a paper or ‘tick box’ exercise. Where we identify areas that disadvantage particular group, we have an obligation to take steps to remove that disadvantage.

Further considerations should also be given too:
- What impact, either positive or negative, will the proposal have?
• Is there any evidence to show that there may be different outcomes for any of the people from any of the protected characteristics?
• Does the proposal adhere to the three General Duty aims of the Equality Act i.e. to
  • Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
  • Advance equality of opportunity between people who share a protected characteristic and those who do not;
  • Foster good relations between people who share a protected characteristic and those who do not.

Initial Assessment
An initial assessment of the impact of proposals needs to be completed. This is a new area that has been added to the Programme and Module Amendment Form and allows you to consider each protected characteristic in turn, stating if you believe there will be an impact.

Careful consideration should be given to how the changes will impact on each different group of students and then noted on the form. It may be that the proposal is specifically aimed at promoting engagement in one group may adversely affect another.

If you identify potential impact on a protected characteristic, then you will need to complete an Equality Analysis to determine the extent of the impact and any actions that need to be included with the proposals.

Full Equality Analysis (only required if an impact has been identified)
A full Equality Analysis can be broken down into several stages:

Identifying the protected characteristics that may be affected
Not all proposals affect students equally. For example, an action designed to increase engagement with disabled students is only aimed at affecting that group. Teams should be mindful that any change might have implications for other protected characteristics within that group.

Collecting the evidence required
You may need to think about collecting data from the following sources:
• Staff Student Committee
• Student Consultations
• Demographic data
• Equality monitoring data
• Complaints
• Research into the experience of people from protected groups

Addressing any information gaps
If you do not have relevant equality information, consider whether you need to take steps to fill in your information gaps. This could mean undertaking short studies or surveys, or engagement with relevant groups.

If it is not possible to collect this in time to inform your analysis, consider how you can increase your understanding in the short term before undertaking more robust research at a later date. This could mean, for example meeting with stakeholders. Remember that the information that you collect at a later date will be valuable for any monitoring and review work.
Engaging with stakeholders
The information and insights that you can gain from engagement with stakeholders will help you to understand the actual or potential effects of the proposal on equality.

Analysing the information gathered
The information that will be most useful will depend on the nature of the work being completed. You should present the evidence of any impact along with information about how this information was gathered. Be sure to comment on how the experience of a particular group will be different from that of the general student population in relation to the change.

Making changes
Once you have identified all the relevant information, you are in a position to set out in detail proposed changes to the programme or proposal to mitigate any advantage or disadvantage that one group may have over the general student population. These should be noted on the relevant form, such as the Programme and Module Amendment Form and any ongoing requirements noted on specification forms.

Please Note: You should stop and remove the proposal if there are adverse effects that are not justified and cannot be mitigated. If a proposal shows unlawful discrimination it must be removed or changed. (For guidance on what is unlawful discrimination, refer to the Equality and Human Rights Commission’s guidance and Codes of Practice on the employment, goods and services and equal pay elements of the Equality Act, which are available on their website).

Further Information

Inclusive Curriculum Design In higher Education – Information created by the Higher Education Academy.

Official Equality Act 2010 Guidance – UK Government website

The importance of international students to the University of Salford and the need to protect our Home Office Sponsor Licence

In addition to the benefits to individual international students and staff, their presence has a substantial impact on the University’s financial model and its reputation as an outward focused, internationally recognised University. The University can only recruit international students and staff because it is a Home Office recognised sponsor for international students and employees. A Sponsor Licence is generally perceived as an “all or nothing” licence with very little graduation of penalty for aspects of non-compliance.

The University’s Programme Design, Approval, Amendment, Review and Withdrawal Policy sets out requirements for considering the implications of Home Office Visa and Immigration rules and guidance at the approval stage of programme. This include contact hours requirements for programmes offered to students on a Tier 4 visa. See sections 3.9-3.24 of the Programme Design, Approval, Amendment, Review and Withdrawal Policy.

The Home Office Compliance Checklist

The consideration of Home Office Compliance issues as part of the programme approval stage helps ensure our Sponsor licence is protected but also provides clarity about suitability for international recruitment to innovative programme structures and delivery models. The policy states that for all programme approvals, re-approvals (and amendments from 17/18) for programmes where international students may be required to study in the UK you must complete/review the Home Office Compliance Checklist for all your programmes for admission. However, before downloading copies of the Home Office Compliance Checklist speak to your Quality and Enhancement Officer as they will add it to the SharePoint site ready for you to work on (see Section 7 re SharePoint). The Checklist is maintained by the Head of Home Office Compliance and overseen by the University’s Home Office Compliance Assurance Group (HOCAG). It identifies the suitability of programmes for admission for the two most frequently used student visas: Tier 4 (General) student visas and Short-term study visas. The Compliance Approval Checklist is completed at the Business Case Approval stage and reviewed at Academic Case Approval stage to ensure that any changes in the details of a programme have not affected the suitability for Tier 4 (General) student visas and Short-term study visas. See also ATAS AND UKVI Rules

Figure 10 below summarises how international recruitment issues are considered as part of programme approval.

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7 2013 p5 Higher Education Better Regulation Group Final Report: Cost and benefit analysis project on immigration regulation
8 Programmes delivered wholly overseas or wholly online are not required to complete the checklist as those international students will definitely not require a visa to study
Start: Focus on each programme for admission

- Is the programme for admission delivered wholly overseas or wholly online?
  
  Yes
  
  Programme for Admission is not suitable for international students who require visas.

  - On the Programme for Admission section of the Programme Specification (Section 7) state the programme for admission is not suitable for students on Tier 4 (general) student visas or short-term study visas.

  End

  - Yes/maybe

  If there is, or maybe, an international market for the programme, consider how you can accommodate the requirements of suitability for Tier 4 (general) student visas and/or short-term study visas and maximise its attractiveness to Home/European Economic Area students.

  For each programme for admission run through the Home Office Compliance checklist.

  - Is the programme for admission suitable for Tier 4 (general) Student Visas and/or Short-term study Visas?

    - Yes
      
      Do you still consider that you should aim to attract international students to the specific programme for admission?

      - No
        
        On the Programme for Admission section of the Programme Specification (Section 7) state the programme for admission is not suitable for students on Tier 4 (general) student visas or short-term study visas.

      End

    - No
      
      Consider the market for the programme. Is there likely to be an international market for the programme?

      - Yes/maybe

      If there is not likely to be an international market, the programme can be designed to maximise its attractiveness to Home/European Economic Area students.

      Within the constraints of the academic regulations or taught programmes the programmes can be very flexible and innovative.

- No

  On the Programme for Admission section of the Programme Specification (Section 7) state the programme for admission is not suitable for students on Tier 4 (general) student visas or short-term study visas.

End
Appendix 1 – List of types of amendments to programmes and/or modules that require changes to the set-up of the student administration systems (i.e. Banner)

The following list summarises the most common types of changes to programmes and modules that may affect the set-up of Banner. Please note the list is not exhaustive and if you would like more information about whether a change affects Banner please contact Academic Model for advice – email SA-AcademicModel@salford.ac.uk.

Wherever an amendment is in this list it is necessary to provide a very detailed breakdown of these changes on the relevant approval form as only by systematically recording these changes can we ensure that the programme is set up correctly.

At programme level:
- Title change
- Any award change
- Any length of programme change
- Any mode of delivery and/or intakes change
- Any programme structure change
- Any auto compensation changes
- Any JACS codes changes

At module level:
- Any title change
- Any level change
- Any credit value change
- Any change in length
- Any change in months in which module takes place
- Any change in assessments


Quality Assurance Agency. (2011) *Understanding assessment: its role in safeguarding academic standards and quality in HE*

Quality Assurance Agency (2017) Accelerated degrees: Understanding the opportunities Presentation by Cathy Kerfoot to *Universities UK Conference on Accelerated Degrees* 1 June 2017

University of Northumbria. (2011) *Guidelines for Good Assessment Practice*


