PROGRAMME APPROVAL POLICY

CONTENTS

Introduction

Our Strategy: The Way Forward 2018-2023

Our vision is to be a world-leading, research-excellent, educationally outstanding university, driven by creativity and curiosity, which fulfils its social, cultural and economic obligations to Cardiff, Wales, the UK and the world. By fulfilling our vision we expect to improve our standing as one of the top 100 universities in the world and the top 20 in the UK.

The Way Forward 2018-2023 outlines the guiding principles for the way we put this vision into practice, and includes 11 performance indicators that will help us gauge our progress.

Our education strategy is predicated on the need for consistency and agility in the current fast moving context. It is underpinned by a clear vision of what a Cardiff University education and student experience offers and is focussed on key areas of activity, development and strength.

Institutional oversight

This Policy has been endorsed by the Academic Standards and Quality Committee (ASQC) in April 2018 and will be kept under regular review to ensure it continues both to support internal processes that function efficiently and effectively and to fully meet the expectations and practices set out in the revised UK Quality Code for Higher Education.

Expectations for standards	Expectations for quality
The academic standards of courses meet the requirements of the relevant national qualifications framework'	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
The value of qualifications awarded to students at the point of qualification and over time is in line with sector recognised standards'	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
Core practices for standards	**Core practices for quality**
The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.	The provider designs and/or delivers high-quality courses.
The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
	The provider actively engages students, individually and collectively, in the quality of their educational experience.
	Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.
	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
	The provider supports all students to achieve successful academic and professional outcomes.

Section 1: Scope and exclusions

Scope of the policy

From 1 August 2018, this document provides a framework for programme approval (including collaborative provision) giving guidance for the development and management of new taught programmes and making changes to existing programmes.

The purpose of this Policy is to ensure that Cardiff University can discharge effectively its responsibilities for the academic standards of awards and the quality of learning opportunities provided for students, thereby ensuring that the programmes offered by the University are comparable to cognate provision offered elsewhere. In addition, the Policy reflects the University's responsibilities when making changes to existing provision under consumer protection law.

The Policy provides an overview of the procedures, processes and requirements for the:

i)   design and approval of new programme(s) or activity (including collaborative provision);
ii) updating and revising existing programmes and;
iii) the continuous quality management of programmes or activities.

It is expected that the development of all new programme proposals and changes to existing programmes should be developed with reference to other Cardiff University policies and codes of practice alongside any professional and statutory body requirements:

- Academic Regulations Handbook;
- Admissions Policies (including terms and conditions of offer)
- Tuition Fee Policy
- Collaborative Provision Policy Framework, where appropriate (revised August 2018);
- Placement Learning Policy (Revised June 2017), where appropriate
- Study Abroad Policy (new August 2018)
- Examination and Assessment policies including assessment and feedback resources

Proposals strategically endorsed by University Executive Board

From time to time, UEB may strategically endorse proposals to develop links with other institutions or partnerships that have significant importance to the University. Any such proposals must complete all stages of the Approval Process outlined in this Policy.

It is advisable that the Quality and Standards Team are contacted before any formal negotiations take place to ensure that appropriate guidance on the process and documentation can be given at the start of the process.

Exclusions

This Policy provides guidance for the development of new taught programmes and the management of changes to existing programmes. The Code of Practice for Research Degrees sets out the University's requirements for the management of its research degree programmes. It describes the principles by which the University requires Schools to manage and support their research students, and sets out an institutional framework within which more detailed local arrangements can operate.

SECTION 2: Key principles

The decision-making processes within this policy are designed in relation to a guiding principle of subsidiarity, which aids the efficient process of University business whilst ensuring commensurate rigour and scrutiny. It allows the University to effectively discharge its responsibilities under the revised UK Quality Code for Higher Education and under consumer protection law.

For proposals including collaborative provision, a key consideration when approving collaborative activity is whether collaboration with a partner poses a risk to the University's academic standards and student experience, and by implication the reputation of the University. The need to protect these is of paramount importance and must be the primary consideration in the evaluation of the benefits of any form of collaboration.

Overarching principles

Stage 1   Strategic Approval
Strategic Approval is taken at College-level and addresses the key question, **'In principle, do we want to do this?**' Answering this question involves consideration of strategy, business viability including costs and tuition fee income, risks (including reputational risks), student numbers and practical and academic considerations. A key consideration will also be staff resource (academic and professional service staff) to support students throughout the programme.

Stage 2   Academic Approval
This stage asks the question: '**Is this academically robust?**' The proposal will involve the consideration of curriculum design and delivery, assessment and re-assessment opportunities, the student experience, learning resources, and operational administration arrangements. A ***definitive set of programme information*** will be created for staff, students and applicants to ensure that the University's Student Information Management System (SIMS) is the ***single source of programme and module information.***

Stage 3   University Approval
Once all conditions have been addressed and signed off by the Programme and Partner Standing Panel, the proposal can be recommended to Academic Standards and Quality Committee for formal approval. No programme(s) may be advertised or publicised until formal approval is granted to ensure the accuracy of information available to students and applicants.

Section 3: Timescales

As each proposal varies in scale and complexity, it is important that appropriate time and resources are available to School staff throughout each stage of the process outlined in Section 2. Proposals including collaborative provision may take significantly longer especially in cases where national government approval is required or where the programme may be subject to additional approval mechanisms at the partner organisation(s). Full details of the information required for developing programmes with collaborative provision can be found in the Collaborative Provision Policy Framework.

An annual cycle of activity has been developed outlining each stage of the process providing Schools with a holistic understanding of what is required at each stage and guidance on approximate timescales[1] for submission to the Programme and Partner Standing Panel. The annual cycle connects both the academic and professional service activity from the initial stages of programme development, through to marketing and recruitment of the programme identifying key support staff at each stage.

Proposals for new programmes and changes to existing programmes can be considered by the Programme and Partner Standing Panel on a regular basis as the Standing Panel meets once each month (see section 4). Schools will need to set realistic timescales to develop proposals that are attractive, innovative, and stimulating to both current and prospective students along in addition to the appropriate time to complete the full programme information for approval and marketing.

Consideration of proposals to introduce new programmes late in the academic cycle will impact on the Schools ability to maximise recruitment and marketing activities and the Schools ability to recruit to the predicted numbers stated as part of their business plan[2].

Late changes to existing programmes need to be carefully considered for both current students and applicants as outlined in the University's terms and conditions of offer. Section 4 outlines the process of student consultation when making changes to existing programmes and the process of contacting applicants after changes have been made.

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[1] Timescales identified on annual cycle are indicative only to allow 12 month marketing of proposals to maximise recruitment potential in line with School business plan.
[2] Late consideration of new programmes will need to be agreed by the College PVC to determine the year of entry the new programme will start.

Section 4: Developing new programmes and making changes to existing programmes

This section provides guidance on the development of new programmes and making changes to existing programmes. Discussions around strategic priorities and portfolio development usually takes place during the Annual Review and Enhancement process in November each year where Schools will outline plans for developing new provision or making changes to existing provision.

After detailed consideration/consultation with the relevant Board(s) of Studies and School Board(s), Schools are encouraged to begin the Stage 1 strategic approval process which normally takes place between January and March each year to allow the College to consider all proposals based on strategic priorities.

As outlined in section 2, each proposal will present a diverse range of issues, however all proposals will need both strategic and academic approval outlined below.

Stage 1: Strategic Approval

Developing new programmes

The College will need to establish whether the proposal fits with the School, College and University strategic priorities and justifies the time and resource that the School would need to invest in subsequent stages. Each proposal for developing new programme(s) will need to demonstrate the following:

- the strategic and academic justification for developing the programme
- evidence of demand and proposed marketing strategy (UK and/or overseas);
- a detailed outline of academic and other resources needed;
- the proposed student numbers over a five year period;
- financial analysis (including fee income and success criteria);
- identification of any unintended School, College or University risks associated with the proposed changes.

If Schools are developing proposals that include collaborative provision, additional information will be required including:

- details of the proposed partner and associated risk assessment;
- proposed financial arrangement with the proposed partner.

Full details of all the required documentation for Stage 1 strategic approval for developing new programmes are available on the intranet with support and guidance available from your College Quality Officer.

Making changes to existing programmes (intermediate and major changes)

The College will need to consider the rationale behind the proposed changes and ensure that there is detailed student/applicant communication plan in place in line with the Universities responsibilities set out in the revised UK Quality Code for Higher Education and under consumer protection law. Each proposal for making changes to existing provision will need to demonstrate the following:

- the strategic and academic justification for making changes to the programme(s);
- evidence of student consultation in line with in line with the variation of arrangements statement outlined in the University's terms and conditions of offer including the opportunity for students to change to an alternate programme or withdraw;
- the proposed communication plan to update applicants of changes to the existing programme(s) in line with the University's terms and conditions of offer including the opportunity for applicants to withdraw;
- a detailed outline of academic and other resources needed;
- identification of any unintended School, College or University risks associated with the proposed changes.

If Schools are making changes to existing programmes that include collaborative provision, further information will be provided on the following:

- the impact of the proposed changes on the programme agreement and associated financial memorandum;
- the impact on the Partnership Management Plan and associated legal agreement.

The College PVC (in consultation with other academic and professional service staff from within the College and wider University), will consider the merits of the proposal as part of the Stage 1 strategic approval meeting and will indicate if the proposal can move forward to Stage 2. Once strategic approval has been granted, Schools will be contacted by the College Quality Officer to discuss the specific documentation required for developing new programmes or making changes to existing programmes and timescales for submission to the Programme and Partner Standing Panel outlined in section 3.

It should be noted that the College PVC may request further information or decide that the proposal should not be taken forward to Stage 2.

Full details of all the required documentation for Stage 1 strategic approval for making changes to existing programmes is available on the intranet with support, advice and guidance available from your College Quality Officer and your College Education Officer.

Stage 2: Academic Approval

This stage involves scrutiny of full programme information where the members of the Programme and Partner Standing Panel will consider issues of curriculum design and delivery, the student experience, student lifecycle including progression (and points of recovery from failure), learning resources and support and administration arrangements within the School. Once strategic approval has been approved by the College (usually in March each year), Schools can start developing the full programme information in preparation for presentation to the Programme and Partner Standing Panel.

As outlined in section 3, Schools will need to set realistic timescales for the development, approval and marketing of their proposals to maximise recruitment opportunities in line with the annual cycle of activity.

Developing the proposal

Effective programme design

To help ensure that new programmes and major changes to existing courses are designed to be attractive, innovative, and stimulating, programme leads should seek to get support from the Centre for Education Innovation (CEI). As well as a Curriculum Design Toolkit containing useful advice, materials, and resources, specialist curriculum design and learning technology support is available for each College. Together, the Toolkit and the personal support will enable innovative new and redesigned modules and programmes to be developed and then presented for approval. This will help provide an excellent student experience, while also minimising the need for further changes to be made in the future.

The Toolkit, designed around the themes in the University's Education Strategy, can be used by academic staff in a range of different ways, by providing questions and prompts that encourage staff to reflect on programme design holistically, and by allowing existing good practice to be accessed and embedded at the outset. The CEI team will be able to provide support and guidance via CEI@cardiff.ac.uk if you have any questions, need further information, or would like to access this support.

Student consultation

The University has clearly defined responsibilities outlined in its terms and conditions of offer when making changes to existing provision under consumer protection law and Schools are required to consult with existing students on any proposed changes.

Consultation with students is seen as a positive developmental tool to help further shape the content of the programme and Schools must consider a range of strategies to protect both the student and the applicant experience through this process. When consulting with students, Schools must consider the following:

o Building in appropriate timescales to engage in meaningful consultation with students through a variety of formats e.g. focus groups, student staff panels, questionnaires and social media;
o Providing students with clear and concise information about the proposed changes and the context in which the changes are being made in line with the University's terms and conditions of offer and variation arrangements;

- o Consideration should be given to the effect that the changes are likely to have on the students in practice e.g. will students need any additional support to adjust? (Tutoring, mentoring, skills workshops). How can this be provided ahead of the change taking effect?
- o Ensure that students have a reasonable period of time (at least 2 weeks) in which to respond to the proposed changes and a clear point of contact if they wish to raise concerns;
- o Clear timescales of when the outcomes of the consultation will be available and the support mechanisms available for students in the transition period.

Preparing for the Programme and Partner Standing Panel Meeting

The School is encouraged to promote a collaborative approach to developing the proposal allowing for a shared responsibility in the development of all programme information.   The involvement of key academic and professional service expertise within the School will differ depending on the nature of the proposal however as a minimum it should include:

- A student from within the proposing School;
- A critical friend with expertise in the subject area who will provide a formal report to the Programme and Partner Standing Panel;
- Key academic teaching staff within the School (and outside if it is a joint proposal) to advise on content, assessment and delivery;
- Key administrative staff within the School to advise on implementation timescales and school processes;
- Professional service staff within the Centre for Education Innovation (CEI) to provide support and guidance on the materials, and resources, specialist curriculum design and learning technology available for each College.

All documentation required for developing new programmes and making changes to existing programmes is available on the intranet with support, advice and guidance given by your College Quality Officer and College Education Officer. Your College Communications Team will also provide support and guidance on the quality of the programme information presented and will sign off the programme information template before submission to the Standing Panel.

The Standing Panel Meeting

The Standing Panel will meet each month to consider new programmes and changes to existing programmes including those with collaborative provision. Whilst each level of change will consider a diverse range of issues, members of the Standing Panel will scrutinise all programme related information including issues of curriculum design and delivery, the student experience, student lifecycle including progression (and points of recovery from failure), learning resources and support and administration arrangements within the School.

For proposals involving collaborative provision, further consideration will be needed on the information presented about the proposed partner and the partner's ability to deliver/manage the programme.

It is important that Schools indicate at an early point when they are likely to submit their underline finalised documentation[3] to the Standing Panel to ensure it can be added to the schedule of business. Consideration of proposals late in the academic cycle will impact on the Schools ability to maximise recruitment and marketing activities and the Schools ability to recruit to the predicted numbers stated as part of their business plan in Stage 1.

After the proposal has been considered the Standing Panel will recommend one of the following outcomes in writing to the School and the Academic Standards and Quality Committee:

• the proposal should be approved unconditionally with or without recommendations;
• the proposal should be approved subject to the satisfaction of certain conditions within a specified period of time, with or without additional recommendations;
• the proposal should be referred back to the School for detailed further consideration prior to its representation to a later meeting of the Standing Panel;
• the proposal should be rejected.

If conditions have been set, the School will need to clearly identify when they propose to re-submit the documentation to the Programme and Partner Standing Panel. Once the Chair of the Programme and Partner Standing Panel has confirmed that all conditions have been met, a recommendation can be made to the Pro Vice-Chancellor, Student Experience and Academic Standards for approval on behalf of ASQC.

Stage 3: ASQC approval

In this final stage, the proposal achieves final sign-off from the Academic Standards and Quality Committee. It is important to note that any conditions arising out of the consideration of the proposal must be completed before marketing can commence.

If changes to existing programmes have been made, Schools need to implement the communication plan identified as part of Stage 2 to ensure that all current students and/or applicants are contacted identifying the changes that have been made in line with the University's terms and conditions of offer including the opportunity for applicants to withdraw.

Early contact with the Admissions Team will help support the process of contacting and supporting applicants to ensure they are aware of the impact of the changes as this will require re-issuing an updated durable medium which includes information on the University's published terms and conditions of offer, updated programme information (due to changes made), the applicant complaints and appeals procedures, fitness to practice and safeguarding policies.

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[3] The College Quality Officer and the College Communications Team will sign off the finalised documentation before submission to the Programme and Partner Standing Committee.

Minor Changes to programmes

Heads of School have overall responsibility for ensuring that there is a clear cycle of programme monitoring, review and evaluation in line with QAA Chapter B8: Programme Monitoring and Review that feeds into the Annual Review and Enhancement (ARE) process. As a result of this cycle of review and evaluation, Schools have the opportunity to make minor changes to existing programmes (identified in Annex A) through the aegis of the Board of Studies and the School Board.

Minor changes do not need to be considered by the College or at the Programme and Partner Standing Panel and are usually updated and confirmed in the University's Student Management Information System (SIMS) in March each year.

Each Board of Studies and the School Board will need to consider the rationale behind the proposed changes and the potential effect of cumulative change to the programme over time. Each proposal for making changes to existing provision will need to demonstrate the following:

• the academic rationale and justification for making minor changes to the programme(s);
• the potential effect on other modules within or external to the School;
• the potential effect on any Joint Honours provision;
• the potential effect on programme level learning outcomes;
• evidence of student consultation in line with in line with the variation of arrangements statement outlined in the University's terms and conditions of offer;
• the impact of the change in line with the University's responsibility under consumer protection law;
• a detailed outline of any increased academic and/or other resources needed as a result of the change;
• identification of any unintended School, College or University risks associated with the proposed changes.

If Schools are making changes to existing programmes that include collaborative provision, further information will be provided on the following:

• the consultation process and input from the partner organisation on the proposed changes;
• the impact on the Partnership Management Plan and associated legal agreement.

If a Board of Studies/School Board considers the cumulative effect of the proposal to be greater than 'minor', they can refer the changes back to the School for consideration as either an intermediate or major change.

SECTION 5: Discontinuing a programme

This section provides guidance on the process of discontinuing an existing programme(s) (including those with collaborative provision) along with guidance on reinstating a previously discontinued programme within 2 years.[4]

As identified in section 4, discussions around strategic priorities and portfolio development usually takes place during the Annual Review and Enhancement process in November each year. This should include discussions about discontinuing provision that no longer fits with strategic priorities.

All discontinuation requests should be submitted at least 9 to 12 months before the start of the new academic session.

Key principles

When discontinuing a programme (including those with collaborative provision), Schools need to consider the timing of the proposal to minimise the impact of the decision on current students and any applicant(s) who have been made offers to study in future years.

Key considerations should be:

• the reasons for the proposed discontinuation (updating the curriculum is not considered an appropriate reason to discontinue a programme);
• the academic year the discontinuation is be effective from;
• the financial implications of discontinuing a programme and how the income will be recovered and staffing duties redistributed;
• a detailed communication plan describing what action is to be taken in respect of any applicants holding offers of admission for the programme in line with the University's responsibilities outlined in the terms and conditions of offer;
• a proposed 'Teach Out Plan' for the current cohort of students progressing through the programme including specific arrangements for students on interruption of study, placement year or repeating modules.

For programmes including collaborative provision, additional consideration will need to be given to:

• the notice period identified in the contact with the partner organisation and the termination of agreement arrangements;
• the arrangements for teaching/student support if the programme is taught away from Cardiff University premises;
• informing the external examiner and University moderator of the termination of agreement arrangements;
• updating the partnership management plan to reflect the agreed teaching out arrangements to protect the student experience;

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[4] Programmes involving collaborative provision cannot be re-introduced without going through the full programme approval process again.

- specific arrangements for students on interruption of study, placement year or repeating modules in line with the termination of agreement arrangements.

The School must submit a completed, signed Discontinuation Form to the College Quality Officer before being submitted to the College PVC for consideration. The College PVC may request further information before recommending the discontinuation to ASQC for approval.

Late discontinuations

Where discontinuations have been identified late in the academic cycle (post January 15th), the College PVC (in consultation with other academic and professional service staff from within the College and wider University), will consider the request as part of the strategic approval process and may require further information from the Head of School including mitigation of financial loss and the protection of the student experience.

The College PVC may decide that the programme should not be discontinued due to the potential risks associated with stopping the programme at short notice.

Informing current students and applicants of the discontinuation

Schools need to implement the communication plan identified in the Discontinuation Form to ensure that all current students and/or applicants are contacted identifying the changes that have been made in line with the University's terms and conditions of offer. Early contact with the Admissions Team will help support the process of contacting and supporting applicants to ensure they are aware of the impact of the discontinuation and any support that can be offered to find suitable alternatives within the University.

Protecting the student experience

Schools must ensure that students currently on the programme receive a comparable student experience to any previous cohorts. Discontinuation of programmes must be carefully managed to ensure that academic standards and the quality of the experience are maintained for the remaining students. This will include the preparation of a 'Teach Out Plan' setting out the position and expectations arising from this, respective responsibilities of both parties and clear timescales. Registry will assist a School with the preparation of a 'Teach Out Plan' and it will be monitored through Annual Review and Enhancement (ARE) until all students have completed or left the programme.

Teach Out Plans

The School has the responsibility to produce, implement and monitor 'Teach Out Plans' until all students have completed or have left the programme(s). Student progress must be monitored at each examination board and overall progress will be monitored through ARE. For collaborative provision, all 'Teach Out Plans' must be agreed with the partner organisation and signed by both institutions.
Reinstating a discontinued programme

As with discontinuation requests, proposals to [reinstate of a programme](#) which has been discontinued for less than two consecutive sessions will require discussion around the programmes alignment with the Schools strategic priorities and portfolio development. Re-introducing a previously discontinued programme will need to follow the same timescales as identified in the [annual cycle of activity](#) identified in section 3. The School will need to complete the Stage 1 strategic approval process outlined in section 4 along with a rational as to why the circumstances for the previous discontinuation have changed. In addition, the School will also need to consider:

• if any changes are needed to update the programme information and if so what the prosed changes would be. In cases where these changes are sufficiently extensive as to necessitate the programme being re-approved as a new programme, Schools are reminded that they need to adhere to the procedures for approving new programmes, as set out in this Policy;
• the academic year the reinstatement is be effective from;
• the financial implications of re-introducing a programme and how staffing duties will be redistributed within the School to cover the reinstatement;
• a detailed communication plan describing what action is to be taken in respect of marketing the programme.

The College PVC (in consultation with other academic and professional service staff from within the College and wider University), will consider the request and may require further information from the Head of School including the reason for the original discontinuation.

The College PVC may decide that the programme should not be reinstated if there is insufficient evidence to support the proposal or the request is at short notice where the opportunity for marketing and recruitment is limited.

Any proposal that has been discontinued for more than two consecutive sessions will need to go through the full programme approval process outlined in section 4.

SECTION 6: Changing the cohort start date

When changing the cohort start date of a programme, Schools will need to consider a wide range of issues before completing the Change to Start of Cohort Form.

- if any changes are needed to update the programme information and if so what the prosed changes would be. In cases where these changes are sufficiently extensive as to necessitate the programme being re-approved as a new programme, Schools are reminded that they need to adhere to the procedures for approving new programmes, as set out in this Policy;
- the academic year the change to cohort start date is be effective from;
- the financial implications of changing the cohort start date of a programme and how staffing duties will be managed within the School to cover the change;
- a detailed communication plan describing what action is to be taken in respect of any applicants holding offers of admission for the programme in line with the University's responsibilities outlined in the terms and conditions of offer.

For programmes including collaborative provision, additional consideration will need to be given to:

- the notice period identified in the contact for making changes to the cohort start date;
- the arrangements for teaching/student support if the programme is taught away from Cardiff University premises;
- informing the external examiner and University moderator of the change of cohort start date;
- updating the partnership management plan to reflect the change to cohort start date to protect the student experience;
- specific arrangements for students on interruption of study, placement year or repeating modules.

The College PVC (in consultation with other academic and professional service staff from within the College and wider University), will consider the request and may require further information from the Head of School.

The College PVC may decide that the cohort start date should not change if there is insufficient evidence to support the proposal or the request is at short notice where the opportunity for protecting the student experience is compromised.

SECTION 7: Support and guidance

As the types of proposals vary in scale, complexity and risk, there will be a number of academic and professional services staff involved in supporting the development and approval of new programmes and changes to existing programmes. Schools are encouraged to take advantage of the range of relevant expertise that exists across the University. This includes:

College Quality Officers
quality@cardiff.ac.uk

College Education Officers
registrysupport@cardiff.ac.uk

Student cases and Tier 4 compliance
pbi@cardiff.ac.uk (Tier 4 Compliance)
Studentcases@cardiff.ac.uk (Student Cases)

Admissions UG & PG
atutors@cf.ac.uk

Centre for Education Innovation
CEI@cardiff.ac.uk.

Student Support and Wellbeing
studentsupportcentre@cardiff.ac.uk

Welsh Language Provision/Darpariaeth Cyfrwng Cymraeg:
Elliw Iwan: IwanEH@cf.ac.uk

International Office
international@cardiff.ac.uk

Full details of all professional service staff in registry can be found on the intranet.

ANNEX A: Summary of levels of change

Minor Changes

- Changes to module title that do not affect module learning outcomes;
- Credit change where credits move by merging or being diverted to other modules (up to and including 40 credits for each year of UG and PGT study and must include mapping document as evidence – pro rata for part-time programmes);
- Addition / deletion of optional module modules (addition / deletion of core modules are considered a major change);
- Changes to a module's learning outcomes;
- Changes to a module teaching methods;
- Changes to module study hours;
- Changes to method of assessment of a module;
- Changes to the type of assessment within a module;
- Changes to the assessment weighting within a module;
- Minor changes to a module description
- Minor changes to a module indicative content/syllabus;
- Change to an exit award title.

Intermediate Changes

- A change to the programme title (module mapping will be required to ensure the programme level learning outcomes are still reflected);
- A change to the nature of the award (e.g. changing an MA award to an MSc award);
- Changes to modules of more than 40 credits within each year of study and up to 120 credits across the entire UG programme (pro rata for part time programmes);
- Changes to modules of more than 40 credits and up to 80 credits across the taught element of PGT programmes (pro rata for part time programmes);
- Introduction of a sandwich year;
- Addition of a Study Abroad Placement;
- Addition of a work/industrial placement;
- Modifications for which there are resource implications;
- Any amendment which is proposed as an exception to Senate Regulations.

Major Changes

- Addition of an interim award;
- Addition/deletion of core modules
- Change in FHEQ level;
- Changes to the programme level aims and intended learning outcomes;
- Changes to assessment strategy and structure affecting over 120 credits for UG;
- Changes to assessment strategy and structure affecting over 80 credits for PGT;
- A change to the duration of the programme;
- A change in the mode of delivery of the programmes (e.g. the introduction of a part time route or a move from face-to-face tuition to distance learning);
- Collaboration with another institution or organisation and/or delivery of a programme, or part of a programme, overseas;
- Modifications to a programme that affect programmes offered by other Schools (e.g. UG joint awards);
- Professional accreditation requirements (this has implications for the KIS return);
- Change to programme cumulatively affecting more than one third of the programme level learning outcomes;
- Accumulated changes to modules and programmes that have been identified by the School requiring re-validation of programme;
- Change involving Partnership.