



Guidance for Programme Change

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Glossary

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| APP | Academic Planning Panel |
| APR | Annual Provider Review |
| CMA | The Competition and Markets Authority |
| FQAEC | Faculty Quality Assurance and Enhancement Committee |
| LJMU | Liverpool John Moores University |
| ModCat | Module Catalogue |
| ProdCat | Product Catalogue |
| PSRB | Professional Statutory Regulatory Body |
| OfS | Office for Students |
| RPP | Recruitment Policy Panel |
| TEF | Teaching Excellence Framework |

Key Definitions

Please use the following terminology which is in line with the QAA and the University's Academic Framework.

| Term | Also known as | What it means |
|--------------------------------------|-----------------------------------|--|
| Academic standards | Standards/ Threshold standards | Standards are the level of achievement that a student has to reach to gain an academic award (for example, a degree). For similar awards, the threshold level of achievement should be the same for any UK award. So an engineering degree from one university should reach the same level as it does in another university. |
| Annual Provider Review | APR | The University reports annually to the Board of Governors on Quality Assurance. The Board of Governors confirms to the Office for Students that they are satisfied that Quality is assured. |
| Credit | | Credit is awarded after the successful achievement of learning outcomes has been demonstrated. There are 10 hours of learning activity per University credit at all levels. |
| External Examiner | | External examiners are appointed from other universities to all taught programmes to ensure that academic standards are being maintained and are in line with other universities, and that assessment is being carried out fairly and equitably. |
| Faculty / School / Department | | The University is structured into a number of Faculties and Schools/Departments. For the full University Structure, please see www.ljmu.ac.uk/about-us/structure . |

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| Information | Public Information | This is any information published by a university or college about the higher education courses they offer or the resources they provide. It also includes any information in programme guides, prospectuses or on any public website. |
| Intended Learning Outcomes | Learning Outcomes | A description of what students should be able to do or demonstrate, in terms of particular knowledge and skills, by the end of each module and each level of their programme. |
| Learning opportunities | Quality (of Learning opportunities) | Learning opportunities are everything a university or college provides in order to enable a student to achieve the level required to qualify for an award. This includes: <ol style="list-style-type: none"> 1. The teaching that students receive on their programmes of study. 2. The contribution students make to their own learning. 3. The academic and personal support they receive which enable them to progress through their courses. 4. Access to libraries. 5. Access to online resources or a virtual learning environment. |
| Module | | A programme is divided into levels and each level into a series of smaller units of study called modules. Core module – compulsory components of the programme. Optional module – modules that can be chosen from a specified group, in order to gain the credit required for the programme. The options that are available are agreed and confirmed within the programme specification. |
| Module proformas | Module Specifications | Documents which provide key information on specific modules which make up a programme, including information on syllabus content, and how a module is taught and assessed. |

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| Office for Students | OfS | Regulates English Higher Education providers on behalf of all students. Overseas a regulatory framework which explains how this is achieved https://www.officeforstudents.org.uk/advice-and-guidance/regulation/the-regulatory-framework-for-higher-education-in-england/ |
| Programme | | An approved course of study, comprising of modules (core and / or optional), that provides a coherent learning experience and leads to an award. |
| Programme Specification | | A document containing specific information about an individual programme of study, about its intended learning outcomes and the means by which these outcomes are achieved and demonstrated. |
| Teaching Excellence Framework | TEF | In accordance with national requirements, the University submits a regular report to the Office for Students as part of the TEF reporting process. Further information available at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/what-is-the-tef/ |
| The UK Quality Code for Higher Education | The Code | 'The Code' articulates the fundamental principles that apply to higher education quality across the UK. The Code is based on three elements that together provide a reference point for effective quality assurance: 1: Expectations – for maintaining standards and managing quality. 2: Practices – Core Practices that must be demonstrated by all UK Higher Education providers and Common Practices that should underpin quality but are not regulatory requirements for providers in England. 3: Advice and Guidance- which helps to develop and maintain effective practice. |

Chapter 1: Introduction

Programme Change Process

1. This guidance outlines the processes associated with the implementation of changes to programmes after APP approval is given to a new programme. Specifically this guidance outlines the process for strategic changes to programmes altering the way they operate after initial approval.
2. Academic Planning and Information Services facilitates the processes in collaboration with Faculties.

Chapter 2: Categories

3. The following categories are used to describe strategic planning approval for a new programme:

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| Addition or removal of Mode of Study | This refers to a programme adding or removing a mode of study to something other than that agreed initially by APP |
| Addition or removal to the intake month of a programme | This refers to a programme adding or removing an intake month to something other than that agreed initially by APP |
| To change the first intake of a programme | This refers to a programme delaying their first intake to something other than that agreed initially by APP. This process is only allowed to happen once. |
| To add/remove an alternative target award for recruitment | This refers to the opening/removal of an alternative exit point as a recruitable one. |
| To change the duration of a programme | This refers to the change of programme length from that agreed initially by APP. |

4. A single form can be completed for any multiple categories as described above. The single form can also be used for multiple programme codes where the request is the same.

Chapter 3: Process

5. Where there is a change being requested this should be taken through a School/Department Management Structure. It should then be taken through a Faculty Management Structure before being submitted to APP by the Faculty Registrar.

Lead in time for proposal forms

6. If the programme is to recruit through UCAS APP approval should be given at least 18 months in advance of the first recruitment period.
7. All other programmes should receive AP approval at least 12 months in advance of the first recruitment period.

Chapter 4: Post APP approval

8. Where a programme change has been approved by APP, Academic Planning & Information Services will action the change on the Student Information System.

Appendix 1: Programme Change

PROGRAMME CHANGE

Programme Details

| | |
|---------------------------------------|--|
| Programme Award and Title | |
| Owning Faculty | |
| Owning School/Department | |
| Partner institution (if appropriate) | |
| SIS code (and/or Plan if relevant) | |

Start Month and Date of Programme Change

| | | |
|---|------------|--------------------------|
| When does the change apply from? Enter Start Month and Date (e.g. September 2019) | | |
| Has the programme started? (please tick the appropriate box) | Yes | <input type="checkbox"/> |
| | No | <input type="checkbox"/> |

Details of Programme Changes

Insert text here

Rationale

- *What is the reason*
- *How does this link to the University or Faculty's strategic plans*
- *Impact on the University portfolio*
- *For collaborative programmes, please confirm if the decision was made by the partner or Liverpool John Moores University.*
- *Will the change impact on applicants/students?*

Insert text here

Other considerations

- *Are there any other considerations?*
- *For collaborative programmes, are there any contractual considerations?*

Insert text here

Owning School/Department and Faculty

SCHOOL/DEPARTMENT ACCEPTANCE OF PROGRAMME CHANGE

Additional comments:

Date of Consideration:

FACULTY ACCEPTANCE OF PROGRAMME CHANGE

Additional comments:

Date of Consideration at Faculty Management Team: