

The Major Review Handbook

Guidance notes for UH-based
programme redevelopment teams,
in preparation for Major Review

Important Note:

There is an alternative Handbook for
UK and Overseas Collaborative
Re-Validation Events.

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1. Introduction

1.1 When is a Major Review needed?

If a School wishes to make major changes to a programme or there is a PSRB requirement for regular review that extends beyond the criteria for significant change, a Major Review is needed. A School might decide that a Major Review is required if a programme is identified as a significant risk through the Continuous Enhancement Planning (CEP) process; or it is recommended by Portfolio Review. A Portfolio Review is an appraisal of all programmes in a School in the context of its total provision and is carried out annually. A Major Review is needed when indicators suggest that a thorough assessment is required to find out whether a programme is fit for purpose and up to date so that an appropriate redevelopment can be carried out. The requirements for minor and significant changes and Major Review are set out on the University's web pages in the [Validation and Review](#) section.

A Major Review involves a comprehensive review and evaluation of all or most aspects of a programme and subsequent redevelopment. This includes an analysis of key areas such as recruitment, student experience, performance and achievement. The purpose of Major Review is also to assess the continuing validity and relevance of a programme in the light of the following:

- the [University Strategy 2025-2030](#)
- management data relating to all aspects of the programme;
- external changes, such as changes to Subject Benchmark statements or relevant Professional, Statutory and Regulatory Body (PSRB) requirements;
- changes in student demand, employer expectations and employment opportunities;
- the continuing availability of staff and physical resources;
- current research and practice in the application of knowledge in the relevant discipline(s), technological advances, and developments in learning and teaching.
- internal University drivers and initiatives, including:
 - [Academic Quality Framework](#)
 - [Career Development Framework](#)
 - [Induction and Transition Framework](#)
 - [Academic Skills Framework](#)
 - [Personal Tutor Framework](#)

A Curriculum Development Workshop ([see 5.1](#)) is central to Major Review and encourages teams to create innovative career focused curricula that develop students academically, professionally and personally. A Development Lead, usually the Programme Leader, brings together a programme development team with the appropriate skills and experience to ensure students have an excellent learning and teaching experience.

2. The Major Review process

2.1 An overview of the Major Review process

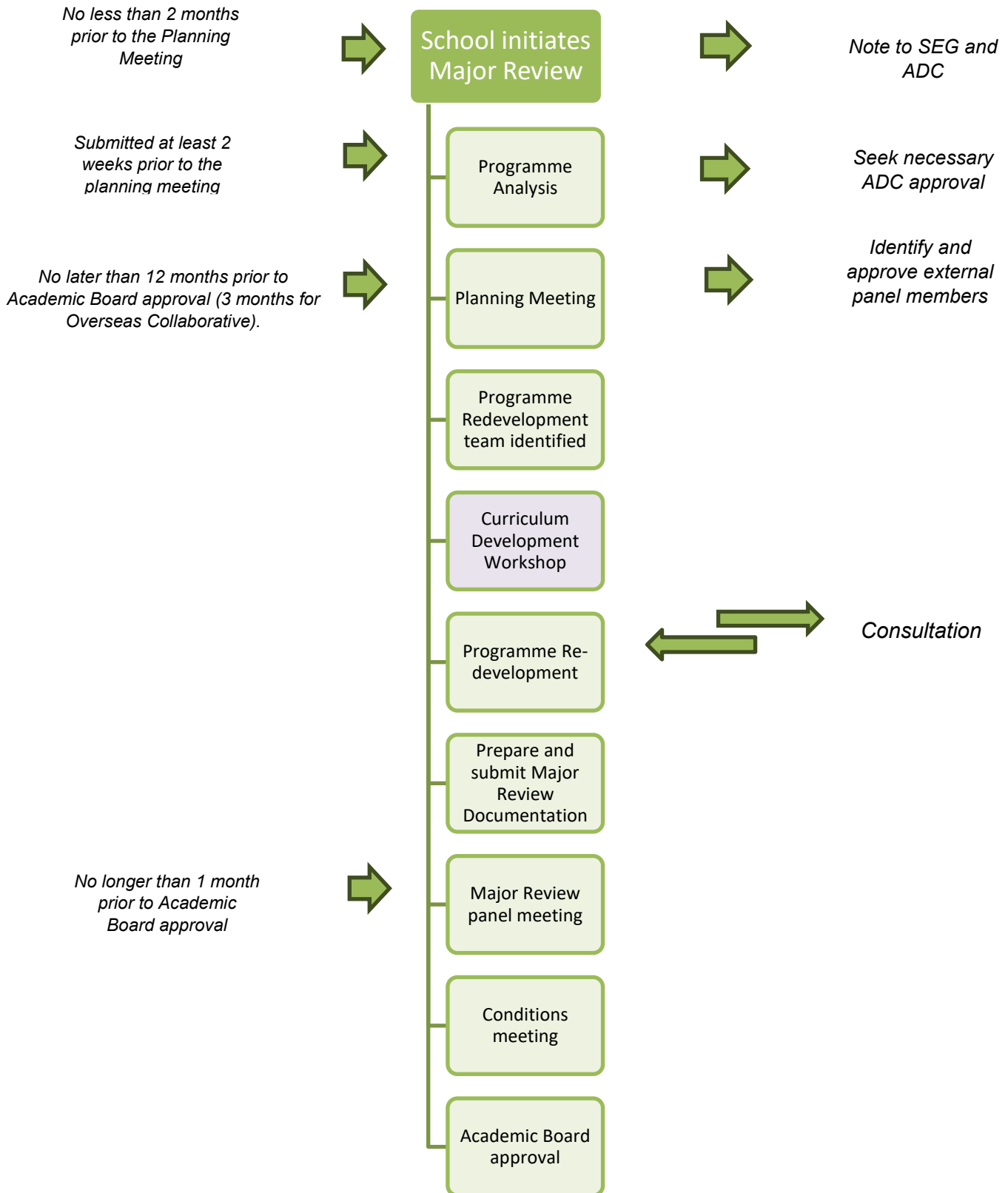
Before embarking on Major Review, the Associate Dean of School of Education and Student Success or their nominee will put in place a programme redevelopment team which will be responsible for leading the Major Review, with a remit including:

- analysing the existing programme;
- engaging with Curriculum Development Workshop and developing the programme in accordance with the Herts Learning principles and University Strategy 2025-2030
- making appropriate internal and external consultations throughout the process;
- re-developing the programme, as necessary;
- producing relevant documentation; and
- attending a Major Review panel meeting to present the redeveloped programme, showcase examples of good practice and respond to questions raised by the panel.

Ideally, the redevelopment process starts at least 18 months before the delivery of the revised programme, to enable sufficient time to properly undertake these activities. The process is evidence-driven, to allow the School to clearly identify what aspects of the Major Review process they need to focus on. Additionally, with the exception of degree apprenticeships, the Competition and Markets Authority's (CMA) requires all HE Providers to give students clear, accurate and timely information so they can make an informed decision about what and where to study. To this end the University needs to provide up front, intelligible, unambiguous and timely information about the courses it offers including those that are subject to validation and Major Review ([UH Competition and Markets Authority - CMA guidance](#)).

The School Executive Group (SEG) initiates the formal process of review by organising a Planning meeting where the scale of the review necessary will be discussed and agreed. The consequent programme redevelopment process will involve at least one Curriculum Development Workshop and will culminate in a Major Review panel meeting where changes to the programme will be formally approved.

2.2 A diagrammatic summary of the Major Review process



DEADLINES

3. Programme Analysis and Rationale for the Major Review

Prior to the planning meeting and before the programme team decides what changes and improvements, if any, should be made to the programme you should carry out an analysis of the programme's performance. This should be recorded on the Programme Analysis template which can be found on Herts Hub in the Centre for Education and Student Success section, under [Academic Quality - Review/Validation](#).

At the planning meeting, the completed Programme Analysis template will be used to start the conversation about planning the redevelopment and help identify what needs to be redeveloped and the requirements for the approval of the redeveloped programme. It is necessary to carry out a Programme Analysis of:

management data relating to all aspects of the programme (for the previous three academic years). Key data are available on Tableau. You can access this via Herts Hub [Student Data Dashboards](#);

- currency and appropriateness of each module's approach to teaching, learning and assessment;
- changes in QAA / Office for Students (OfS) and/or PSRB expectations;
- changes in student demand, employer expectations and employment opportunities;
- the continuing availability of staff and physical resources;
- internal (University) drivers and initiatives, including:
 - [Academic Quality Framework](#)
 - [Career Development Framework](#)
 - [Induction and Transition Framework](#)
 - [Academic Skills Framework](#)
 - Personal Tutor Framework

3.1 Programme Information

The key information about the programme should be recorded accurately as specified on the Programme Analysis template. If you are unable to find any programme information required to complete the template, please consult the Programme and Curriculum Advisor who is allocated to your School by Academic Registry. If you are unsure who this is, please use the generic email address to make contact as-systems@herts.ac.uk

3.2 Enhancement

Major Review offers the opportunity to show case good practice, improve and enhance the curriculum and student experience. You and the redevelopment team are required to attend a Curriculum Development Workshop facilitated by a Learning and Teaching specialist from the Centre for Education and Student Success. You should contact them to schedule a workshop

ltesupport@herts.ac.uk and note any areas of planned changes or potential innovations on the Programme Analysis template.

3.3 Admissions

Entry qualifications

Where appropriate, the University measures the average UCAS tariff for students entering the programme each year. From the data available from Academic Registry and provided to the Dean of School, identify the average UCAS tariff for students entering the programme over the past 3 years.

If qualifications on entry have either (i) been consistently around or below the University stated entry requirement for the programme for all 3 years, or (ii) the trend data exhibits a downward trajectory, and this has reached (or is approaching) the UH programme threshold (if relevant), then the programme review team needs to analyse the possible reasons for this and agree on how to address it.

The programme team should consider the impact of any changes to the student admissions profile over the past 3 years. For example, consideration should be given to changes in the balance of home and overseas students and/or part-time and full-time students. If the proportion of non-tariffable students entering the programme is high, then include this in the analysis as this may affect any actions proposed at the Planning Meeting.

Student Demand

From the data available from Academic Registry and provided to the Dean of School, record the programme's recruitment trends over the past 3 years.

Please note any issues that have impacted admissions in the text box provided in the Programme Analysis template. Remember to include factors that have had a positive influence.

3.4 Awards

For both section 3.4 Awards and 3.5 Continuation, please read the University's Access and Participation Plan which can be found on Herts Hub in the Education and Student Success section, [Access and Participation Support Hub](#). It contains University plans and actions for certain groups of students, which should inform your analysis, review and potential redevelopment.

- The University measures student achievement by the proportion of students who achieve 'good' awards (i.e. undergraduate 1st and 2:1 awards or foundation degrees and postgraduate Distinction and Commendation awards). From the data presented in Tableau, identify the level of achievement for students on the programme over the past 3 years. The University sets benchmarks against which judgements should be made. The current benchmarks set for undergraduate programmes are 62% and below indicate too few good degrees and 85% and above indicate too many good degrees. Awards should be analysed overall and in relation to student ethnicity. Programmes teams should consult Tableau to look at the RAG rated awards data for your programme. If the awards data is RAG rated red the programme review team will need to comment as explained above for the drop-out rate.

You can access the data from the Tableau tab on the CEP or via Herts Hub [Student Data Dashboards](#);

Reasons for not achieving University Benchmarks could include (i) problems with identified modules on the programme, (ii) entry requirements, (iii) various student experience-related matters that other evidence such as NSS, PTES, the cohort survey or SVQ data may reveal. Outcomes of the review should input into the appropriate section of the Major Review document.

3.5 Continuation

Continuation

This section should record any lack of continuation through the programme reflected in the dropout rates for the previous three years. For undergraduate programmes, the University defines the student non-continuation rate as the percentage of students that have dropped out of their programme of study between Level 4 and Level 5 (C1) or Level 5 and Level 6 (C2). You can add a row to the table to record Level 6 and Level 7 for an integrated masters. (NB. Students who are repeating the year, resting or have transferred to another programme within UH, are not included in the non-continuation rate). For postgraduate programmes you should consider the withdrawal data for the programme.

Programmes teams should consult Tableau to look at the RAG rated continuation data for the programme. If the continuation rate is RAG rated red the programme review team will need to comment in the text box provided in the Programme Analysis template about possible reasons. Reasons could include (i) problems with identified modules on the programme, (ii) entry requirements, (iii) various student experience-related matters that evidence such as NSS, the cohort end of year survey or educational gains data may reveal. The CEP Action Plan guidance sets out the relevant benchmarks against which judgements should be made. If the non-continuation rate has either (i) been consistently around or below the UH benchmark for all 3 years, or (ii) the trend data exhibits a downward trajectory, and this has reached (or is approaching) the UH Benchmark, then the programme review team needs to analyse the possible reasons for this and agree on how to address it.

Module Grade Profiles

You should enter module failure rates onto the Programme Analysis template that meet the following thresholds:

- modules where the post referral failure rate has been above the University thresholds particularly if this is in each of the last two years. The thresholds are 30% at Level 0, 20% at Level 4, 15% at Level 5 and 10% at Levels 6 and 7;
- modules where the first-time failure rate is below the University thresholds, particularly if this is so in each of the last two years. The thresholds are a pass rate of 70% and below (Level 0 and Level 4), 75% and below (Level 5) and 80% and below (Level 6 and Level 7)
- You should refer to the CEP and comment on any significant module level issues and the impact of any action plans so far. You can access this data from the Tableau tab on the CEP or via Herts Hub [Student Data Dashboards](#);

3.6 Graduate Outcomes

The University measures student Graduate Outcomes by the proportion of students who progress to employment (employability) within 15 months of finishing their studies or progress to highly skilled employment and further study. This data is taken directly from the HESA's Graduate Outcomes data and is available on Tableau. The CEP Action Plan guidance sets out the relevant benchmarks against which judgements should be made. The data for the last three years should be recorded on the Programme Analysis template.

Where the number of students achieving employment at or below the UH average and either (i) this has consistently been the case for all 3 years, or (ii) the trend data exhibits a downward trajectory that has reached (or is approaching) the UH Benchmark limit, then the programme review team needs to analyse the possible reasons for this and agree on how to address it.

More information can be accessed on Herts Hub in the Education and Student Success, Learning and teaching Resources and Support section, [Graduate Outcomes](#)

3.7 Stakeholder feedback

Stakeholder feedback about the operation of the existing programme may be included in the Programme Analysis. At the development stage, you will be required to consult with all stakeholders about the finalised proposed changes (see section 5.6). You may decide to collect feedback or use pre-existing data.

The University routinely collects student feedback via questionnaires:

- the NSS for students studying at level 6 (and at level 7 integrated masters);
- the Postgraduate Taught Experience Survey (PTES);
- Educational Gains Survey and the annual Cohort Survey

Any initial consultation on the operation of the existing programme with the relevant stakeholders might include the following, depending on the reason for the Major Review:

- current students;
- past graduates of the programme
- the Programme Academic Enhancement Committee or staff-student liaison meetings;
- relevant employers or major stakeholders in the provision,
- teaching staff, including other Schools involved in teaching;

Following your analysis of stakeholder feedback, you should comment on areas strength and where improvements are needed. Any significant issues that are a feature of stakeholder feedback should be stated.

3.8 External and Internal Influences

NSS/PTES

Both NSS (undergraduate) and PTES (postgraduate) are RAG rated. In the case of the NSS the RAG rating for programme teams is against the relevant subject CAH2 area. If in the most recent survey (NSS or PTES) any section is RAG rated red you should comment on the result and

consider whether an action is appropriate. It may also be appropriate to specify an action in response to individual questions that are RAG rated red and themes in the student comments.

Placement Learning

Please provide number and % of students who have undertaken a placement as part of their programme of study. Placement learning requires University oversight and governance. This only includes opportunities that are a planned and integrated part of a student's programme of study at the University. Programme Specifications must clearly identify any requirements for placement learning, whether compulsory or optional. The associated arrangements for management and assessment of placement learning are matters for the programme concerned and should include the quality assurance arrangements. Where the programme includes a sandwich placement, or a period of study abroad, programme teams should offer the students an additional and separate qualification in line with the UPR Schedule of Awards ([UPR AS11 2.4 and 2.5](#)).

PSRB considerations

The details of any PSRBs and their role in the approval of the redeveloped programme should be recorded on the Programme Analysis template. You should also include

- any conditions and/or recommendations emerging from Professional, Statutory and Regulatory Body (PSRB) approval of the programme, or changes to PSRB requirements;
- any changes to relevant QAA Subject Benchmarks (NB. It is a University requirement that the programme learning outcomes meet the expectations of the relevant Subject Benchmarks);
- any requirements for mapping to relevant standards or requirements;
- any changes to employment opportunities (was the programme developed to serve a niche in the employment market which no longer exists?);
- any changes in the availability of placement learning opportunities.

The University aims for as many of its programmes as possible to have accreditation. Provide details of existing accreditation arrangements. Please make a comment on whether (i) the accreditation requirements are up to date and (ii) whether there are further opportunities for the programme to gain accreditation.

At this stage you are not expected to decide precisely how you are going to respond to the external changes you have identified.

3.9 Course Structure

The Programme Analysis should include a review of the appropriateness of the award title and whether it is still current and attractive. You might consult with employers, alumni and students when considering this. The Department of Marketing and Communications can advise on appropriate data to make comparisons with competitor institutions. PSRB influences should also be considered

You should also record other programme structure changes and exemptions on the Programme Analysis template along with the date and minute of the ADC meeting that gave relevant permissions.

3.10 Summary and Rationale Statement

Having carried out the Programme Analysis you should summarise the main emerging issues. This should be brief and preferably as bullet points, highlighting key considerations for enhancement and areas for improvement. Finally, you should make a brief statement outlining why you are seeking the Major Review at this time. This will focus the conversation at the planning meeting and help you prioritise the redevelopment plans. It will also be used by the approval panel to check that all the areas of the programme requiring attention have been addressed in the redevelopment. The Programme Analysis should be presented to SEG for approval.

3.11 Outcome of the Programme Analysis

The outcomes on Programme Analysis will be discussed at the planning meeting (see 4.1) Your Programme Analysis should be sent to the Clerk (Academic Services Officer) at least two weeks before the scheduled date of the planning meeting for acceptance by the Associate Director AQ attached to your School and your Associate Dean of Education and Student Success or their nominee.

The purpose of the Planning Meeting is to:

- agree the Programme Analysis; and
- determine the steps to be taken to complete the review process taking account of the scope and significance of the issues arising out of the operation of the current programme as documented in the Programme Analysis, the extent of the changes proposed and any PRSB considerations.

In the event of the Programme Analysis document requiring further work before a re-scheduled Planning Meeting, the document should be re-submitted to the Associate Dean of School of Education and Student Success and the Associate Director for Academic Quality for agreement normally within two weeks of the date of the original Planning Meeting.

4. The Planning Meeting

The Programme Analysis with Rationale Statement should be completed and submitted to the clerk two weeks before the date of the planning meeting. The Programme Analysis will be discussed and used to inform decisions about the key requirements for the redevelopment and approval process. The planning meeting template is divided into sections and used to structure the discussion to ensure all the relevant issues are addressed and subsequent plans are appropriate. It can be found on Herts Hub in the Centre for Education and Student Success section, under [Academic Quality - Review/Validation](#) .

Sections of the Planning Meeting:

Section A Key requirements for Major Review
Section B Development
Section C Major Review approval meeting
Section D Submission Documentation
Section E Reference Documents

The Planning Meeting is attended by the following staff:

Associate Dean of School of Education and Student Success or their nominee – Chair
Development Lead – usually the Programme Leader
Associate Director for Academic Quality
Academic Services Officer (Academic Quality) – Clerk
Programme and Curriculum Advisor (Academic Services)

The listed membership of the planning meeting represents the School, programme team, Academic Quality and Academic Services to ensure plans include the whole redevelopment and approval process. The School can add any members of staff to the membership as necessary.

4.1 Key Requirements for Major Review

A list of potential requirements will be discussed, and decisions made as to whether they should be included in the redevelopment. The discussion and decisions are underpinned by the content of the Programme Analysis.

4.2 Development

Working through the Planning Meeting template the items related to the redevelopment process are discussed and relevant decisions made. This includes who should be in the development team, the requirements for a Curriculum Development Workshop, development meetings, consultation and whether any PSRB involvement is anticipated. Plans for course structure are also considered.

The Programme Leader or senior member of the academic team should lead the programme development and bring together a redevelopment team with the relevant skills and knowledge. The programme redevelopment team should have appropriate representatives to meet

programme redevelopment needs. It is likely to include staff representing the major disciplines involved in the programme.

The Learning and Teaching Specialist from the Centre of Education and Student Success linked to your School must be a member of the programme redevelopment team where (i) the programme is to be delivered online and/or (ii) where the NSS scores or any other measures including student response the university surveys, suggest that regular input from LTIC would be beneficial to the redevelopment of the programme.

The [Curriculum Development Workshops](#) that are part of the redevelopment process will be facilitated by the Learning and Teaching Specialist to your School and should help you explore enhancements for the programme. To schedule a workshop contact ltesupport@herts.ac.uk

The discussion in the planning meeting may identify specific redevelopment team members such as:

- Marketing and Communications representatives marketinguh@herts.ac.uk
- [Academic Liaison Librarians](#);
- Representatives from Careers and Employment careers@herts.ac.uk .

There is an expectation that students will be involved in the redevelopment process. Students may be members of the programme redevelopment team, and/or the proposals may be taken to student focus groups or student forums. It is also important that teaching staff are consulted about the proposals at appropriate points in the redevelopment process. Other stakeholders may be part of the redevelopment team and/or consulted separately.

Normally the Academic Services Officer will take minutes of two development team meetings. A separate meeting with the Programme and Curriculum Advisor will be arranged to discuss the creation of course structures. Please use the generic email address to make contact as-systems@herts.ac.uk

Where the programme is also franchised, representation from each partner is expected (see Appendices C and G). The Associate Dean of School of Education and Student Success (or their nominees) have the right to attend programme development meetings and will be available for consultation throughout the redevelopment process.

4.3 Major Review Panel Meeting

The timeline for the redevelopment and approval process will be agreed in the planning meeting. This includes which documents will need to be developed and the deadlines for submitting them as well as identifying the roles (including external roles) and responsibilities for assembling an approval panel and independent Chair. The dates for the approval panel meeting will be agreed. This is usually an online event and includes a meeting with resources managers, students and the programme redevelopment team. Meetings with other stakeholders or PSRBs may be needed and will be agreed. The agenda for the Major Review approval meeting is sent to the Associate Dean of Education and Student Success and the Chair of the panel meeting for final approval.

4.4 Submission Documents

The planning meeting template includes a list of documents that will need to be reviewed by the approval panel and submitted before the approval meeting. The main submission document and appendices should be submitted as electronic files to the clerk via the shared AQ Documentation SharePoint Site. If you need any help downloading documents such as the Programme Specification or Definitive Module Descriptors (DMDs) please liaise with your Programme and Curriculum Advisor. Please use the generic email address to make contact as-systems@herts.ac.uk. If there are additional requirements for the approval panel to review, for example PSRB mapping or examples of technical learning and teaching equipment should be agreed how they will be provided and accessed.

4.5 Reference Documents

The planning meeting template signposts supplementary information and reference documents that will support you in the redevelopment of the programme and production of appropriate documentation.

5. The Programme Re-development process

The outcome of the Programme Analysis meeting will determine which of the following matters set out in this section you should focus on during the development process.

5.1 Curriculum Development Workshop

The redevelopment team are required to participate in a Curriculum Development Workshop facilitated by a Learning and Teaching Specialist. You can find out who the Learning and Teaching Specialist is for your School by going to Herts Hub in the Centre for Education and Student Success section, under [Education](#) and click on [School Links](#). The GLJ (Guided Learner Journey) provides helpful information and guidance on [curriculum design](#) and gives useful information about important issues such as [Graduate Attributes](#) and [Freedom of speech](#).

The workshop will focus on the priority areas identified in the Programme Analysis, the stated rationale for the Major Review and the adoption of the [Herts Learning principles](#) in the curriculum, teaching, learning and assessment.

The workshop should include the whole **Programme Redevelopment Team**, including the following participants:

- Programme Leader
- Associate Dean of School of Education and Student Success or nominee
- Development team
- Students
- Stakeholders such as employers
- *Associate Director of Academic Quality linked to the School,
- *Members of the wider programme team,

- *Educational Technologist linked to the School,
- * Academic Liaison Librarians; linked to the School,

*If requested by the School.

During the development process the whole programme team will discuss the changes and/or enhancements to be made to the learning, teaching and assessment approach. Redevelopment teams will use their reflections from the workshop to identify changes and enhancements to the programme which will be clearly articulated in the submission document.

Support with developing specific activities associated with the principles; for example; use of authentic assessment, personalised learning, technology enhanced learning or inclusive teaching is available from the Learning and Teaching Specialist and further information is available on the GLJ [curriculum design](#) pages.

5.2 Award Titles

One of the first tasks of the programme redevelopment team is to consider the award title(s) offered as part of the programme.

If there is to be a change to the award title(s) Academic Development Committee (ADC) approval will be required. The details and forms of how to do this can be on Herts Hub in the About Herts section, under Governance and Internal Audit [ADC forms and deadlines](#).

It should be noted that ADC approval is required for any partner's awards that articulate into later stages of a validated University top-up award.

NB. Programme names should not be confused with award titles; ADC approval is not needed to change a programme name.

Details of all the approved categories of awards (University Certificate, BSc Hons, MA, etc.) are presented in [UPR AS 11 \(Schedule of Awards\)](#)

If you are thinking of changing any of your award titles it is important to consult UPR AS 11 which contains some importance guidance. For example, the UPR contains guidance about joint honours, combined honours, sandwich awards, study abroad and dual awards.

In the case of a group of award titles (or the addition of a new award title to an existing group) with a high proportion of common modules, there should be adequate differentiation between award titles (See [UPR AS 11 \(Schedule of Awards\)](#) section 2.10.3 for details).

Important Notes

a) The grouping of awards into one programme

The Academic Development Committee approves new or amended award titles but does not become involved in (i) the titles of programmes or (ii) the groupings of awards into programmes. This responsibility lies with the School as Schools (in association with Academic Registry and the Centre for Education and Student Success Academic Quality) who are in a better position to know which awards are sensible to group together into a programme. It is not appropriate to merge non-aligned awards together into 'super-programmes', to reduce the administrative

burden as this results in many problems including over complex programme documents. Please see [Appendix A](#).

b) Partner's Awards

It should be noted that ADC approval is required for any partner's awards that articulate into later stages of a validated University top-up award.

5.3 Programme Aims and Learning Outcomes

In designing the programme, you should consider what the programme aims to achieve and what students will be able to do as a result of successfully completing the programme. These will be formulated as Programme Aims and Programme Learning Outcomes, given in the Programme Specification, a core document which provides information about the programme for prospective applicants, students and staff. Your choice of modules to offer on the programme should be based on consideration of how they contribute to the development of the Programme learning outcomes and achieving the Programme aims, reflected in the Module Aims and Module Learning Outcomes. Further information is available on the GLJ [curriculum design](#) pages.

5.4 Programme Aims

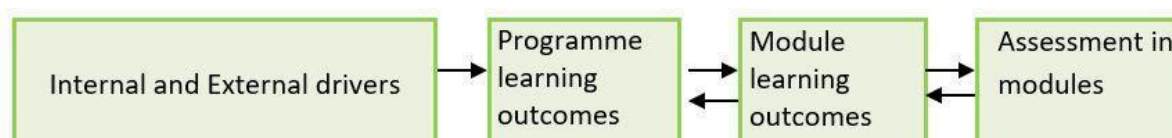
Programme aims are aspirational (yet achievable) goals for students to work towards. Unlike learning outcomes, they are not always measurable. There should be 2-3 programme-specific aims, which are an opportunity to identify what is distinctive about the programme.

Your programme aims should be in line with the [UH Graduate Attributes](#) and [Herts Learning principles](#), further information is available on the GLJ [curriculum design](#) pages.

5.5 Programme Learning Outcomes

Programme learning outcomes are threshold-level statements of what successful students will have achieved as a result of receiving their award. They are not a wish list or a statement of the programme content. Neither are they simply an aggregation of the module learning outcomes – they are more than the sum of their parts.

In reviewing the programme learning outcomes, you should consider how they align with the internal and external drivers, as well as Module learning outcomes, and these in turn should show clear alignment with the assessment criteria for the module, which are tested with appropriate assessment tasks. In designing these, you should consider which programme learning outcomes are assessed in which modules:



Well-designed programme learning outcomes:

- reflect relevant external drivers;
- are clear to staff, students and external examiners;
- relate to the programme aims.

The programme learning outcomes should also reflect the following internal drivers. The programme must:

- be in line with your School's Business Plan;
- reflect the [Herts Learning](#) approach;
- support the attainment of the [UH Graduate Attributes](#)

Programme learning outcomes are usually defined in the following categories:

- knowledge & understanding;
- intellectual (or cognitive) skills;
- practical skills;
- transferable (or key) skills.

Further information is available on the GLJ [curriculum design](#) pages.

Definition of generic learning outcomes for unnamed exit awards

Note that 'generic' learning outcomes for unnamed awards have been published on the University's Corporate Governance website, to enable Programme Specifications to provide a URL link against any unnamed awards identified. <http://www.herts.ac.uk/about-us/corporate-governance>

5.6 External Drivers

The programme should be redesigned to ensure (i) that the standards of the awards given are in line with sector expectations as articulated in the [QAA UK Quality Code for Higher Education](#); and (ii) lead to an excellent student experience.

The University requires that the proposed programme satisfies the [Framework for Higher Education Qualifications of UK Degree-Awarding Bodies in England, Wales and Northern Ireland \(FHEQ\)](#). FHEQ is designed to ensure a consistent use of qualification titles. Its main purposes are (i) for employers, schools, parents, prospective students, etc. to understand HE qualifications; (ii) to assist students to identify potential progression routes (iii) to assist Universities, external examiners & QAA reviewers, by providing points of reference. FHEQ informs these 'stakeholders' what the holders of the named qualifications have achieved, and the skills they would bring to a job. The HE qualifications awarded are at five levels: Certificate, Intermediate, Honours, Masters and Doctoral (see External Reference Points).

FHEQ is used to exemplify the outcomes of the main qualification at each level and demonstrate the nature of change between levels. The descriptors are an essential reference point in determining the intended programme learning outcomes. However, they are generic level descriptors, and so should be used in association with other external reference points such as QAA Subject Benchmark statements and professional body statements in order to develop programme-relevant learning outcomes.

The University therefore requires that the proposed programme reflects the following [External Reference Points](#):

- any relevant [Subject Benchmark statements](#);
- any relevant Professional, Statutory and Regulatory Body (PSRB) requirements (see [External Reference Points](#));
- the [SEEC credit level descriptors](#) as a reference point for identifying module learning outcomes at each academic level;
- the [QAA Characteristics Statement Foundation Degree](#), where relevant;
- the [QAA Master's Degree Characteristics](#), where relevant.

You should ensure that the programme learning outcomes are not too generic but explicitly reflect any professional and/or statutory regulatory body requirements and relevant Subject Benchmark statements. Consider whether the Subject Benchmarks or PSRB requirements have been revised since the original Validation/last Major Review.

Having considered any external factors which may require an alteration in your programme you will need to think about whether the programme learning outcomes need to be altered due to a change in the award title(s) or in the light of changes to programme aim.

As the review process progresses you will need to consider whether all the module learning outcomes for existing and new modules allow programme learning outcomes to be achieved and whether they are set at the right level. The [SEEC credit level descriptors](#) for Higher Education have been developed to complement FHEQ. They are used to locate the level of a module and to inform the definition of learning outcomes and grading criteria at the specific level.

5.7 Developing Employability

The developing employability objective is intended to give our graduates the best chances of securing graduate employment. To support this aim, each programme should demonstrate; awareness of the typical employment profile of its graduates, and opportunities to develop employability and career development skills. The programme re-development should follow the University's [Career Development Framework](#). The framework aims to grow the confidence and self-efficacy of our students to engage them in career development activities beyond the curriculum and provides a toolkit to develop activities that can be embedded into modules.

There are three pillars to the Framework:

[Embed](#) – Resources for academics that need to be embedded into modules to enhance students' career readiness

[Engage](#) – Layered extra-curricular support in career development and enterprise, work opportunities and employer engagement activities

[Elevate](#) – An Enterprise and Employability award to evaluate, celebrate and articulate skill development, The Herts Excellence Award

As part of the development process is important for ensuring that current labour market information informs the Major Review. You can find out more on Herts Hub and go to the Centre for Education and Student Success section, under [Life Long Learning - Careers and employment](#). You should liaise with the School Engagement Team and you can find who supports your School by clicking on the [here](#).

Placement learning requires University oversight and governance. This only includes opportunities that are a planned and integrated part of a student's programme of study at the University. Programme Specifications must clearly identify any requirements for placement learning, whether compulsory or optional. The associated arrangements for management and assessment of placement learning are matters for the programme concerned. Where the programme includes a sandwich placement, or a period of study abroad, programme teams are strongly encouraged to offer the students an additional and separate qualification in line with the UPR Schedule of Awards (UPR AS11 2.4 and 2.5).

Placement learning requirements should satisfy the QAA expectations as identified in the [Quality Code](#) and for Foundation Degrees, the "UH Foundation Degrees – the Consortium Model."

5.8 Involving Employers, Professionals and Alumni in programme delivery

The Major Review document should outline those areas where relevant external input in the delivery or support of the programme occurs (e.g. guest speakers; alumni mentoring or buddying schemes; seminars or workshops with professional or industry partners; industry- based dissertation projects or projects linked to professional partnerships and organisations etc).

There is an expectation that students will be involved in the development process. Students may be members of the programme redevelopment team, and/or the proposals may be taken to student focus groups or other student fora. It is also important that teaching staff are consulted about the proposals at appropriate points in the development process.

Where the programme is also franchised, representation from each partner is expected (see Appendices C and G). The Associate Dean of School of Education and Student Success has the right to attend programme development meetings and will be available for consultation throughout the development process.

5.9 The Assessment Landscape

Programmes are asked to produce an assessment landscape (Appendix 6 of the Major Review Submission Document) so that it is possible for both staff and students to see the type, frequency, pass criteria and timing of assessments in the modules that make up the programme. The assessment landscape will also identify how the assessments within each module satisfy the module learning outcomes. The assessment landscape will be considered as part of the Major Review process. Thereafter it should be reviewed by the programme team on an annual basis as part of a continuous approach to enhancement, and in the context of feedback from students, external examiners and other relevant stakeholders. To ensure the assessment methods indicated in the assessment landscape support meaningful learning, the University values assessment for learning practice that:

- Engages students with the grading criteria;
- Supports personalised learning;
- Ensures feedback leads to improvement;
- Focuses on student development;
- Stimulates dialogue;
- Considers student and staff effort.

5.10 Grading Criteria

The programme must have in place a Grading Criteria that reflect the University Grade Descriptors and associated numeric grades, described in section D1.1, in [UPR A14](#).

5.11 Academic Writing Skills and Academic Integrity

Programme teams should ensure that Learning, Teaching and Assessment strategies develop academic integrity in students and that these skills are embedded in the curriculum. It is not sufficient to provide bolt-on sessions about plagiarism or other academic misconduct issues. Academic writing skills should be embedded in modules and reflected in assessments and grading criteria. Increased expectations concerning academic writing skills should be reflected at higher levels of study. In reviewing the academic skills training offered on the programme, the development team should ensure this is done in line with the University's [Academic Skills Framework](#).

Programmes with international students will require a greater level of support for academic writing skills and for ensuring students understand fully what does and does not constitute academic integrity.

5.12 Ethics Approval – Studies involving the Use of Human Participants

The redevelopment team should give consideration as to whether student assessments may require ethics approval as assessments involve studies using human participants (see [UPR RE01](#)). It will be important to ensure that staff supervising student work, and also the students, are all trained as to when ethics approval is needed and the process for gaining approval. If unsure about any aspect of ethics approval, the redevelopment team should seek advice from the Chair of the relevant Ethics Committee with Delegated Authority (ECDA):

Health, Science, Engineering and Technology ECDA, hsetecda@herts.ac.uk Social Sciences, Arts and Humanities ECDA, ssahecda@herts.ac.uk

Because of the potential legal liability of the University arising from a failure to seek ethics approval, the consequences of a breach of ethics protocols can be very serious for students, including suspension and exclusion from the University. Staff who fail to supervise and advise students appropriately may face disciplinary action.

5.13 Equality Considerations

Direct discrimination in higher education is unlawful on grounds of: sex; gender reassignment; race; disability; sexual orientation; religion; marriage and civil partnership' and 'pregnancy and maternity'. Indirect discrimination on the above grounds (except 'pregnancy and maternity'), and direct and indirect age discrimination, are also unlawful.

A programme team should not wait until a disabled person applies for a programme before thinking about what reasonable adjustments they could make. Instead they should continually be anticipating the requirements of disabled people or students and the adjustments they could be making for them when designing the curriculum including study opportunities outside the University (field trips, study abroad, work placements, etc.) and learning equipment and materials such as laboratory equipment, computer facilities, class hand-outs, etc. Guidance on accessibility is available through the Guided Learner Journey module.

Programme designers should:

- ensure only programme requirements which can be objectively justified are included;
- consider resources, materials, modes of delivery, teaching methods, assessment to ensure these are inclusive of all students;
- identify any ways that we can positively promote equality, diversity and inclusion.

More personalised support is available from the Learning and Teaching Specialist is for your School by going to Herts Hub in the Centre for Education and Student Success section, under [Education](#) and click on [School Links](#). Further information about curriculum redevelopment is available on the GLJ [curriculum design](#) pages.

5.14 Student Support and Guidance

The Programme redevelopment team need to design an effective student support system for students on the programme. The support system should consider students on different modes of study and the different profiles of students e.g. it will be important to consider the needs of part-time and/or mature students in providing opportunities for students to develop academic, personal and professional skills.

The programme approach to personal tutoring should be at the heart of these considerations. Information about the University's Personal Tutoring Framework and further information can be found by going to Herts Hub in the Centre for Education and Student Success section, under [Education](#) and click on [Personal Tutor Framework](#)

Programme teams should be able to articulate the approach to personal tutoring taken on their programme. In addition to personal tutoring, other elements of student support should be included.

Student support covers:

- academic tutors;
- year tutors/programme leaders
- placement tutors;
- student/programme sites/ handbooks and other hand-outs;
- support material on StudyNet;

- programme induction;
- study skills support and student "surgeries";
- the University's central student support & guidance services;
- careers education and professional development – Careers/professional development should be embedded and supported in all programmes. The process needs to be substantial and give students access to on-going support. A key output is that students must be able to recognise and articulate their learning and their skills.

5.15 Resources

The human and physical resource needs of the programme need to be evaluated as part of the development process, in terms of (i) the suitability of the existing resource to support the current programme, and (ii) additional resource requirements to support any planned changes to the programme. The Programme redevelopment team may need to consider:

- Academic staff (review of staff fte, existing staff expertise, additional staff expertise required, staff development activity required, etc). The composition of the programme team should ensure that there is an appropriate balance of research, professional, business and pedagogic expertise;
- Support staffing (administrative, technical) to include the [Academic Liaison Librarians](#); or appropriate LCS representative;
- Physical resources (laboratories, equipment, hardware, etc.);
- Learning resources (review of existing and additional requirements of books, journals, online resources, etc). The following evidence should be considered:
- A completed and reviewed (by LCS) Talis reading list for each module within the programme (evidence of academic staff engagement with the required information resources to support the delivery of the programme; evidence that UH has reviewed the required resources and understood the resource implications – to include licensing, legal and regulatory requirements)
- Benchmarked data (provided by LCS) showing the level of student engagement with information resources referenced on the relevant modular reading lists, and any wider reading undertaken as result of self-directed study (evidence of the engagement with and appropriateness of the recommended information resources – especially when reviewed against the allocation for self-directed study articulated in the module information);
- Benchmarked data (provided by LCS) showing the level of student engagement with the Library Link-Up programme and online digital and information skills content;
- An agreed list of the software packages required to support the programme delivery (as recorded in the LCS database) (evidence that the software requirements have been communicated to LCS, that cost and licensing issues are understood, and the software will be included in the UH PC image and PC labs as required).
- Any other resource issues (investment in a distance learning mode, field trips, external input into the programme, work-related learning costs, StudyNet development, etc).

5.16 Stakeholder Feedback on the Proposals

During the re-development process, consultation with the relevant stakeholders in the programme must take place concerning any developments/changes to the programme that have not already been discussed at the Programme Analysis stage. You are reminded that consultation with the relevant stakeholders should include the following:

- current students;
- the programme academic enhancement committee;
- relevant employers or major stakeholders in the provision, such as service providers/commissioners and service users, where appropriate. This may be through the School's Professional/Industrial Advisory Group. In the case of Foundation Degrees, employer involvement will be particularly key, not only to demonstrate that the programme content is suitable, but also to establish demand;
- teaching staff, including other Schools involved in teaching;
- Schools whose students may potentially be impacted upon as a result of any changes;
- franchise partners, where relevant. The minimum involvement of franchise partner staff teams in the Major Review of home programmes should be such that the staff in the partner institution(s) are fully aware of the changes to be made, they have had an opportunity to put forward their views on operation of the current programme and, at a later stage, the intended changes to the programme as well as being given the opportunity to put forward their own suggestions for change. See Appendix C and the Collaborative Working Practices Handbook for further detail;
- parties with whom there are articulation agreements including HIC.

If any proposals discussed with stakeholders at the Programme Analysis stage have not been changed you are not expected to consult with the relevant stakeholder again.

In addition, if agreed at the planning meeting, the views of at least one independent expert (called an interim consultant) must be obtained during the final stages of development/review. Interim consultants should be external experts with a relevant professional/industrial/academic background. **When you engage an interim consultant, it is important that you provide them with a clear statement of the areas on which you want advice. You must ask the consultant to comment on the currency of the content, the coherency of the programme and the educational challenge it offers.** Failure to do this may result in vague and unhelpful feedback.

If the interim consultant's background is academic, they should be asked to advise on matters including:

- the proposed aims and learning outcomes of the programme in the light of the need for the programme to provide an appropriate level of educational challenge;
- the currency and contemporary nature of the programme;
- the outline structure and content of the programme, with reference to its coherence, future employability, etc.;
- a focused aspect of the programme, for instance an individual award title or subject area;
- the extent to which local, national and international factors have been considered;
- issues of teaching, learning and assessment strategy;

- the way in which external reference points have been considered.

If the interim consultant is from a business, professional or industrial background you may have more limited areas about which you can realistically seek advice and your requests may need to be more specific.

In the submission documents, it is important to make clear how the feedback has been adopted or if changes were not made an explanation should be given. An interim consultant may be an external panel member at the Major Review panel meeting. However, the panel must include at least one new external panel member who has not been involved with the programme development process.

In the case of most franchised collaborative provision, such consultation will not be required as the programme will have already been approved during validation/review of the equivalent programme delivered at UH.

The interim consultant should be qualified to provide authoritative advice relating to the programme's content and delivery. However, objectivity and a measure of independence is also required. The following list should be used as guidance in selecting interim consultants//external advisors.

Subject expertise:

- Familiarity with current developments in the subject area concerned;
- Reputable expertise and standing in the field/discipline area;
- Understanding of current practice and developments in teaching, learning and assessment in HE;
- For professional or vocational programmes, an awareness of the standards which need to be maintained within the profession/discipline.

Independence:

- Former members of staff may not be appointed, unless a period of at least two years has elapsed since their departure;
- Members of staff of Partner Institutions are ineligible;
- They may not concurrently hold appointment as an external examiner at the University. However, former external examiners may be appointed.

Academics within the discipline at other HE institutions with experience of teaching on a similar programme may be appropriate but consultants drawn from a relevant business or professional background may be more suitable. Members of School Professional/Industrial Advisory Groups are acceptable. Interim consultants//external advisors are paid a nominal fee depending on the work they carry out for the programme development.

5.17 Transitional Arrangements

It is important to think carefully about the transitional arrangements. For example, how will the new programme be rolled out across different years of an undergraduate programme? What impact will there be on staff and students including, for example, part-time, resting and sandwich students? In devising transitional arrangements the impact of the new programme on existing students' needs to be considered in the light of consumer protection law and the guidance of the Competition and Markets Authority. It is important that the Major Review document explains

clearly the course structure for current students. To ensure you understand the requirements, read the University's [Competition and Markets Authority CMA Guidance](#).

6. Preparing for the Major Review Panel Meeting

6.1 Preparation of Documentation

The [Submission Document template](#) which can be found on Herts Hub in the Centre for Education and Student Success section, under [Academic Quality - Review/Validation](#) for the Major Review sets out precisely what documentation is required for a Major Review. It is vital that you select the right template as the requirements are different for validation and for collaborative provision. Ask your School Academic Services Officer if in doubt.

In addition, it is important that programme teams take note of any additional documentation requirements which are specified at the Planning Meeting. The submission document and key programme documents should be submitted as electronic files to the clerk via the "Shared AQ Documentation SharePoint Site". For further information on the appendices please contact your School Academic Services Officer.

The Submission document includes the following appendices:

- Appendix 1: Programme Analysis
- Appendix 2: Minutes of the Planning Meeting
- Appendix 3: Programme Specification(s)
- Appendix 4: Programme Information: including: reading lists (which can be supplied with or without Talis hyperlinks), lists of software packages and any special physical resources. Provide example information from modules running in the first semester of delivery including links to modules sites on CANVAS (please provide these in a format that is accessible by the panel, alternatively you can send screen shots or request to demonstrate CANVAS modules as part of the approval process). Check whether the Planning Meeting has agreed that information over and above this should be provided.
- Appendix 5: Definitive Module Documents (DMDs).
- Appendix 6: Assessment Landscape(s)
- Appendix 7: Mapping of Professional Body requirements / benchmarks
- Appendix 8: Evidence of stakeholder consultation during the programme development, including the stake holders' roles, dates and timeframes, notes of any meetings or other communication.
- Appendix 9: Evidence of any consultation together with feedback from any interim consultant and the Programme Development Team's response to this feedback.
- Appendix 10: Minutes of the Development Committee (up to two minuted meetings if required) Appendix 11: Evidence of appropriate CMA consultation (please follow the guidance)
- Appendix 12: Resources Statement
- Appendix 13: pdf of 'live' CEP Action Plan and External Examiners' Reports (last two years only)

- Appendix 14: Full ADC submission and minute (where applicable) but only for the Chair of the Panel and the Associate Director (AQ).

A key element of the Major review process is a **critical evaluation** of the delivery of the programme(s) since it was last reviewed (or validated). The reader of the Major Review submission document should be able to easily identify the enhancements and changes that were made, for which a justification should be provided. It will be necessary to provide the panel with sufficient information about the existing programme to enable them to understand the rationale behind changes you propose.

The completed Submission Document should normally not exceed 12 pages (excluding figures, tables and pre-completed standard information).

It is important to understand that the panel will be reading the primary sources for information about the programme (e.g. programme specification, Student Handbook and DMDs). You should not cut and paste sections of programme documentation into the Major review document. Instead, cross- references to the relevant part of the programme documentation should be provided in the text.

6.2 Preparation of Programme Specification and Definitive Module Documents (DMDs)

Programme Specifications

Programme Specifications are used to inform students (present and prospective), graduates, employers, the University and external bodies about the learning outcomes from a programme and the means by which these outcomes will be achieved. Programme Specifications must meet the requirements set out by the Competition and Markets Authority (CMA), to ensure compliancy. They are produced as part of the approval process for all UH programmes. Please liaise with the Programme and Curriculum Advisor to produce downloads of final drafts of the Programme Specifications and DMDs from the Curriculum (Management) System.

DMDs

The DMD provides uniformity in the presentation of intended learning outcomes and related module details and ensures that all data required for validation of the module and for input to the Course management System is captured and recorded. Once approved, it is signed off by the Associate Dean of School of Education and Student Success or their nominee.

Any new module and substantially revised modules will require new module codes. These need to be requested from Academic Services by the end of January at the latest for delivery in the next academic session.

Please consult the Programme and Curriculum Advisor who is allocated to your School by Academic Registry if you need support adding or downloading information from the Curriculum (Management) System. If you are unsure who this is, please use the generic email address to make contact as-systems@herts.ac.uk

6.3 External Panel Members

For all programme Major Review panel meetings, the relevant School is required to nominate at least one subject expert from outside the University to serve as a member of the approval panel. The appointment of external panel members will require approval by the Deputy/Associate Directors Director of Academic Quality linked to your School. It may be helpful to have a second External Panel member from industry or business to ensure that the curriculum has sufficient industry or business focus.

Criteria for External Panel Members

External advisers must be qualified to provide authoritative advice relating to the programme's academic content and delivery. However, independence and objectivity are also an essential requirement. This gives confidence that the standards and quality of the programmes are appropriate. A [document setting out the criteria](#) is available on the AQ HertsHub site. Further guidance about recruiting and organizing payment for External Panel Members is also available from this site or from your link person in Academic Services.

6.4 The Major Review Panel Meeting

A formal Major Review / Re-Validation panel meeting is held at the culmination of the programme development process. Academic Services is responsible for organising all Major review /re-validation panel meetings. The event will likely take between half a day and a day depending upon the complexity of the review. It would normally, but not necessarily, involve:

- A private meeting of the panel to finalise the activities for the meeting;
- A tour of the learning resources including Canvas;
- A meeting with senior managers;
- A meeting with current or past students;
- A meeting with the programme redevelopment team;
- A final private meeting to discuss outcomes, conditions, recommendations and commendations.

The Major Review panel meeting will be chaired by an independent Chair from another School and will normally be comprised of the School's Associate Director of Academic Quality (ADAQ), at least one External Panel Member who will be the subject expert, a student/alumnus and a representative from the School.

The representative from the School could be an Associate Dean of School of Education and Student Success, or another member of staff (such as a Programme Leader) who is not involved in the programme. In small Schools it may well be appropriate to ask a senior member of staff from another School to join the panel. In the large Schools the representative selected would normally be from a different Department from the one responsible for the programme.

The submission document with appendices will be sent out for the panel to read well in advance of the panel meeting and the Chair will draw up the meeting agenda(s) from themes emerging from the collated comments received from panel members. The comments from panel members will be shared with the programme team.

No additional documentation is required to support the discussion. The purpose of the Major Review panel meeting is to establish that members of the programme team have a shared vision and understand and are able to articulate, how they as individuals will put into practice in their teaching and assessment, the matters identified above. The panel will expect members of the programme team to be able to explain how their module(s) fit into the programme as a whole.

The programme team may be allowed to make a short presentation, but this will be at the discretion of the relevant Associate Director and Associate Dean of School.

6.5 Post Panel Meeting Conditions and Recommendations

As soon as is practical after the panel meeting, there will be a conditions meeting, chaired by the Deputy Director or Associate Director of Academic Quality. Assuming the panel is happy to recommend approval of the programme to the Academic Board, approval will be subject to a number of standard requirements, namely (i) that external examiners for the programme are in place and (ii) approval of the programme specification and definitive module documents by the Associate Director of Academic Quality.

In addition, the panel may impose conditions and/or make recommendations. Conditions must be satisfied by the date of the conditions meeting. In contrast, recommendations will need to be considered by the programme team at a later stage as part of the Continuous Enhancement Process Action Plan.

At the conditions meeting a completed form AQ3 will also be signed off by the Associate Dean of School of Education and Student Success, or their nominee. Students may not be registered on the programme until approval has been confirmed in writing by the Vice Chancellor.

Appendix A – Grouping Awards into programmes and merging programmes

The following 'rules' should be followed in grouping awards into programmes and in merging programmes:

The final intended awards must all be at the same academic level (e.g. no MSc and BSc in the same programme);

The programme must not span more than one collaborative partner (apart from a Consortium programme), or UH and a partner (i.e. a programme should only be delivered by one partner (or UH));

The programme must be owned by only one School (although other Schools can contribute modules);

There must be at least 33% commonality in terms of shared modules (e.g. at least 120 credits for an Honours programme, at least 60 credits for a Masters);

There should be a natural 'affinity' between the award titles in a programme (typically defined by the level 1 JACS code: A, B, C, etc.);

There should be sufficient synergies in award Learning Outcomes to allow for a mostly common set of programme Learning Outcomes, yet with some distinction between individual award Learning Outcomes (NB. if the programme merger leads to major changes in programme Learning Outcomes, then a Major Review panel meeting is required to approve the changes);

The programme CEP must refer to data on all award titles (e.g. all module and programme External Examiner reports must be considered, performance data must be considered at award level, etc.);

Humanities Joint Honours programmes are exempt from these principles;

A written proposal should be made to Academic Services to merge programmes. The Academic Registrar (or the Academic Registrar (Academic Services)) and the Director of AQ (or the appropriate Associate Director of AQ) must sign off all such proposals.

Appendix B - Partner involvement in programme review and approval of changes to collaborative programmes

Background

This section summarises the process for review of programmes delivered at UH which are also franchised to partners, and the subsequent approval of programme changes at the partner.

For franchised provision, the University requires that the franchised version of a University programme is the same as that delivered by the University (with provision for a small amount of variation). It follows that, when a University programme changes, the franchised versions should also change. There are two ways in which programmes change:

- Changes that may occur following a Major review of the UH based programme, which are often significant;
- Changes that occur year-on-year largely as a result of module evaluation or through programme evaluation in the CEP process.

Major Review of UH based programmes

In the context of Major Review:

- Staff teams at partner organisations delivering franchised programmes should always be involved whenever a UH-based programme is reviewed;
- Major changes resulting from Major Review are normally introduced in franchised programmes simultaneously with the changes to the UH based programme (although in some instances it may be appropriate to delay the changes at partner organisations by a year);
- Major programme changes resulting from Major Review, or at any other time, will not normally necessitate a revalidation of the franchised programme, subject to approval of the partner's ability to accommodate any necessary changes in staff or physical resources and teaching and learning practice. Full re-validation of a franchise will normally only take place when the period of validation expires (typically every 6 years).

Clearly, this approval process for revisions to franchised programmes is only reasonable if the partner has been fully involved in the Major Review. It is therefore necessary to define what 'involvement' means.

Involvement of partners in Major Review of UH based programmes

The minimum involvement of partner staff teams in the Major review of UH based programmes should be such that the staff in partner organisations are fully aware of the changes being made, have had an opportunity to put forward their views on the intended changes, and have been given the opportunity to put forward their own suggestions for change.

Minimum Practice

- All programme development teams must include a representative from each franchise partnership;

- All documentation considered by and produced by the redevelopment team should be copied to the franchise partner representative;
- Partner representatives must have the opportunity to communicate their views by email;
- Committee agendas will have a standing item to consider franchise partnerships;
- Programme committees at partner organisations will consider programme review issues.

Preferred Practice

- Staff from partner organisations attend at least one development team meeting via MS Teams.

NB. Following the review of the UH based programme, any changes to the franchised programme are only required to be made when the franchise programme comes up for its scheduled revalidation.