**Version Control**

**AU-PASC-21-4159-A**

**MODIFICATIONS**

**OF**

**PROGRAMMES**

**2021/22**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
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| AU-PASC-19-2537 | A | Programme Approval and Modification | PASC | 04/02/2020 | Sep 2019 |
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## SCOPE OF THE PROCEDURES

## Purpose of the Procedures

It is an ongoing condition of the University’s registration with the national Office for Students (OfS) and an Expectation of the UK Quality Code for Higher Education that the programmes the University offers are:

‘…well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.’[[1]](#footnote-1)

In order to fulfil these conditions/expectations and ensure that the University continues to comply with consumer protection law in relation to its dealings with prospective and current students[[2]](#footnote-2), this document sets out the processes and perimeters for the modification of taught programmes; the Quality Assurance Agency (QAA) defines a programme as ‘an approved course of study that provides a coherent learning experience and normally leads to a qualification’.[[3]](#footnote-3)

Any programme leading to awards which fall within the UK Quality Code for Higher Education: The [Frameworks for Higher Education Qualifications](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_16) of UK Degree-Awarding Bodies should be modified according to the procedures set out in this document.[[4]](#footnote-4)

## What is covered by the Procedures

The following areas of activity are covered by this document:

* Major Modifications;
* Minor Modifications;
* Student Consultation;
* Deadlines.

## Who is covered by the Procedures

The following must be aware of and/or comply with the procedures set out within this document:

* College Learning and Teaching Committees or equivalent;
* Programme Directors;
* College Quality Managers or equivalent;
* Programme Approval Steering Committee (PASC) members;
* CMA Steering Group;
* Degree Apprenticeship Strategy Group;
* Other internal/external stakeholders e.g. Students, Employers, Professional and Statutory Bodies (PRSB)

Failure to follow the procedures set out within this document could potentially lead to loss of OfS registration and the inability to meet QAA Expectations as set out in the UK Quality Code.

## PROCEDURES

Modifications fall into the following 2 categories:

#### Major Modifications

Changes to 25% or more of a programme e.g. for standard 360 taught UG credits, this would include changes to modules totalling more than 90 credits; for standard 180 taught PG credits, this would include changes to modules totalling more than 45 credits. Normally, major modifications will include ‘material changes’.

#### Minor Modifications

Changes to less than 25% of a programme e.g. for standard 360 taught UG credits, this would include changes to modules totalling no more than 90 credits; for standard 180 taught PG credits, this would include changes to modules totalling no more than 45 credits. Minor modifications may include ‘material changes’.

‘Material’ changes include:

* change of Programme Title;
* change to the award to be received on completion, this can include interim awards;
* change of the location of delivery;
* change to the awarding body or institution;
* change to the methods/Mode of delivery;
* change to the length of the programme;
* change to PSRB[[5]](#footnote-5) details;
* change of Programme Learning Outcomes;
* addition of Core modules;
* deletion of Core modules;
* substitution of Core for Core module;
* substitution of Core for Option module;
* tuition fees if they alter beyond any provisos included in offer letters of the Terms and Conditions of Enrolment[[6]](#footnote-6) and any other of the costs defined as being material to the programme that the student may have to pay;
* change to the general level of experience or status of the staff involved in delivering different elements of the programme[[7]](#footnote-7);
* learning hours which impacts on the expected workload of the student.

The approval process varies as to whether the modifications proposed are considered major or minor. Normally modifications with material changes are approved by PASC. The following sections should therefore be considered in conjunction with the Modification Category Table ([Appendix 4](#_Appendix_4:_Modification)), the approval process maps (Appendices [5](#_Appendix_5:_Step),[6](#_Appendix_6:_Step),[7](#_Appendix_7:_Step) and [8](#_Appendix_8:_Step)) and the documentation requirements for modification approval (Appendix [9](#_Appendix_9:_Documentation)).

Corrective changes such as spelling errors or formatting changes that do not affect the student experience in any way can be enacted through the College’s Quality Manager.

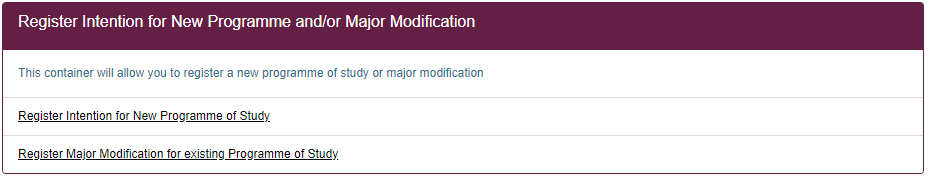
#### Material Changes and Professional Bodies

Since 2016/17, the Terms and Conditions of enrolment have included a variation clause that allows changes to be made to the material information in Programme Specifications, in some very limited circumstances without consulting students. Those circumstances will be where a professional body has stipulated that the specification must be changed to preserve the accreditation of the programme. There is still an expectation that such changes will be communicated to students, but a formal consultation will not be required, Colleges should instead forward a copy of the professional body decision to the Quality Team in the Education Team with the amended Programme Specification.

## Major Modifications

### [Registering the intention to](#_Appendix_4:_Process) carry out a Major Modification

As soon as it is known that there is a major modification required to a programme, Programme Directors are required to register their proposal in My Aston Portal (MAP). The task to register the modification can be found on the Staff Home page:



As part of the task, proposers will be asked to enter basic information in relation to the proposal e.g. title of existing programme, intended date that the modification will take effect from, whether it is collaborative[[8]](#footnote-8), if there is any deviation from general regulations etc. Once submitted the initial alert is automatically sent to a number of people, including staff in the Quality Team (CLIPP). The alert notification is subsequently forwarded onto a wider audience by the PASC Secretary; an email outlining the checklist of documentation required for the approval process is also sent at the same time to the proposer and College Quality Manager.

The MAP alert is useful in triggering advice that can assist the Programme Director/Design Team and for signalling to other Committees or professional services e.g. Collaborative Provision Strategy Group (CPSG), Regulations Sub-Committee, Academic Services, IT, CMA Steering Group etc.[[9]](#footnote-9) areas for possible further discussion prior to or as part of the approval process.

The relevant Quality Manager within the College will use the MAP alert to discuss the proposal with the proposer and help plan approval timelines.

### College Endorsement

Proposals for major modifications should be referred to the College Learning and Teaching Committee (LTC) in the first instance. Major Modifications which involve collaborative arrangements will be brought to the attention of the CPSG by the MAP alert. The following papers should be submitted to the College LTC:

* an updated Programme Specification;
* a Programme Update Form;
* an Academic Services Information Form [[10]](#footnote-10)
* where modules are being changed, the revised module specifications;
* Assessment Strategy/Map;
* a risk assessment (for collaborative programmes);
* any other documents that would help to inform the committee decision.

If the modification involves one or more modules from more than one College, the submission must either be considered by the College SMT and LTC for each relevant College, or, if agreed by both Colleges as appropriate (for example in the case of a Joint Honours Programme), considered at a committee chaired by the lead College with representation from the other College(s).

### Strategic Criteria

#### College and University Strategy

Proposals should be developed in conjunction with both College and University Strategy: [Forward 2020: A Strategy for Aston University](https://www2.aston.ac.uk/migrated-assets/applicationpdf/news/116884-Aston_2020_MINI_strategy.pdf) and consider the following internal/external factors/reference points:

* building on new or existing areas of strength in teaching research or professional expertise with the lead College and other Colleges;
* fit with any related portfolio of activities;
* progression routes;
* profile of research;
* profile of professional practice;
* other areas of staff expertise
* the views of students on related programmes are sought, as appropriate;
* student and other feedback via annual review;
* Partner organisations where appropriate;
* University [Access and Participation Plan](https://www2.aston.ac.uk/about/documents/access-and-participation-plan-2018.pdf);
* University [Student Protection Plan](https://www2.aston.ac.uk/about/documents/Student%20Protection%20Plan%20August%202018.pdf);
* [Ordinances](https://www2.aston.ac.uk/about/management-structure/charter-statutes-and-ordinances) and [Regulations](https://www2.aston.ac.uk/clipp/quality/a-z/general-regulations) of the University.
* opportunities arising from regional, national or international developments;
* response to Employer demand
* statutory requirements, such as those relating to special educational needs, disability, equal opportunities and diversity, health and safety;
* UK Quality Code: [Framework for Higher Education Qualifications](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_16) and [subject benchmark](http://www.qaa.ac.uk/quality-code/subject-benchmark-statements) statements where available;
* [UK Quality Code for Higher Education](http://www.qaa.ac.uk/quality-code);
* Where appropriate, Degree Apprenticeship Standards (including UK Quality Code: [Quality Assuring Higher Education in Apprenticeships: Current Approaches](http://www.qaa.ac.uk/docs/qaa/quality-code/quality-assuring-higher-education-in-apprenticeships.pdf)) and PSRB requirements.

Proposers should also assess the risks of undertaking a major modification to a programme: both ethical and reputational and the programme viability. The following factors need to be considered:

* sufficient students can be attracted to the programme;
* what is the optimal level of resource necessary;
* is there evidence of a market e.g. information on trends in applications for similar programmes, analysis of the needs of employers, of the number and quality of potential applicants, of competitors; the possibilities of shared or complementary provision with other programmes at Aston;
* are there good employment opportunities for graduates;
* is there sufficient administrative and technical support;
* is there appropriate accommodation for teaching and learning to take place;
* is there adequate library, computer and other educational technology and up-to-date specialist equipment to support students’ learning needs.

### External Advice

Where proposals require a major restructure it may be appropriate for teams to engage with

external advisors to ensure that the proposal is comparable with other institutions or e.g.

continues to meet employer, professional body needs etc. External advice may be sought from current External Examiners, Employers, PSRBs etc.

### [Student Consultation](#_School_Endorsement)

It is the expectation that students are actively involved in discussions leading to major modifications. This can be through student representatives, staff, student consultative committees or in lecture discussions. Evidence of student engagement should form part of the rationale for change.

Where a number of Colleges contribute to the delivery of a programme, all Colleges should be consulted before proposals for change are presented to students.

Formal student consultation is required for any material change that will impact on current students. This is to ensure compliance with CMA obligations and mitigate against the risk of complaints. College Quality Managers will advise if formal consultation is required and reference should be made to the Student Consultation process document for the full details of the process involved.

### Approval

Once College Endorsement has been obtained, the documentation received by the College LTC along with the outcome of the student consultation, should be forwarded to the Secretary of PASC for consideration by the Committee.

When approval has been given, the PASC Secretary will notify the Programme Team via email and will advise Academic Services if any changes are required on SITS e.g. a Programme Title change.

## Minor Modifications

### College Endorsement

Proposals for minor modifications should be referred to the College Learning and Teaching Committee (LTC) in the first instance. Minor Modifications which involve collaborative arrangements should be brought to the attention of the CPSG as soon as possible. The following papers should be submitted to the College LTC:

* an updated Programme Specification (if the changes will result in a changed specification);
* a Programme Update Form;
* where modules are being changed, the revised module specifications;
* a risk assessment (for collaborative programmes)
* any other documents that would help to inform the committee decision.

### Approval

If the minor modifications do not include material changes, then these can be approved by the College LTC and changes to the Programme Specification enacted through the College’s Quality Manager. If however, amendments to the Programme Specification constitute material changes, then the following additional steps are required:

* [Student Consultation](#_Student_Consultation) (see process under Major Modifications);
* PASC Secretary to receive the updated documentation including evidence of the outcome of the consultation. PASC Chair’s Action may be taken on these and then a record taken at the next meeting of PASC

**The modification is not approved until evidence of student agreement has been provided to PASC.**

### 

## What to do after approval

The College should take the following steps once College Endorsement and PASC approval (for material changes and major modifications) have been obtained:

1. Inform current students that the changes have been ratified.
2. The appropriate College Quality contact should allocate a document file name to the Programme Specification. A naming convention should be used for the file e.g. MSc Engineering Management (followed by the academic year that this specification relates to).pdf.
3. The appropriate College Quality contact should upload a pdf of the Programme Specification to SITS, using the task available in MAP. An outline of the changes should be added to the Internal Notes field.
4. Module data for new modules should be transferred to the University Module Directory (UMD), accessible via MAP. The Quality Manager within each College should be able to advise on the process/timeframe for completion of updates to modules within the UMD. Guidelines on how to complete a module in the UMD are available within MAP and from the [UMD web page](https://www2.aston.ac.uk/clipp/quality/umd).

## Deadlines

#### Timeline for Approval

When considering timelines for approval, it is essential that Programme Directors allow adequate and realistic time for the various stages in the process:

* completion of all programme and module documentation;
* approval by the College, or PASC plus CPSG (where required);
* meeting conditions of approval.

The University’s Admissions Steering and Strategy Committee has agreed that the key material areas of the curriculum need to be in a fixed state at an earlier point in order to make offers sooner and send key information with those offers.

The deadlines for material changes and minor non-material changes are available on the [Programme Approval](https://www2.aston.ac.uk/clipp/quality/a-z/prog-approval/index) web page, as too is the deadline for upload of programme specifications with or without material changes. Proposals should be submitted to the relevant College LTC for endorsement in time to meet the deadlines. **Please note that these are the final University deadlines and Programme Directors should liaise with their Quality Manager regarding College deadlines and to plan which Committee to aim for.**

An indicative timeline for the approval process for major material changes is as follows:

|  |  |  |
| --- | --- | --- |
| **Task** | **Who** | **Complete by when** |
| Student Consultations completed | College | -9 weeks |
| Paperwork to PASC Secretary (including proof of endorsement by College LTC) | College | -8 weeks |
| Consideration at PASC Meeting | PASC | -6 weeks |
| Any conditions set by PASC to be actioned | College | -2 weeks |
| Approval by PASC | PASC | -1 week |
| Upload Programme Specification to SITS via MAP | College | -0 week |
| First Offer letters sent | Admissions | -0 week |

Please note that in all instances there needs to be a student consultation around material changes. Programme Teams are advised to consult their College Quality Manager about appropriate timelines at an early stage.

It is the expectation that all major modification material change proposals are reviewed through a full PASC meeting. In **exceptional circumstances** additional approval methods may be agreed in discussion with the Chair.

#### Programme with non-standard entry dates

For programmes with non-standard entry dates, which are not part of the UCAS entry/admissions cycle, the approval schedule will need to be adjusted accordingly.

## Appendix 1: Roles and Responsibilities

#### Roles

##### Programme Approval Steering Committee (PASC)

On behalf of the Learning and Teaching Committee (LTC), PASC considers and makes recommendations to LTC on all matters concerning the quality assurance and enhancement of programme approval.

PASC is responsible for:

* ensuring programmes are aligned with the Aston Strategy, Learning and Teaching Strategy, and Digital Aston project;
* taking a balanced approach to risk management to assure responsible development and, where possible, to mitigate against risk to reputation or academic standards, whilst supporting innovation and progressive design;
* adopting a holistic approach to curriculum developments to ensure quality and equity of student experience;
* setting programme-specific design requirements including those that relate to collaborative provision;
* the approval and monitoring of proposals for major curricular revisions to existing programmes, including resource issues where they impinge on the quality of the programmes;
* confirming and ratifying the timeline for the completion of the design process, referring any apparent delayed progress to College management;
* recording all programmes approved by Programme Specific Approval Panels (PSAPs);
* maintaining a record of programmes approved for withdrawal or suspension;

##### Collaborative Provision Strategy Group (CPSG)

CPSG focuses on collaborations that lead or contribute to academic criteria or a qualification. Separate governance arrangements exist for research or commercial collaboration.

CPSG is responsible, with PASC, for approval of complex proposals, especially proposals which involve new types of activity and new methods of delivery and which indicate a high level of risk and commitment of resource. The CPSG role is to assess the strategic merits of the proposal; compliance with the University Guidelines for Collaborative Activity; the assessment of risk; the consideration of any ethical issues and to determine the level of scrutiny required.

##### College LTC

The College LTC, as defined within the University Ordinances, “…monitors and maintains appropriate academic standards, endeavouring to enhance the quality of the College’s taught programmes and the student learning experience, including its collaborative provision, as specified in the University’s quality framework”. This includes the oversight of programme and module approval, modification and withdrawal.

##### CMA Steering Group

The CMA Steering Group has oversight of the University’s compliance with consumer law and for advising the University’s Executive and key committees on necessary actions. The group reports to the University Learning and Teaching Committee.

##### Degree Apprenticeship Strategy Group

The Degree Apprenticeship Strategy Group, which is chaired by the Executive Director of Business Engagement, consists of stakeholders from across the University that support the investment, development and monitoring of the apprenticeship provision.

##### Programme Delivery Team

The Programme Director, and all teaching staff involved in the delivery of the programme.

##### Programme Design Team

The Programme Design Team includes the Programme Director and all staff contributing to the design of the programme. This would normally include all staff involved in the delivery of the programme.

## Appendix 2: Definitions

* **Office for Students (OfS)**: Independent regulator of Higher Education in England
* **Qualification:** “A degree, diploma or certificate awarded by a competent authority (in this context a degree-awarding body) in recognition that particular programme or qualification outcomes have been achieved following the successful completion of a recognised higher education programme of study.” (defined by the QAA in the ‘[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_16)’)
* **Competition Markets Authority**: A “…unified competition and consumer authority which took over many of the functions formerly performed by the Competition Commission and the OFT. The CMA works to promote competition (both within and outside the UK) for the benefit of consumers.” (defined by the CMA in “[UK Higher Education Providers – advice on consumer protection law](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/428549/HE_providers_-_advice_on_consumer_protection_law.pdf)”)
* **Collaborative**: Collaborative provision encompasses all learning opportunities which lead or contribute to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body.
* **Student Information System (SITS)**: Students records management system.
* **Programme Specification**: Significant element of the proposal documentation and is particularly important in relation to the requirements of consumer law as advised by the Competitions and Markets Authority (CMA) because it contains much of the ‘material information’ that students use to choose their degrees. Consequently, the CMA will regard the Programme Specification as information that underpins a potential students’ ‘purchasing decision’ and the expectation is that it is always an accurate description of the degree.
* **Module Specifications**: Significant element of the proposal documentation and can either be new modules or existing ones which have been modified/adapted for the new programme. Modules should be written to show how they support the students’ achievement of the intended Learning Outcomes at the programme level.
* **Programme Specification Update Form**: A multi-purpose document which provides information on the modifications to College LTC and PASC; provides a rationale for the changes; provides an explanation for how student support and administrative structures will be adjusted; describes transitional arrangements for students (if required); provides evidence of College Endorsement.
* **Academic Services Information Sheet**: This records information about the new programme which is required by Academic Services for set up on SITS.
* **Curriculum Map**: Demonstrates the links between the modules and the Stage level Learning Outcomes, showing how each outcome will be achieved. It should be completed as part of developing a programme specification.
* **Assessment Strategy/Map**: significant element of the proposal documentation which provides an overview of the assessment strategy for the entire programme.
* **College LTC**: read ‘College LTC’ as College LTC or any other body to whom LTC has delegated responsibility of considering Programme Approval documentation to.
* **Quality Manager:** this could be the Quality Officer, Programme Manager etc. who has involvement with the Programme Approval process within the College.

## Appendix 3: Related Regulations, Statutes and Related Policies

* UK Quality Code: [Framework for Higher Education Qualifications](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_16)
* [subject benchmark](http://www.qaa.ac.uk/quality-code/subject-benchmark-statements) statements
* [UK Quality Code for Higher Education](http://www.qaa.ac.uk/quality-code);
* Degree Apprenticeship Standards (including UK Quality Code: [Quality Assuring Higher Education in Apprenticeships: Current Approaches](http://www.qaa.ac.uk/docs/qaa/quality-code/quality-assuring-higher-education-in-apprenticeships.pdf)
* [Forward 2020: A Strategy for Aston University](https://www2.aston.ac.uk/migrated-assets/applicationpdf/news/116884-Aston_2020_MINI_strategy.pdf)
* University [Access and Participation Plan](https://www2.aston.ac.uk/about/documents/access-and-participation-plan-2018.pdf)
* University [Student Protection Plan](https://www2.aston.ac.uk/about/documents/Student%20Protection%20Plan%20August%202018.pdf)
* [Legislation.gov.uk](http://www.legislation.gov.uk/) for statutory requirements, such as those relating to special educational needs, disability, equal opportunities and diversity, health and safety
* [Ordinances](https://www2.aston.ac.uk/about/management-structure/charter-statutes-and-ordinances) and [Regulations](https://www2.aston.ac.uk/clipp/quality/a-z/general-regulations) of the University
* [Office for students: CMA](https://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/value-for-money-what-should-providers-do/consumer-protection/)
* [Higher Education: consumer law advice for providers](https://www.gov.uk/government/publications/higher-education-consumer-law-advice-for-providers)
* [Collaborative Guidelines](https://www2.aston.ac.uk/clipp/quality/a-z/collaborativeprovision)
* [Student Consultation policy document](https://www2.aston.ac.uk/clipp/quality/a-z/prog-approval)

## Appendix 4: Modification Category Table

|  |  |  |  |
| --- | --- | --- | --- |
| Category 1 | Category 2 | Category 3 | Category 4 |
| Minor Modification, no material change | Minor Modification, with material change | Major Modification, no material change | Major Modification, with material change |
| **Changes to fewer than 25%** of any:   * optional credits; * pre-existing core modules[[11]](#footnote-11) | **Changes to fewer than 25%** of the credits making up the programme, including:   * introduction of new core modules; * core module substitutions or deletions; * credit rating change of core module; * value change of core module; * level of core module. | **Changes to 25% or more** of the credits making up the programme, but include:   * changes to optional modules; * changes to pre-existing core modules[[12]](#footnote-12); * changes will be introduced to new students only and will not affect current students | **Changes to 25% or more** of the credits making up a programme, including:   * title changes; * introduction of new core modules; * core module substitutions or deletions |
| Changes to overall methods of assessment[[13]](#footnote-13) |  | Changes to overall methods of assessment[[14]](#footnote-14) |
| Changes to overall delivery methods[[15]](#footnote-15) | Changes to overall delivery methods[[16]](#footnote-16) |
| Changes to the accrediting body | Change to the programme title |
| Changes to the location of delivery of the programme | Change to the award received on completion |
| Length of programme | Length of programme |
| Change to the programme Learning Outcomes |
| **Approval Process** [**Appendix 5**](#_Appendix_5:_Step) | **Approval Process** [**Appendix 6**](#_Appendix_6:_Step) | **Approval Process** [**Appendix 7**](#_Appendix_7:_Step) | **Approval Process** [**Appendix 8**](#_Appendix_8:_Step) |

## Appendix 5: Step by Step Guide to Approval Process: Minor Modification without Material Change

**STEP 1**

Proposer informs Quality Manager of intention to undertake a minor modification

Initial discussions undertaken between Quality Manager and Proposer in relation to the modifications proposed.

**STEP 2**

Programme Director produces the [modification documentation](#_School_Endorsement). Submits to College LTC for consideration.

Return to team to reconsider or resubmit

Approved with conditions

Proposal does not progress further

Approved

Not Approved

**STEP 3**

Stakeholders notified of approval.

[After approval](#_Programme_Specific_Approval) notification, College uploads revised Programme Specification on MAP**.**

## Appendix 6: Step by Step Guide to Approval Process: Minor Modification with Material Change

**STEP 1**

Proposer informs Quality Manager of intention to undertake a minor modification

Initial discussions undertaken between Quality Manager and Proposer in relation to the modifications proposed.

**STEP 2**

Programme Director produces the [modification documentation](#_School_Endorsement). Submits to College LTC for consideration.

Return to team to reconsider or resubmit

Endorsed with conditions

Endorsed subject to student consultation

**STEP 3**

[Student consultation](#_External_Advice) undertaken, depending on the nature of the consultation and the outcome there may be a need to refer back to the team for further consideration

**STEP 3**

Programme Director/Quality Manager forwards documentation onto PASC for consideration

Return to team to address comments and re-submit

Proposal does not progress further

Not Approved

Approved with conditions

Approved

**STEP 4**

Stakeholders notified of [approval](#_Approval).

[After approval](#_Programme_Specific_Approval) notification, College uploads revised Programme Specification on MAP**.**

## Appendix 7: Step by Step Guide to Approval Process: Major Modification without Material Change

**STEP 1**

Proposer [registers intention to develop major modification](#_Registering_the_intention_1) on MAP

Initial discussions undertaken between Quality Manager and Proposer in relation to the programme modifications proposed.

**STEP 2**

Programme Director produces the [modification documentation](#_Programme_Design). Submits to College LTC for consideration.

Return to team to reconsider or resubmit

Endorsed with conditions

Endorsed

**STEP 3**

Programme Director/Quality Manager forwards documentation onto PASC for consideration

Return to team to address comments and re-submit

Proposal does not progress further

Not Approved

Approved with conditions

Approved

**STEP 4**

Stakeholders notified of [approval](#_Approval).

[After approval](#_Programme_Specific_Approval) notification, College uploads revised Programme Specification on MAP**.**

## Appendix 8: Step by Step Guide to Approval Process: Major Modification with Material Change

**STEP 1**

Proposer [registers intention to develop major modification](#_Registering_the_intention_1) on MAP

Initial discussions undertaken between Quality Manager and Proposer in relation to the programme modifications proposed. It may be at this point that a further Design Navigator or external advice is requested.

**STEP 2**

Programme Director produces the [modification documentation](#_Programme_Design). Submits to College LTC for consideration.

Return to team to reconsider or resubmit

Endorsed subject to student consultation

Endorsed with conditions

**STEP 3**

[Student consultation](#_External_Advice) undertaken depending on the nature of the consultation and the outcome there may be a need to refer back to the team for further consideration

**STEP 4**

Programme Director/Quality Manager forwards documentation including outcome of student consultation onto PASC for consideration

Return to team to address comments and re-submit

**STEP 5**

Stakeholders notified of [approval](#_Approval).

[After approval](#_Programme_Specific_Approval) notification, College uploads revised Programme Specification on MAP**.** New modules (if appropriate) entered into UMD

Approved

Proposal does not progress further

Not Approved

Approved with conditions

## Appendix 9: Documentation requirements for Modification Approval

Templates for each of the \*documents below can be found on the [Programme Approval, Update and Approval](https://www2.aston.ac.uk/clipp/quality/a-z/prog-approval) or [Collaborative Provision](https://www2.aston.ac.uk/clipp/quality/a-z/collaborativeprovision/index) web page. If you experience any difficulty accessing any of these documents, please contact the Quality Team at [clipp\_quality@aston.ac.uk](mailto:clipp_quality@aston.ac.uk)

1. Programme Specification Update Form
2. Programme Specification\*
3. Module Specifications (for all modules)[[17]](#footnote-17)\*
4. Curriculum Map[[18]](#footnote-18)\*
5. Assessment Strategy/Map (for Major Modifications only)
6. Academic Services Information Sheet[[19]](#footnote-19)\*

**In addition to the documents listed above, the following will be required for:**

##### Collaborative Programmes

1. Risk Assessment Proforma\*

##### Degree Apprenticeships

1. Degree Apprenticeship Standard
2. Degree Apprenticeship End Point Assessment Plan (as appropriate to the DA)
3. Degree Apprenticeship Standard mapped against Programme Specification (where the changes proposed have had an impact on the original mapping to the standard)
4. 20% off the job training plan\* (where the changes proposed have had an impact on this)
5. Evidence of support from interested employers
6. Evidence (for example a Gantt chart) of when students would be taking which modules, whether they would be on campus or distance learning and when the assessment would take place (where the changes proposed have had an impact on the structure of the delivery or location).

1. Office for Students, OfS 2018.01, Condition B1 [↑](#footnote-ref-1)
2. As set out by the Competition & Markets Authority (CMA), “UK Higher Education Providers: advice on Consumer Protection Law” [↑](#footnote-ref-2)
3. See Appendix 2 ‘Definitions’ [↑](#footnote-ref-3)
4. Research programmes and programmes leading to awards outside of the FHEQ are subject to different procedures and are set out in separate documents. Awards outside the FHEQ include Aston Credits and Continuous Professional Development (CPD) activity. [↑](#footnote-ref-4)
5. See Appendix 2 ‘Definitions’. [↑](#footnote-ref-5)
6. This refers to a situation where the University has said tuition fees will rise in line with inflation, but wishes to make a change that is different to the rate of inflation. [↑](#footnote-ref-6)
7. This refers to the primary deliverers responsible for the programme who have oversight and responsibility for its academic content e.g. Module Leaders. [↑](#footnote-ref-7)
8. See Appendix 2 ‘Definitions’. [↑](#footnote-ref-8)
9. For example, Academic Services and IT Services may need to look at tailoring the Student Information System (SITS) for programmes that do not fit with standard entry points or term structures. [↑](#footnote-ref-9)
10. This will be required if the programme name has changed or if a new course code for a particular cohort is required e.g. Degree Apprenticeships or delivery outside of Aston etc. [↑](#footnote-ref-10)
11. As long as there is no concomitant need to change the core modules listed on the programme specification [↑](#footnote-ref-11)
12. As long as there is no concomitant need to change the core modules listed on the programme specification [↑](#footnote-ref-12)
13. Constituting not more than 25% of the programme [↑](#footnote-ref-13)
14. Constituting more than 25% of the programme [↑](#footnote-ref-14)
15. Constituting not more than 25% of the programme [↑](#footnote-ref-15)
16. Constituting more than 25% of the programme [↑](#footnote-ref-16)
17. Any modules created or adapted for the modified programme must be approved by the LTC of the programmes ‘home’ College, and also if different, the College owning the module. [↑](#footnote-ref-17)
18. If all Learning Outcomes are delivered through core modules, then optional modules do not need to be shown. If this is not the case, optional modules should be included. [↑](#footnote-ref-18)
19. Required e.g. for title changes, where a new programme code will be set up. [↑](#footnote-ref-19)