Programme Approval and Amendment Procedure

Contents

Note: Hyperlinks have been provided for ease of reference. For other documents (referred to in italics) please see the Policies and Strategies page on the main University website (https://www.bucks.ac.uk/about-us/how-our-university-operates/policies-and-strategies).

Purpose

1 This policy sets out the framework for approving programmes of study, and for amending existing programmes of study:

- The purpose of **programme approval** is to ensure that new programmes of study meet the academic, financial, and strategic needs of the University; and that such provision is well-designed and will provide a high-quality academic experience for all students and enabling their achievement to be reliably assessed.

- The purpose of **programme amendment** is to facilitate continuous improvement of existing programmes of study while being proportionate to the level of risk involved.

2 The process aims to ensure compliance with the [Office for Students (OfS) Regulatory Framework](#) by ensuring that each programme delivers a high quality academic experience for students.

3 It supports the Sector-Agreed Principles in the 2024 [UK Quality Code for Higher Education](#), specifically Principle 7 - Designing, developing, approving and modifying programmes.

4 Further information and guidance for staff on all aspects of programme approval and amendment, including access to related documentation such as forms and templates and detailed process guides, can be accessed via the University Intranet.

Scope

5 The policy should be read alongside both the *Qualifications and Credit Framework* and the *Regulations for Taught Degree Programmes* which set out respectively the academic requirements for awards offered by the University and the regulations by which they are assessed.

6 The process applies to all undergraduate and taught postgraduate programmes, including short courses, to be awarded and delivered by Bucks New University (BNU), or to be delivered by an approved collaborative partner and awarded by BNU.

7 Where a programme is accredited by a Professional, Statutory or Regulatory Body (PSRB), the University will seek wherever possible to conduct (re)approval events alongside PSRB accreditation or re-accreditation.

Definitions

8 The term '**programme**' is used to describe any stand-alone curriculum of study followed by a student, which contributes to a qualification of Bucks New University or otherwise carries academic credit awarded by the University.

9 The term '**short course**' refers to any short learning programme which does not lead to an award of the University as defined in its *Academic Qualifications Framework*. A

short course may consist of a single module and will either be credit-bearing or non-credit-bearing.

- A **credit-bearing** short course is a short learning programme that will not normally exceed 60 credits in size. Credits may be drawn from Levels 4-7 of the FHEQ.

- A **non-credit-bearing** short course is a short learning programme for which no credits are awarded.

10   The *Qualifications Framework* provides further information on features of academic programmes at the University.

Guiding principles

11   The University's processes for programme approval and amendment are guided by the following core principles:

- **High quality academic experience**: All programmes should be well-designed, of a high-quality, relevant, and market-attractive and be supported by appropriately qualified and skilled staff.

- **Proportionate**: Processes employed will be flexible to the scale, complexity and risk of the programme or amendment proposed, while maintaining rigorous, robust review mechanisms. Decisions taken will be timely, ensuring a rapid turnaround for the benefit of the University community.

- **Evidence-based**: Decisions will be based on analysis of centrally available data and other internal and external sources of information such as feedback from professional services, external examiners, students, and employers. This will take into account the diversity of the protected characteristics and the prior educational experience of students to promote inclusive practices.

- **Internally and externally referenced**: Processes will be underpinned by internal guidance and the use of agreed external reference points, including national frameworks, relevant subject benchmark statements, and any applicable sector standards such as those published by PSRBs. Processes will be led by academic staff underpinned by external academic and professional peer review to ensure programmes align to sector best practice.

- **Definitive**: All processes will lead to the development and maintenance of definitive programme documentation which provides an accurate and clear description of the programme (or its constituent parts), the intended learning outcomes and how they will be assessed, and the availability of learning opportunities and support mechanisms.

12   Senate has delegated responsibility for overseeing the processes for approving and amending programmes to the Quality Assurance Committee (QAC).

Programme approval

13 The University operates a three-stage process for approval of new programmes; each stage will be completed sequentially and is a trigger for various sub-processes. A process diagram is available at **Appendix 1**.

Stage One: New programme proposal

14 All proposals must receive approval in principle at University level via the Portfolio Planning Group (PPG). PPG will set appropriate timescales for consideration which will be informed by Marketing & Student Recruitment (MSR) requirements.

15 PPG approval will normally be secured by consideration of a formal proposal (with accompanying supporting documentation). The proposal is intended to enable PPG to determine whether the programme:

- Has a **sound academic rationale** and a unique selling point that is sufficiently distinct from other provision in the subject area

- Has identified a **viable and sustainable market** for recruitment when current competition is taken into consideration

- Is **financially viable** when all delivery costs have been considered

- **Can be resourced** from current resources and, if not, what major new investment (human and/or physical) might be required should it be approved

- **Aligns to the University's strategy**, vision and mission and any College Plans

In addition, the proposal should be appropriately informed by relevant industry and / or partnership links, e.g. to confirm the market and title.

16 The proposal will also contain sufficient 'material information'[1] about the proposed programme – as defined by consumer protection legislation – to enable it to be marketed accurately following sign-off and for applicants to make an informed decision. 'Material information' to be provided at this stage will include:

- Programme title, including the award to be received on successful completion and its academic level

- Location(s) of study

- Programme duration and initial start date

- Information about the composition of the programme and its main characteristics, including how it will be delivered and its outline structure

- Programme Fee or Fee Band assigned

- Details of any Professional Body accreditation(s) to be sought

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[1] 'Material information' is the term used by the Competition and Markets Authority (CMA) for the information needed by prospective students when applying for a course (a 'transactional decision'). See: _UK higher education providers – advice on consumer protection law_. CMA. 31 May 2023. CMA182 especially 4.8 – 4.22.

The precise format of the proposal and supporting documentation requirements will be regularly reviewed by PPG to ensure that it is fit for purpose. PPG will also determine and review when documentation should be presented.

17   Once PPG has approved the proposal in principle, the programme will be marketed as 'subject to approval' using the 'material information' provided above.

18   No changes to 'material information' should be made once a programme has been marketed to applicants. Accordingly, Colleges should ensure that submission of proposals follows appropriate consultation with the relevant central services, including Marketing, Finance and the Academic Registry. PPG will monitor recruitment to new programmes.

19   Academic Registry will ensure that any conditions or recommendations on such approval made by PPG are drawn to the attention of the relevant Approval Panel.

Approval in principle of short courses

20   Short courses are more limited in scope. Responsibility is delegated to the relevant College Leadership Team to confirm that resourcing and marketing considerations have been considered, the programme is financially viable, and that development has been appropriately informed.

Stage Two: Curriculum development

21   Following completion of Stage One, development of the full curriculum should commence.

22   The Lead Academic Sponsor will be provided with a Programme Specification pre-populated with the material information agreed at Stage One. Module Descriptor templates will also be provided, and module codes allocated for new provision. A lead officer from the Quality Assurance Team in Academic Registry will support the programme development team and provide detailed guidance on documentary requirements.

23   Programme Development Teams are expected to liaise with a wide range of professional service staff through this stage, including:

- **Quality Assurance (QA)**, based in the Academic Registry, for advice on quality assurance, course setup, framework requirements, and process

- **Student, Course & Schools Administration (SCSA)**, based in the Academic Registry, for advice on delivery and support arrangements

- **Regulations, Awards and Ceremonies**, based in the Academic Registry, for advice on assessment regulations

- The Directorate for **Learning Enhancement and Academic Practice (LEAP)**, for advice on learning, teaching, and assessment methodologies, embedding employability, and for guidance on programmes with an online, blended or distance learning focus

- **Library and Archives**, to review library and e-learning provision / requirements

- The **Apprenticeship Hub**, in relation to apprenticeship programme requirements

24   Teams are responsible for ensuring that new programmes are appropriately benchmarked to national framework (FHEQ) and subject benchmark standards, including consideration of apprenticeship standards where appropriate. It is also the team's responsibility to liaise with any PSRBs to identify their requirements and any standards of proficiency expected and to ensure these are also taken into consideration and addressed during curriculum development.

25   During Stage Two, teams will complete the programme specification comprising the programme aims; learning outcomes; learning, teaching, and assessment strategies; and modules which will constitute the curriculum. They will also prepare descriptors for all new modules as well as supporting information required for set up of the programme on the University's Student Management System. Teams are expected to undertake curriculum development in a timely manner, ensuring that sufficient time has been allowed for external and internal scrutiny of the proposal – and in accordance with any deadlines set by PPG and / or Senate.

26   As curriculum development nears completion, the team should liaise with the Quality Assurance Team to appoint independent, external reviewers who are appropriately independent of the programme under consideration.

        a   A minimum of one external academic with relevant subject expertise at the level of the qualification should be appointed.

        b   An external industry professional should also be appointed where there is no alternative mechanism for obtaining industry input.

        Note: Alternative mechanisms are likely to include the existence of an Industry Board to advise on industry requirements; where this may be covered via another PSRB requirement such as a formal panel member appointment; or where there is evidence of extensive industry consultation such as is required for the development of degree apprenticeship standards. The mechanism should be made clear at the formal approval event.

27   External reviewers will be full members of the relevant Approval Panel (see below) and should receive a small fee for their services payable by the College. Where it is not possible for an external reviewer to attend the Panel, they should instead complete a report and submit it in advance of the meeting.

28   Once documentation is complete, the Associate Dean (Education) is responsible for confirming that documentation has been completed correctly and in full and is of the required standard to proceed to formal panel approval.

29   All documentation within the College should be finalised no later than 10 working days before the panel meeting to enable preparation of agenda and other information by Academic Registry for circulation to panel members at least 5 working days before the meeting.

Curriculum development of short courses
30   Development of short courses will be as outlined above. However, they will not normally require the separate appointment of an external reviewer. Instead, Colleges should make use of existing mechanisms, e.g. external examiners.

Stage Three: Formal approval

31 Formal consideration and final approval of a programme is undertaken by a formally constituted Approval Panel, convened and serviced on behalf of the University by Academic Registry. For full terms of reference and membership please see **Appendix 3**.

32 The panel meeting will normally commence with a short presentation from the Lead Academic Sponsor outlining the main features of the programme under consideration as well as an overview of the curriculum development process itself and key decisions made.

33 The panel will consider the programme in detail, seeking assurance from the team that the programme has been developed following appropriate consultation and that the programme and documentation meets the University's and applicable sector standards, including any specific initiatives that may have been introduced.

34 At the conclusion of the meeting, the panel will determine whether to approve the programme. Decisions will be based on the **Programme Approval Criteria** (see **Appendix 2**). Conditions on approval may also be specified by the Panel and should be achievable within a specified period, normally twenty working days. Fulfilment of conditions will be determined by the Chair. In all cases the Panel may make recommendations and require minor corrections.

35 Where there are many areas of concern or where conditions are not achievable within the time available, the Panel may refer the proposal back to the Curriculum Development Stage for further development work and subsequent resubmission. Resubmission should normally only be required in exceptional cases.

36 A formal record of the meeting will be prepared by the Secretary detailing the decision and any conditions and / or recommendations made.

37 Following approval of the programme – including where necessary satisfactory completion of conditions – the Programme Specification and Module Descriptors will be locked as definitive versions, and the programme will be fully set up on the University's Student Management System.

38 No programme may admit students until it has been formally approved and set up.

Approval of short courses

39 Short courses (credit and non-credit bearing) may be approved directly by the Associate Dean (Education) with approved documentation submitted directly to Academic Registry.

40 Short courses requiring PSRB approval may need a separate approval process and / or additional documentation to be provided. The appropriate process to be followed should be discussed with the Quality Assurance Team.

Programme amendment

41 Programme Leaders are responsible for ensuring the continuing coherence and adherence of their provision to national frameworks, subject benchmark requirements, and conditions of registration following all amendments.

42   Amendments to an approved programme of study fall into the following categories which impact the approval mechanism:

- **Editorial amendments** are largely typographical or administrative changes. Editorial amendments have minimal impact on the learner experience. Editorial amendments are approved by the Associate Dean (Education)[2].

- **Minor amendments** are changes to the curriculum that will have a minor impact on the programme or module. Minor amendments require consultation with the external examiner and are approved by the Associate Dean (Education).

- **Major amendments** are changes to the curriculum that will have a major impact on the programme or module. Changes may have notable impact on the course structure, its method of delivery, or accreditation. Major changes require consultation with the external examiner and are approved by the Amendment Panel.

- **Substantive amendments** are changes that will fundamentally change the nature of a programme. Such changes will instead trigger revalidation of that programme.

A comprehensive breakdown of types of amendment and their classification can be found at **Appendix 4**. Where a different type of amendment is proposed this should be discussed with the Head of Quality Assurance.

Where the nature of the proposed amendment falls outside the remit for a programme amendment (e.g. a temporary change in study arrangements), guidance should be provided by the Quality Assurance Team on the correct process to follow.

43   Amendments are also categorised by the impact the changes will have on the programme 'material information' (above). Changes to 'material information' may be classified as minor or major but **all** such changes require consultation and consent with prospective (and where impacted, current) students prior to the change being approved.

44   For accredited programmes, changes may also require consultation with the relevant PSRB.

45   Care should be taken by programme teams to ensure that the latest version of definitive documentation is used to make any amendment. Word versions of documentation **must** be obtained from the Quality Assurance Team before making any changes.

46   Following approval by the appropriate mechanism (ADEd) or Amendment Panel), final documentation should be forwarded to the Quality Assurance Team who will process all amendments and ensure accurate setup of changes on the Student Management System. Where there is a concern over the nature of an approved amendment, the Head of Quality Assurance (or nominee) will discuss this with the Associate Dean (Education) and / or the Chair of the Amendment Panel. ADEds are encouraged to discuss any potential concerns with the Quality Team in advance.

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[2] Where the Associate Dean (Education) is unavailable, amendments can instead be approved by their nominee.
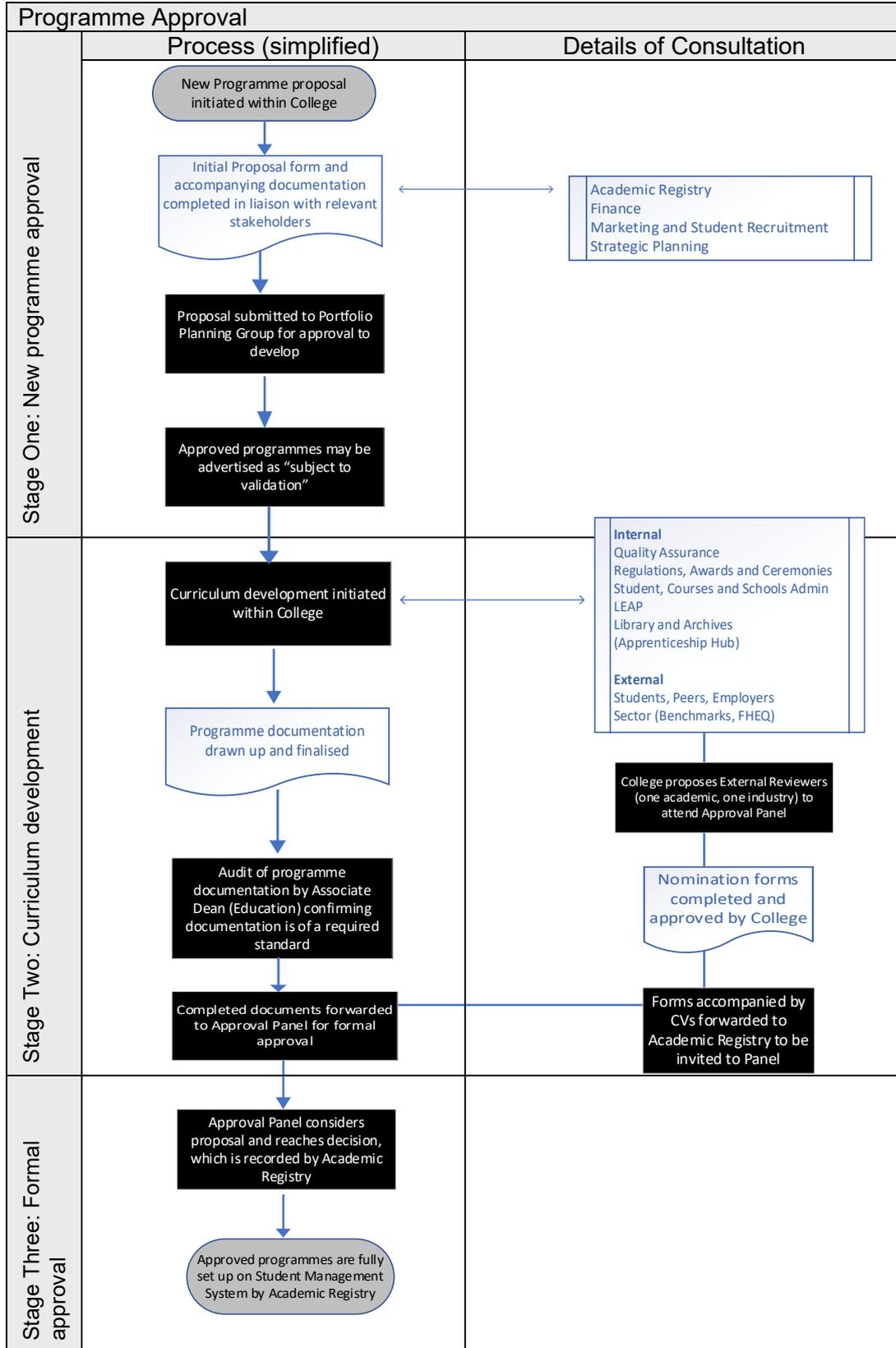
The Amendment Panel

47   The Amendment Panel will consider major amendments to provision, although the nature of some amendments (such as any change to an approved title) will require further additional approval (e.g. by PPG). The panel will also consider new core modules to be approved for incorporation into an existing programme.

48   The panel will be chaired by a senior member of academic staff appointed by the Director of Learning Enhancement and Academic Practice (LEAP) in discussion with the Head of Quality Assurance. Membership will include academic staff drawn from across the University, as well as the Quality Assurance Team (to advise on regulatory requirements) and Marketing & Student Recruitment (to advise on consumer protection compliance). For full terms of reference and membership see **Appendix 3**.

49   Where there is concern about the cumulative impact of successive changes to a programme, the panel may instead deem the amendment to be a substantive amendment, triggering revalidation of the programme instead. This will be at the discretion of the Chair and is expected to be applied exceptionally.

50   Where multiple changes are being made to a programme where greater consideration is required, the Chair – in consultation with the Head of Quality Assurance – may agree alternative means for their approval. These will consider the guiding principles noted above and may include a specially convened meeting of all or part of the panel's membership to consider documentation in greater detail.

51   Secretarial support to the panel will be provided by the Quality Assurance Team. Meetings of the panel will be scheduled regularly through the academic year.

Programme approval periods and review processes

52   The period of approval of a programme of study will normally be <u>open-ended</u> and formal re-approval will not be required.

53   Exceptions will be made for externally accredited provision where the relevant PSRB specifies a period of approval; any subsequent changes to such an approval period (i.e. an extension) will require formal approval of the PSRB which should be communicated to Senate.

54   All requests to suspend or withdraw an approved programme of study must be undertaken in accordance with the *Programme Suspension and / or Closure Policy*.

55   Content of all programmes should be reviewed annually to ensure provision remains current and up to date.

Appendix 1: Programme Approval Process Diagram

Programme Approval		
	Process (simplified)	Details of Consultation

Stage One: New programme approval

New Programme proposal initiated within College

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Initial Proposal form and accompanying documentation completed in liaison with relevant stakeholders ←→ Academic Registry / Finance / Marketing and Student Recruitment / Strategic Planning

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Proposal submitted to Portfolio Planning Group for approval to develop

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Approved programmes may be advertised as "subject to validation"

Stage Two: Curriculum development

Curriculum development initiated within College ←→ **Internal** / Quality Assurance / Regulations, Awards and Ceremonies / Student, Courses and Schools Admin / LEAP / Library and Archives / (Apprenticeship Hub) / **External** / Students, Peers, Employers / Sector (Benchmarks, FHEQ)

↓

Programme documentation drawn up and finalised

↓

Audit of programme documentation by Associate Dean (Education) confirming documentation is of a required standard

↓

Completed documents forwarded to Approval Panel for formal approval

College proposes External Reviewers (one academic, one industry) to attend Approval Panel

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Nomination forms completed and approved by College

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Forms accompanied by CVs forwarded to Academic Registry to be invited to Panel

Stage Three: Formal approval

Approval Panel considers proposal and reaches decision, which is recorded by Academic Registry

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Approved programmes are fully set up on Student Management System by Academic Registry

Appendix 2: Programme Approval Criteria

The **programme approval criteria** are essential for evaluating proposed higher education programmes. They ensure quality, relevance, consistency of decision-making, and alignment with standards. These criteria serve as a compass, guiding the University toward the approval of effective, high-quality offerings. Where appropriate, criteria are linked to the [Office for Students (OfS) Regulatory Framework](#) and Conditions of Registration.

1. **Alignment with Strategic Aims and Objectives:**

   - The programme aligns with the strategic aims and objectives of the University and the relevant Academic College.

   - It has a clear and coherent rationale, title, aims, learning outcomes, and curriculum structure.

2. **Meeting Sector-Recognised Standards (Condition B5):**

   - The programme meets the requirements of sector-recognised standards, including the Framework for Higher Education Qualifications.

   - It aligns with relevant subject benchmark statement(s) / occupational standards and adheres to relevant standards set by professional, statutory, regulatory bodies (PSRBs).

   - It follows best practices and recommendations applicable to its context and discipline.

3. **High-Quality Academic Experience (Condition B1):**

   - The programme ensures a high-quality academic experience for learners.

   - It is up to date in terms of content and pedagogy, educationally challenging, coherent, effectively delivered, and develops relevant skills.

4. **Staffing Plan and Expertise (Conditions B2, C1):**

   - The programme has a clear and realistic staffing plan.

   - Staff involved in teaching and supporting learners and in the assessment of their work are *collectively* sufficient in number and appropriately qualified – to the level(s) and subject(s) of the qualification being awarded – to deliver the programme aims and learning outcomes, while ensuring a high-quality academic experience.

5. **Transparent Admissions Criteria (CMA / Consumer Protection requirement):**

   - The programme defines clear and transparent admissions criteria.

   - These criteria ensure fair access and participation for learners from all backgrounds.

6. **Learner Support and Resources (Condition B2):**

   - The programme ensures a suitable and supportive learning environment.

   - Learners receive necessary resources and support, including digital tools.

- Learners also receive academic and pastoral support.

- This support contributes to a high-quality academic experience and promotes success both during and beyond the programme.

7. **Inclusive Learner Engagement and Feedback:**

- The programme demonstrates a robust and inclusive approach to learner engagement and feedback for both the programme design and delivery stages.

8. **Appropriate Assessment Strategy (Condition B4):**

- The programme has an assessment strategy aligned with the learning outcomes.

- It employs a range of assessment types that are authentic, inclusive, and cater to diverse learner needs.

- Assessment methods help promote and maintain academic integrity.

9. **Enhancing Employability Prospects (Condition B3):**

- The programme demonstrates how it will enhance the employability prospects and outcomes of its graduates.

- It provides relevant learning opportunities, skills development, and work experience.

- Employability and career development opportunities are sufficient to meet the programme's expected numbers.

- Evidence of engagement with employers and industry sectors has been demonstrated.

10. **Quality Assurance and Enhancement:**

- The programme has an effective quality assurance and enhancement process, including both internal and external review opportunities.

- Regular monitoring and evaluation are in place to ensure continuous improvement.

Appendix 3: Panel terms of reference

Approval Panel

Committee:	Approval Panel
Reports to:	Quality Assurance Committee – via an annual report
Standing Committees:	None
Non-Standing Committees:	None
Minutes:	Approval Panel Report per programme considered. Not published
Executive summary required:	No
Frequency of meetings	*Ad hoc*
Updated/reviewed	September 2019

Membership:

Chair	Senior academic member of University staff who has had no previous involvement with the programme(s) being presented
Secretary	Appointed by Academic Registry – normally the lead officer from the Quality Assurance Team supporting the programme's development
Members	• Two academic representatives from outside the College from which the proposal originates • One other member of staff from an internal professional service area with a curriculum development or delivery remit • An external academic reviewer, appointed by the College • An external industry reviewer, appointed by the College • A student representative appointed by the Students' Union
Other Members	Other members may be appointed to the Panel as required for other purposes, e.g. external accreditation
Others in attendance:	Others may be invited to attend and advise the Panel in relation to any specialist programme requirements, e.g. partnership, apprenticeship, or HTQ provision

Terms of Reference:

a. To consider and as necessary approve, on behalf of the Quality Assurance Committee and Senate, new academic programmes submitted for approval, as articulated in the Programme Specification, Module Descriptors, and drawing on all other supporting documentation provided.

b. Specifically, in relation to each programme presented, to ensure that the programme approval criteria (see Appendix 2, above) are met.

c. To advise the Quality Assurance Committee, of any matters concerning the approval process that may arise

d. To prepare a report on all approval decisions reached as a formal record of proceedings.

Notes:

1   For efficiency purposes, a Panel may consider more than one cognate programme from a College.

2   A single panel should not consider more than two programmes at a single meeting and will normally be scheduled for three hours.

3 Observers may attend with the prior approval of the Head of Quality Assurance.

Amendment Panel

Committee:	Amendment Panel
Reports to:	Quality Assurance Committee – via an annual report
Standing Committees:	None
Non-Standing Committees:	None
Minutes:	Minutes. Not published
Executive summary required:	No
Frequency of meetings	Termly (Up to four per academic year)
Updated/reviewed	August 2024

Membership:

Chair	Director of LEAP or nominee
Secretary	Appointed by Academic Registry
Members	- Associate Deans (Education) or their nominee - Senior Registry Officer (Quality Assurance) - One Marketing and Student Recruitment representative - One Timetabling & Resource Management representative - A representative from the Students' Union
Others in attendance:	The Chair may invite additional members to attend and advise the meeting as appropriate.

Terms of Reference:

a. To consider and as necessary approve, on behalf of the Quality Assurance Committee, major amendments to existing programmes and submitted in accordance with relevant processes.

b. Specifically, in relation to each amendment presented, to:

   i. Consider the rationale for the amendment, its impact on the intended learning outcomes, the programme learning, teaching and assessment strategy, and any subject benchmark or PSRB implications

   ii. Consider how the amendment aligns to relevant University strategies for learning and teaching

   iii. Seek assurance that resourcing implications have been considered and as necessary addressed

   iv. Seek assurance that appropriate consultation has taken place as required

   v. Review how relevant consumer protection legislation has informed consideration of the amendment, including its impact on applicants and current students

      vi.   Review how the impact of the amendment on other affected programmes has been considered, including any educational partners who offer the same provision

      vii.   Ensure that programme documentation has been appropriately and accurately updated to maintain a definitive record.

c. To advise the Quality Assurance Committee of any matters concerning the amendment process that may arise

d. To maintain a record of all amendment decisions reached as a formal record of proceedings.

Notes:

1   A schedule of meetings will be published annually by Academic Registry.

2   For quoracy purposes the Chair must be present in addition to the Secretary, the Academic Registry representative and one Associate Dean (Education).

3   Where necessary, Chair's Action approval can be undertaken between meetings.

4   Observers may attend with the prior approval of the Chair.

Appendix 4: Types of amendment and their categorisation

Type of amendment	Level	Form	Category	Material Info	Approval
Change to indicative hand-in week	Module	Module Amendment	Editorial	No	ADEd
Clarification of indicative content	Module	Module Amendment	Editorial	No	ADEd
Creation of additional module session	Module	Module Amendment	Editorial	No	ADEd
Updating factual information, e.g. College or Subject Area	Module	Module Amendment	Editorial	No	ADEd
Updating of reading lists	Module	Module Amendment	Editorial	No	ADEd
Change of module title	Module	Module Amendment	Major	Yes	Panel
Change to module credit value	Module	Module Amendment	Major	Yes	Panel
Approval of a new module	Module	Module Amendment	Minor	Yes	ADEd
Change of module location	Module	Module Amendment	Minor	Yes	ADEd
Change to length of an assessment	Module	Module Amendment	Minor	No	ADEd
Change to module assessment	Module	Module Amendment	Minor	Yes	ADEd
Change to module assessment weighting	Module	Module Amendment	Minor	Yes	ADEd
Change to module learning outcomes	Module	Module Amendment	Minor	Yes	ADEd
Change to the order of assessments	Module	Module Amendment	Minor	No	ADEd
Changes to module pre- and co-requisites	Module	Module Amendment	Minor	Yes	ADEd
Changes to teaching hours	Module	Module Amendment	Minor	Yes	ADEd
Changes to indicative content	Module	Module Amendment	Minor	No	ADEd
Suspension / Withdrawal of a module	Module	Module Amendment	Minor	Yes	ADEd
Change to the term / semester in which a module is delivered	Programme	Programme Amendment	Editorial	No	ADEd
Updating factual information, e.g. College or Subject Area	Programme	Programme Amendment	Editorial	No	ADEd
Approval of group directive / entry with advanced standing	Programme	Programme Amendment	Editorial	No	ADEd / APL

Type of amendment	Level	Form	Category	Material Info	Approval
Addition / removal of a core module	Programme	Programme Amendment	Major	Yes	Panel
Approval of a new bracketed award	Programme	Programme Amendment	Major	Yes	Panel
Approval of a new pathway	Programme	Programme Amendment	Major	Yes	Panel
Change of programme title / award to be conferred on completion	Programme	Programme Amendment	Major	Yes	Panel / PPG
Change of exit award(s) to be conferred for students who do not complete full programme requirements	Programme	Programme Amendment	Major	Yes	Panel
Change of status of module on a programme (Core to Option and vice-versa)	Programme	Programme Amendment	Major	Yes	Panel
Change to accreditation arrangements	Programme	Programme Amendment	Major	Yes	Panel
Change to programme length	Programme	Programme Amendment	Major	Yes	Panel
Change to programme regulations	Programme	Programme Amendment	Major	Yes	Panel
Change to programme aims (e.g. rewording)	Programme	Programme Amendment	Major	Yes	Panel
Changes to programme learning outcomes or graduate attributes (e.g. rewording)	Programme	Programme Amendment	Major	Yes	Panel
Changes to the learning and teaching or assessment strategies (e.g. rewording)	Programme	Programme Amendment	Major	Yes	Panel
Addition / removal of an optional module	Programme	Programme Amendment	Minor	No	ADEd
Addition of a mode of study (e.g. part-time for existing full-time programme)	Programme	Programme Amendment	Minor	No	ADEd
Additional / Change of course location, e.g. new campus of delivery	Programme	Programme Amendment	Minor	Yes	ADEd
Change to entry requirements	Programme	Programme Amendment	Minor	Yes	ADEd
Change to scheduled teaching hours	Programme	Programme Amendment	Minor	Yes	ADEd
Creation of additional intake	Programme	Programme Amendment	Minor	No	ADEd
Updating of apprenticeship standard / subject benchmark mapping	Programme	Programme Amendment	Minor	No	ADEd

Type of amendment	Level	Form	Category	Material Info	Approval
Addition of a mode of delivery (e.g. blended learning for existing attendance programme)	Programme	N/A	Substantive	Yes	Validation
Amendment to over 33% of the programme	Programme	N/A	Substantive	Yes	Revalidation
Curriculum redesign / change to course structure	Programme	N/A	Substantive	Yes	Revalidation
Substantive changes to programme aims	Programme	N/A	Substantive	Yes	Revalidation
Substantive changes to programme learning outcomes	Programme	N/A	Substantive	Yes	Revalidation
Substantive changes to the learning and teaching or assessment strategy	Programme	N/A	Substantive	Yes	Revalidation

Equality Impact Assessment

As a university, we are committed to enhancing equality, diversity and inclusion (EDI). We have a legal (Equality Act 2010) and ethical obligation to ensure our policies, systems and processes are fair, inclusive and ensure every member of the BNU community can thrive.

Whilst we all have protected characteristics, we know there are certain characteristics and communities that are marginalised and underrepresented in Higher Education and the workplace. These are: different ethnicities (including Gypsy, Roma, Traveller, Showmen and Boaters, migrants, refugees and asylum seekers) Disabled individuals; neurodivergent individuals; pregnancy (including maternity and paternity impact); the LGBT+ community; carers; people of different faiths; people impacted by menopause and individuals from a range of backgrounds including: socio-economic disadvantage, homeless, alcohol and/or substance misuse, people experiencing domestic and/or sexual violence, ex-armed forces, looked after children and care leavers. We also know individuals have multiple intersectional experiences and different points in their lives and careers.

1) **With reference to the above characteristics, in what ways does this policy enhance equality and the access of opportunity at BNU?**

    The policy promotes equality and opportunity at BNU by fostering inclusive practices, ensuring a high-quality academic experience, offering a wide range of programmes, and facilitating continuous improvement. It also emphasises transparency and student consultation, ensuring all students have equal access to a high-quality, relevant education.

2) **In what ways does the policy adversely impact individuals from marginalised and underrepresented communities?**

    While the policy aims to provide high-quality academic experiences, it could potentially impact marginalised and underrepresented communities. Concerns include financial viability, resource requirements, market-attractiveness of programmes, changes to material information, and the appointment of external reviewers who may not fully consider the impact of the programme on these communities. However, the policy includes measures to mitigate these potential impacts.

3) **How does this policy work towards achieving the BNU Equality Objectives as outlined in the [Equality Strategy 2023-2028](#)? Please signpost objectives and actions in the BNU Equality Strategy.**

    The policy supports the BNU Equality Strategy 2023-2028, particularly Priority Two and Objective A, by building an academic portfolio that is inclusive and accessible to all students.

Signed: **Marcus Wood**

Name: **Marcus Wood (Head of Quality Assurance)**

Date: **12 August 2024**