

Al-Maktoum College of Higher Education

Programme Approval and Change Management Guide for programmes awarded by Abertay University

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This guide replicates Abertay University's Programme Approval and Change Management Handbook. All programmes that are awarded by Abertay University, and the progress of the programmes is monitored and discussed through the College's academic boards and committees. Therefore, this guide outlines the procedures in place for programme approval and change management by Abertay University, which we fully adopt and follow.

Abbreviations

AbLE: Abertay Learning Enhancement Academy

AHEAD: Access to Higher Education at Abertay Dundee programme

AQSC: Academic Quality and Standards Committee

BoS PG: Board of Study, Post Graduate (Al-Maktoum College)

ECR: External and Corporate Relations PGT: postgraduate taught

PGR: postgraduate research

PAAP: Programme Approval Advisory Panel

PGCAP: Postgraduate Certificate in Academic Practice programme

PCAP: Programme Change Advisory Panel

PSRB: Professional, Statutory and Regulatory Body

RKE: Research and Knowledge Exchange

SAC: School Academic Committee

SACs: Student and Academic Services

SFC: Scottish Funding Council

TeLSEC: Teaching, Learning and Student Experience Committee (Al-Maktoum College)

TLC: Teaching and Learning Committee (Abertay University)

TQL: School Head of Teaching Quality and Learning Enhancement

UG: undergraduate

Contents

Abbreviations.....	2
1. Principles of programme design (Abertay University).....	4
2. Programmes (Abertay).....	4
3. Decision-making authority.....	5
4. New Programme Approvals.....	6
4.1 Aspects of a programme requiring approval.....	6
4.1.1 Programme Approval Tracker.....	7
4.1.2 Developing multiple new programmes.....	7
4.2 Programme Approval Advisory Panel (PAAP).....	7
4.2.1 Narrative.....	8
4.2.2 Key issues to consider when scrutinising new programme proposals.....	8
4.2.3 Accreditation/re-accreditation.....	8
4.3 After Approval Panel events.....	8
5. Programme Re-approvals.....	9
6. Programme and Module Changes.....	9
6.1 Major and Minor Changes.....	9
6.2 Cumulative minor changes.....	10
6.3 Module amendments.....	10
6.4 Changes to PGR modules, PGCAP and AHEAD.....	11
6.5 Changes to Microcredentials.....	11
6.6 Programme/module cessation.....	12
6.7 Joint/Combined Degrees.....	12
6.8 Collaboration/Partnerships.....	13
7. Timeline of changes.....	14
7.1 Expertise to support the specified mode of study.....	14
7.2 Student Consultation and Communication.....	14
7.3 Transition Period.....	15
7.4 Unforeseen Circumstances.....	15
7.5 External Stakeholders.....	15
7.6 Programme Change Approval Panel (PCAP).....	15
7.7 Definitive Record of Programmes.....	15
8. Administrative Arrangements after Approval.....	16
8. 1 Other Sources of Information.....	16

1. Principles of programme design (Abertay University)

The University programme and module approval, changes and closure processes ensure institutional oversight of standards and quality. Authority is delegated by the University, via Senate and its committees, to approve changes to existing credit-bearing programmes and modules, proposals for new programmes and modules and the closure of programmes and modules. All programmes and modules are approved indefinitely unless otherwise stated.

Context

Within the parameters of the strategic plan 2020-25, the overall portfolio of degree provision (UG and PG) at Abertay should:

1. Be of high quality
2. Contain a significant vocational/employability element
3. Cover a broad range of contemporary subjects/areas of study
4. Include some niche/distinctive provision
5. Offer student choice (at UG level this will be a choice between Single or Combined honours degrees; and at PG level the choice will be between professional practice and academic degrees)
6. Be related to our research strengths, either by our teaching determining our research areas, or vice versa
7. Be economically viable and/or RKE active and/or of reputational importance
8. Include opportunities for articulation and exchange with partner institutions
9. Support the growth of opportunities for internationalisation of the curriculum and the student experience
10. Be subject to regular review against the principles above, and against a set of predefined metrics (e.g. student and employer demand; entry standards; enrolment; academic performance; employability statistics etc.)

2. Programmes (Abertay)

The Dean of School is formally responsible for degree programmes. Within this overall responsibility each programme, and modules within it, is normally owned by a particular School (or AbLE Academy) which ensures its management. The School Head of Teaching Quality and Learning Enhancement (TQL) is responsible for scoping and co-ordinating the preparation of any new programme or change proposal forms. In the case of PGR, PGCAP, AHEAD, and Electives, the programmes and modules are owned by the Dean of Research and the Graduate School or the Dean of Teaching and Learning. For more information read the section on Changes to PGR modules, PGCAP and AHEAD.

New programmes are ultimately approved by Senate. However, elements of approval take place at School level, TLC, and through centrally convened panels, as is set out in the decision-making authority section.

2.1 Programmes award by Abertay for Al-Maktoum College

All new programmes which are designed by Al-Maktoum College and awarded through Abertay University must complete the following stages;

1. Suggestions for a new programme should be initially proposed at the Board of Study PG.
2. A programme lead will be identified and they will design the initial outline of the programme and units.
3. The programme lead will develop the **business case** and **due diligence**, ensuring that we have the staff, facilities and infrastructure to deliver the programmes and that it makes sense from a strategic perspective. It also incorporates a market assessment and partnership due diligence. The Head of College will be kept informed of all actions and progress.
4. Once the initial steps above have been completed, the head of School or Pro-Vice Chancellor (Academic) will communicate with Abertay University to discuss and the College will follow their procedures as set out in this guide.
5. Regular updates will be provided at the College's academic boards and committee meetings.

3. Decision-making authority

The academic oversight and approval of qualifications, programmes and modules of study underpins the assurance of academic standards and quality across the University. Senate is ultimately responsible for all approvals but has delegated some operational aspects of approval to its committees. The extent of this delegation is summarised below:

Committee (Abertay)	Action	Activity
School Academic Committee (SAC)	Approves	- Programme accreditations (PSRBs) - assessment matrices
	Recommends to AQSC	- External Examiner appointments
	Notes	- summary reports on module and programme changes
Academic Quality & Standards Committee (AQSC)	Approves	- changes to existing modules - new modules - minor changes to existing programmes - External Examiner appointments
	Recommends to TLC	- major changes to existing programmes - delivery of new programmes
Teaching & Learning Committee (TLC)	Approves	- major changes to existing programmes - delivery of new programmes
	Notes	-minor changes to existing

		programmes - changes to existing modules - new modules - closure of modules -External examiner appointments
Senate	Notes	-delivery of new programmes

The process is outlined in the **New Programme Approval Process** section.

4. New Programme Approvals

Suggestions for a new programme can arise from individuals or groups within the University, or from external sources. New programme proposals can also arise when suggested changes to an existing programme are considered significant. The **programme changes** section contains more information.

The approval of new programmes has two separate elements:

The **business case** and **due diligence** ensures that we have the staff, facilities and infrastructure to deliver the programmes and that it makes sense from a strategic perspective. It also incorporates a market assessment and partnership due diligence.

The **academic approval** ensures that the programme will deliver the high-quality student experience that Abertay expects and that the programme is benchmarked against national standards.

The process by which new programme approvals occur is outlined in the Programme/Partnership Approvals Process (<https://intranet.abertay.ac.uk/staff/structure/quality-assurance/programme-approvals/>). This includes the relevant forms and guidance for submitting a new programme proposal.

Staff are encouraged to seek the advice and support of the individuals or groups listed in the process document at the various stages of programme development, as appropriate. This can be done informally, wherever the need arises or whenever a draft document needs review.

4.1 Aspects of a programme requiring approval

The approval of a programme by Senate will include the consideration and approval of:

1. Internal reference points, such as; the University Strategic Plan; Teaching and Learning Enhancement Strategy; Internationalisation Strategy; Academic Regulations; Assessment policy; Equality and Diversity policy; Abertay Attributes; and Abertay STEM Strategy.
2. External Reference Points, such as; QAA Subject Benchmark Statements; Scottish Credit and Qualification Framework (SCQF); Professional, Statutory and Regulatory Body (PRSB) requirements; Sector and Regional Skills Investment Plans; and employers and industry.
3. Other areas of consideration include; accessibility; student involvement; and external involvement in the programme development.

4.1.1 Programme Approval Tracker

In order to ensure that programme development is timely, a programme approval tracker will be maintained and monitored by Academic Services (Quality Assurance). This is available to all staff on MyAbertay (<https://intranet.abertay.ac.uk/docurl/42654>)

4.1.2 Developing multiple new programmes

If more than one programme is being proposed together, they will be considered independently. Therefore, if one is successful that does not imply that all will be successful. Separate and complete sets of documentation should be submitted for each new programme, even where some duplication occurs.

4.2 Programme Approval Advisory Panel (PAAP)

Programme Approval Advisory Panels (PAAP) and Programme Change Approval Panels (PCAP) (see section below) act as a scrutiny panel to make recommendations to AQSC and TLC on new programme and major change proposals. These Panels review the academic case for the proposal and consider areas such as; the programme aims and learning outcomes; programme structure; academic standards; student experience; links to employability; module content in relation to subject benchmarks; and module aims and learning outcomes.

All new programme proposals are required to be reviewed by a Programme Approval Advisory Panel (PAAP), either in person or via videoconference. The Panel is comprised of:

- Chair – normally a School Head of Teaching Quality and Learning Enhancement (TQL) from another School
- Internal Reviewer – AbLE Academy member
- External Reviewer(s) (At least one) – subject specialist(s) recommended by the Programme Team
- Student Reviewer(s) – a member of Abertay Students Association and/or a representative of the Division's student body (invited by Abertay Students Association).
- Coordinating Reviewer – member of Academic Services
- The Programme team will attend to present the proposal

The Panel will receive the approved documentation at least three weeks prior to the PAAP event and will prepare comments of areas for discussion to be circulated to all attendees in advance of the meeting. Following the event, Academic Services will prepare an outcome report with the findings. The findings will include areas of good practice, recommendations and conditions.

The draft outcome report, once reviewed by the Panel and the School, will be submitted to AQSC. AQSC will then consider the Panel outcome, alongside the School response and action plan, and recommend it to TLC for approval. See **After Approval Panel Events** section for more information.

Programme teams are asked to produce the following documentation for the PAAP event:

- Programme Specification
- Module descriptors
- Narrative
- Staff CVs – or links to staff information pages on internet
- Appendices (these should only be provided where they aid the Panel's ability to make an informed decision regarding the programme)

More details regarding the documentation can be found in the Programme Approval Process form (<https://intranet.abertay.ac.uk/staff/structure/quality-assurance/programme-approvals/>).

4.2.1 Narrative

One of the requested pieces of documentation is a narrative which will give the reader some contextual information about the new programme and is also an opportunity for Programme Teams to highlight the philosophy, design and student experience of the programme and any innovative practice.

This should be a critical and reflective narrative which gives the reader an indication of **what** the programme team is doing in their programme and also **why** the programme team has taken this approach.

It is expected that programme teams have taken into account the requirements of various internal strategies to enhance the student experience. Teams should also have engaged with relevant stakeholders such as students, employers, partner institutions (if relevant) and PSRBs (if relevant) and they may wish to reflect on these engagements in the narrative.

More guidance is provided in the Programme Narrative form <https://intranet.abertay.ac.uk/staff/structure/quality-assurance/programme-approvals/>

4.2.2 Key issues to consider when scrutinising new programme proposals

Approval Panel Reviewers are asked to focus consideration of the submitted documents and comments as instructed in the **Abertay Guidance for Internal PAAP Reviewers** and the **Abertay Guidance for External PAAP Reviewers** documents.

4.2.3 Accreditation/re-accreditation

Schools may choose to combine the PAAP/PCAP event with an accreditation event for the associated Professional, Statutory and Regulatory Body (PSRB). Where this is the case, Academic Services should be advised, in order to ensure that arrangements are appropriate for all stakeholders.

4.3 After Approval Panel events

The Programme Leader Designate should produce a definitive programme document, response to Panel recommendations and action plan. These documents will be submitted to AQSC to review on behalf of TLC, once the response to conditions has been accepted by the Approval Panel (PAAP/PCAP) and School. Once AQSC has endorsed the proposal, TLC will give final approval of the delivery of the new programme, as outlined in the Programme/Partnership Approval Process. <https://intranet.abertay.ac.uk/staff/structure/quality-assurance/programme-approvals/>

The definitive document should incorporate any changes required by the Approval Panel. It should be marked as 'final' and the date amended to distinguish it from previous versions. After TLC approval, it will be sent electronically to Academic Services and Admissions for archive and publication.

Academic Services will maintain a full set of all definitive programme documents. The named PSRB School contact will be responsible for communicating formally with professional and accrediting bodies.

5. Programme Re-approvals

All programmes and modules are approved without time limit, unless otherwise stated, but annual and periodic review is expected for all provision.

Re-approval of programmes normally only occurs during periodic quality review, as part of Institution-Led Review. During this period, no changes to programmes should be made.

In addition to this re-approval, programme and module information is monitored on an annual basis by Schools to ensure that it is appropriate and up to date. This review may prompt programme/module changes.

6. Programme and Module Changes

The approval process and timings are set to be appropriate to the type of change to the module or programme. The key factor in determining the type of change is consideration of the impact of the proposed change on the student learning experience and on 'material information' about the programme. Consideration needs to be given to the implications of the proposed change for the structure and balance of the programme for its learning aims, learning outcomes and content, and/or wider practical implications for the student learning experience, as well as other academic and professional services departments. These types of changes are set out below.

6.1 Major and Minor Changes

Changes to programmes (including the addition of new modules) and modules can be considered as either major or minor changes. This includes changes that are made to programmes and modules through the annual review process.

Major changes involve substantial revision and reformulation of a programme and are typically those which have an impact on the programme and/or stage learning outcomes or significantly impact on student experience. A major change is determined by the nature and impact of the proposed revision and not by the number of modules or credit value involved. The Teaching and Learning Committee (TLC) of Senate has responsibility for major changes made to existing programmes. AQSC will review these on behalf of TLC and also identify the need for a Programme Change Approval Panel (PCAP) where appropriate. In some instances, a significant change to a programme may constitute a new programme to be created.

Minor changes are changes which do not impact on the programme and/or stage learning outcomes and includes all changes at module level. TLC has devolved the approval of minor changes to AQSC but retains oversight of all changes made to existing programmes and modules. After School sign-off, a summary of minor changes will be submitted to AQSC. Should the Committee raise any issues with the proposed minor changes, the documents will be reviewed in full by AQSC.

Type of Change	Major*	Minor
Change to programme title (other than to correct spelling or syntax)	√	
Change to, removal or addition of a start date	√	
Change to the period of study	√	
Addition or removal of a mode of attendance (e.g. part-time, full-time)		√

Change to delivery mode (i.e. online, blended, delivery by partner, work-based)	√	
Change to standard admissions requirements	√	
Significant change to PSRB requirements	√	
Removal or addition of an academic pathway (i.e. joint or combined degrees)	√	
Change to the programme structure (i.e. ratio of compulsory/option modules in a term/stage)	√	
Change to core module selection	√	
Change to option module selection		√
Change to elective module selection		√
Change to micro-credential selection		√
Change of collaborative partnership arrangements	√	
Change to the Learning Outcomes of a stage	√	
Change to the Learning Outcomes of the programme	√	
Closure of a programme	√	
Module amendments (i.e. title, Learning Outcomes, T&L workload, assessment profile)**		√
Housekeeping changes such as to correct spelling or syntax	Approved by TQL	

*Some major changes will require a Programme Change Approval Panel (PCAP) to be convened. AQSC will determine whether the nature of the proposal requires this.

** If a number of modules are being changed in such a way as to affect the structure, aims or overall assessment philosophy of the programme then it may be considered a major programme change. The Director of Student and Academic Services, Dean of Teaching and Learning and a TQL from another School should be consulted in these cases. The final decision will be made by the Deputy Principal, who will authorize submission to AQSC for approval. This is also explained in the **cumulative minor changes** section.

6.2 Cumulative minor changes

It should be noted that where a significant number of minor changes are made at one time, in an academic session, or across successive academic sessions, these may amount to a major change and therefore require University-level approval. Minor changes would typically be considered significant if the structure, aims or overall assessment philosophy of the programme are affected. Where this occurs, the Director of Student and Academic Services, Dean of Teaching and Learning and a TQL from another School should be consulted to review the overall impact of the combined changes. The Deputy Principal will make the final decision and may deem it necessary to consider these cumulative changes as a major change, which requires AQSC approval.

6.3 Module amendments

All module amendments are considered minor changes, although these changes may have larger implications at programme level. As such, Schools have responsibility for endorsing all new modules for approval by AQSC, as well as all module changes and closures, as follows:

- New module creation

- Cessation of a module
- Change to the module title (other than to correct spelling or syntax)
- Change to the module code (module codes are unique identifiers for modules and should not be repurposed for new modules)
- Change to the module level*
- Change to the credit value*
- Change to the Learning Outcomes
- Change to module aims
- Change to the designation of a module (i.e. compulsory, optional, elective)
- Change to the assessment profile (i.e. types and weightings)
- Change to the module description
- Change to the Learning and Teaching workload
- Change to the non/co/pre-requisites

*Will result in a new module being created on SITS.

If a change to a module will impact on another School, sign-off from other School(s) is required.

Minor housekeeping changes such as to correct spelling or syntax will be approved by the TQL. The TQL will decide if these changes should instead be considered a minor change. In the case of service modules, the School which owns the module is responsible for the change approval. The Module Leader should inform the other School(s) as required.

6.4 Changes to PGR modules, PGCAP and AHEAD

Changes to these modules and programmes are considered centrally by AQSC. Further information is available on the Research and AbLE intranet pages:

<https://intranet.abertay.ac.uk/research/research-degrees/>
<https://intranet.abertay.ac.uk/staff/learning-and-teaching/able-academy/>

6.5 Changes to Microcredentials

From 2020/32, Abertay has introduced smaller 5-and 10-credit modules, known as microcredentials. These take various forms for different purposes.

A suite of **ABE coded microcredentials**, first implemented in September 2021 to replace electives and support early-stage students' engagement and retention, generally fall under the same process as the now superseded electives. The year 1 microcredentials are known as 'My Success Modules', while the year 2 suite are simply called 'microcredentials'. Each of these will be assigned to a Division with responsibility for managing any module changes via School and AQSC approval processes. TLC will retain an overview of the overall portfolio of the suite of microcredentials via annual report.

Academic microcredentials that are core or optional within specific programmes, such as those within the Accounting, Business and Management portfolio, fall under normal approval processes as modules, above.

Upskilling modules are a specified set of academic microcredentials that correspond to a SFC funded CPD project for external stakeholders. These modules are 'stackable' and students who have completed an appropriate selection may be awarded a Graduate Certificate. These are managed by Schools and the modules and certificate are approved by AQSC.

More information on Microcredentials can be found here:

<https://intranet.abertay.ac.uk/staff/learning-and-teaching/able-academy/microcredentials-1st-2nd-years/>

6.6 Programme/module cessation

In exceptional circumstances, it may be desirable or necessary to close certain programmes from the University's portfolio of provision. This decision is made by the University Executive Group, normally through portfolio review.

The implementation of programme cessation should be properly planned and all relevant students and staff fully informed and consulted. Arrangements to ensure appropriate management and resourcing to support existing students must also be considered. The Dean of School and relevant Head of Division in association with the Director of Student and Academic Services, will coordinate and implement a support plan for the teach-out transition period and the required **student communication**, which will be implemented as described below.

Module cessation normally occurs when a module is replaced with an equivalent one on a programme(s), or when a programme closes. Module cessation requests will be signed off by the Dean(s) of any Schools affected and flagged to AQSC to ensure the cross-institutional impact is considered. A Dean may ask the SAC to review the decision if there are any strategic issues. The Module Leader is expected to consult any other Schools affected before submission for approval.

6.7 Joint/Combined Degrees

Single Honours/Degrees are the typical Award at Abertay and are in a named subject/discipline (e.g. BA (Hons) Business Management, BSc (Hons) Sport and Exercise). However, there are alternative programmes types.

Joint Honours/Degrees are programmes that typically have 'Subject A and Subject B' in the Award title, to denote the balanced weighting of the two subjects (in addition, some programme titles have 'and' in them to denote shared disciplines but are Single Honours, e.g. Sport and Exercise). Joint Honours should remain balanced at stages 3 and 4, with an expectation of between 100-140 credits in subject A and subject B for undergraduate Honours degree programmes.

Combined Honours/Degrees at Abertay are programme pathways that have 'Subject A with Subject B' in the Award title are known at Abertay. Subject B is normally a branch programme of Subject A. In undergraduate degree programmes, the following ratio should be maintained in stages 3 and 4:

- Minimum 60 credits in subject B (180 in subject A)
- Maximum 80 credits in subject B (160 in subject A)

For both joint and combined undergraduate programmes, it is expected that:

- There should be at least one module from both subject A and B at each stage (3 and 4).
- Weighting for stages 1 and 2 will be considered on a case-by-case basis, in order to consider the individual requirements of programmes by PSRBs, micro-credentials etc.
- For consistency, any combined programme pathways that include subject B should have the same combination of subject B modules.
- Students on a Single Degree award (subject A) should not be able to take a selection of core or option modules in subject B that is the same as that of a Combined Award, i.e. the programmes should remain distinct.
- Students should be asked to make a decision on their programme pathway (programme transfer) prior to beginning stage 3 so that there is a set route, i.e., not a compilation model.

For Postgraduate Taught Combined Degrees:

Combined degrees, the 'with' programme titles, should have a ratio of:

- Minimum 45 credits in subject B (135 in subject A)
- Maximum 60 credits in subject b (120 in subject A)

- The 45-60 credits in subject B may include a subject-specific research project or dissertation. If it also includes a research proposal module then it should be explicit within the programme/module documentation that it meets subject-specific learning outcomes.
- For consistency, any combined programmes that include subject B should have the same combination of subject B modules.
- Students on a Single Degree award (subject A) should not be able to take a selection of core or option modules in subject B that is the same as that of a Combined Honours Award, i.e. the programmes should remain distinct.
- Students should be asked to make a decision on their programme pathway (programme transfer) at an appropriate point in the programme that there is a set route i.e., not a compilation model.

6.8 Collaboration/Partnerships

In addition to the normal development and approval processes for all credit-bearing programmes and modules, any changes that involve collaboration with another institution require additional development and approval stages. The University is required to ensure that there are effective arrangements in place in order that standards are credible and secure irrespective of where or how programmes are delivered. For this reason, a corresponding Partnerships Handbook has been developed (<https://intranet.abertay.ac.uk/docurl/50128>).

The Programme Lead Designate should refer to the Partnership Handbook and seek advice from External and Corporate Relations (ECR) and the Director of Student and Academic Services on partnership requirements. Additionally, advice should be sought from the AbLE Academy for quality enhancement matters (e.g. curriculum design, staff development etc.)

More information is available in the Programme/Partnership Approvals Process:
<https://intranet.abertay.ac.uk/staff/structure/quality-assurance/programme-approvals/>

7. Timeline of changes

It is important that accurate information regarding programmes is available to applicants when they submit their applications, and to offer-holders when they decide whether to accept offers. It is also important that accurate information regarding programmes and modules is available well in advance of the academic session, to enable students to make informed decisions regarding their choices of programmes and modules and to prepare for their studies.

As such, all **undergraduate** programme approvals and changes must be approved prior to the opening of UCAS applications in the year of programme launch. This means that new programme proposals should normally be signed off by Schools by January one year prior to the implementation date. This leaves time for the PAAP and final approval by TLC before UCAS publication each May. All **postgraduate** programme approvals, and cases with direct recruitment (i.e. no UCAS involvement), must normally be completed at least four months prior to the implementation date. Any and all changes to modules or programmes taught on campus, including cessation, must be approved prior to the start of the academic year. These should normally be submitted to AQSC for approval by the start of February.

Late amendments or cessation will only be considered in exceptional circumstances (such as **unforeseen circumstances** below). In these cases, a late change form should be completed, and the proposal should be discussed with the Quality Assurance Manager as soon as possible. Any late changes are approved by AQSC.

7.1 Expertise to support the specified mode of study

The approval of a programme requires Senate to be assured that the School has the academic, administrative and managerial expertise to support the mode of study for which the approval is being requested. In conventional programmes delivered on campus, this statement of expertise requires only a simple confirmation. However, for new modes of study (e.g. online, blended, work-based) the School needs to demonstrate that it has the expertise, or has staff development and other resources in place, to ensure that the required expertise will be available when the programme is offered to students.

7.2 Student Consultation and Communication

The University has a legal responsibility to provide clear and accurate information to students, offer-holders, and applicants about their programme of study. This 'material information' includes information about the programme title; core modules of the programme; the range of optional modules offered; overall assessment profile; the Teaching and Learning workload; the length of the programme; professional accreditation; and the final award.

Applicants, offer-holders, and students must be informed of changes to 'material information' at the earliest opportunity. For this reason, major changes to undergraduate programmes will normally be approved before the start of the UCAS application cycle. This is to avoid informing applicants of substantial changes to programmes at the time of making an offer, or after an offer has been accepted.

Student consultation and communication is expected with all programme and module changes. In the case of major changes, the advice of the Director of Student and Academic Services and Dean of Teaching and Learning should be sought regarding the consultation and communication required with current students, offer-holders and applicants.

The School which owns the programme is responsible for:

- ensuring that all published information is amended as appropriate, and;
- providing the appropriate information to Academic Services for dissemination to all students, applicants and offer-holders at the earliest opportunity.

See **Administrative Arrangements after Approval** section for more information.

7.3 Transition Period

Some programme changes will require an intermediary transition period where changes will affect students already on programmes (e.g. module level change). This transition period should allow all students to complete their studies with the same level of support and quality of teaching as expected. Support plans should be put in place by Schools in consultation with the Director of Student and Academic Services and communicated to students as set out in the **Student Consultation and Communication** section.

7.4 Unforeseen Circumstances

In the event of unforeseen circumstances (e.g. staff illness), Schools retain the discretion to consider approval of minor change to modules and programmes at any point in time. In such circumstances, careful consideration will need to be given to student consultation and/or communication with students and, where appropriate, applicants. These will be processed as late changes, as outlined in **Timeline of Changes**.

7.5 External Stakeholders

It is expected that all programme design and development is informed by feedback from a range of stakeholders, including those external to the School and the University. This ensures that programmes remain relevant, innovative and of a high quality. Programme teams should be able to demonstrate stakeholder input during development stages.

PAAP/PCAP Approval Panels will also include a subject specialist from an external institution to offer subject and cross-sector expertise.

7.6 Programme Change Approval Panel (PCAP)

In some circumstances, AQSC may consider it appropriate to convene a Programme Change Approval Panel (PCAP) for a major change. The process for the PCAP is the same as that of the **Programme Approval Advisory Panel** (see above) but the event may be considered more 'light touch' and may be conducted via email correspondence.

7.7 Definitive Record of Programmes

It is essential that the University holds a definitive record of all the programmes it currently offers and has offered in the past. Programme and module proposals must ensure that a transparent and auditable 'paper trail' is maintained, providing a rationale for decisions.

The formal record of the consideration and approval of module or programme changes will comprise:

- written confirmation of the decision made;
- the change proposal (including the rationale and impact information);
- the final approved versions of the module descriptor(s) and the programme specification(s) and programme structure(s) as appropriate;
- sign-off from any schools affected by the proposal;
- evidence of student consultation regarding the proposal, as appropriate.

Following approval, this record will be retained in *V:\ProgrammeInformation* and entered into SITS as the definitive record as explained in **Administrative Arrangements after Approval**.

8. Administrative Arrangements after Approval

The School owning the programme is responsible for amending the published information at the earliest opportunity. This applies irrespective of which School owns the individual modules that are changing. If the approved changes are significant the School is also responsible for ensuring that all students, applicants and offer-holders are informed about the changes at the earliest possible opportunity. The text provided by the School will be disseminated as appropriate:

- Academic Services (Student Administration) is responsible for setting up the programme and module information on SITS.
- The School is responsible for ensuring all programme and module information is accurate before publication.
- The School will appoint External Examiners for each module that requires one, in consultation with AQSC.

Schools will review the documentation held on SITS on an annual basis, even where no changes have been made, to ensure that correct and up to date information is available to each cohort.

8. 1 Other Sources of Information

- Abertay University Programme/Partnership Approval process
<https://intranet.abertay.ac.uk/staff/structure/quality-assurance/programme-approvals/>
- Abertay University Partnership Handbook
<https://intranet.abertay.ac.uk/docurl/50128>
- CMA Guidance 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
- Scottish Credit and Qualifications Framework (SCQF)
<https://scqf.org.uk/the-framework/about-the-framework/>
- QAA ‘UK Quality Code for Higher Education’
<https://www.qaa.ac.uk/quality-code>
- QAA Course Design and Development guidance
<http://www.qaa.ac.uk/en/quality-code/advice-and-guidance/course-design-and-development>
- QAA Subject Benchmark Statements

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>