

UNIVERSITY OF YORK

Teaching Committee

Approval of Modifications to Existing Taught Programmes of Study

A: Definitions

Programme: The set of modules studied for a named award (this may include modules (core or optional) from outside the main department). These are set out in the Programme Specifications and approved by University Teaching Committee. The *Programme Specification* governs a programme of study as an approved pathway leading to a particular named award of the University (for example, BA in Archaeology, BSc in Biology, BA in English and Philosophy). They consist of a defined combination of modules, at an appropriate level, and set out the learning outcomes. These specifications are developed and maintained by Boards of Studies/Combined Boards of Studies/Graduate School Boards and approved by University Teaching Committee. For further information on programme specifications, please see: <http://www.york.ac.uk/staff/teaching/programme-development/programmes/programme-specifications/>

Modification: a change or changes made to a particular programme or programmes (as defined above). This encompasses, for example, the addition or withdrawal of modules, and changes to teaching, learning and assessment methods. The addition and withdrawal of option modules, and changes to option modules, which do not have an impact on the programme learning outcomes, do not need to be approved by University Teaching Committee, unless the modules have special assessment rules (i.e. non reassessable, non compensatable or pass/fail) or if they are offered at two different levels (e.g. stage 2 (I) and stage 3 (H)). A modification does not include changes made to accommodate individual students (see section below on *Changes to Accommodate Individual Students*).

Core module: a module required for a programme

Option module: a module chosen by a student from a prescribed list of modules within a programme.

Further definitions are provided in the University's *Academic Framework* document (undergraduate programmes commencing prior to 2010/11 and postgraduate programmes commencing prior to 2011/12) and the graduate, undergraduate and postgraduate frameworks for programme design (undergraduate programmes commencing 2010/11 onwards, postgraduate programmes commencing 2011/12 onwards and graduate programmes commencing 2012/13 onwards), available at: <http://www.york.ac.uk/staff/teaching/programme-development/programmes/programme-design/>

B: Overview

- 1 Primary responsibility for considering and approving modifications to programmes of study rests with Boards of Studies (or Graduate School Boards, where these have delegated power for postgraduate programmes). Where modifications are more far-reaching, or affect the current cohort of students, approval of the University's Teaching Committee (UTC) is also required. The aim of this document is to clarify when departments need to involve UTC or its Chair.

- 2 Modifications to programmes are categorised for procedural purposes as ‘major’, ‘minor’ or ‘exceptional’. These categories are described in more detail in section E. To help determine which category a modification falls into, please refer to the flowchart. For minor modifications, final approval rests with the Board of Studies or Graduate School Board. For major or exceptional modifications, UTC approval is also required and, in the case of the former and sometimes in the case of the latter, the comments of the relevant external examiner(s) should be sought in support of the modification.
- 3 Departments should factor in sufficient time for the approval of modifications, particularly those deemed major or exceptional and which therefore require the approval of UTC. For example, if a modification is considered by the full Committee (rather than by Chair’s action), the process of approval may take a few months (see section C).
- 4 As a general principle, modifications should be implemented for the next entering cohort and not for current students, other than where this increases the range of option modules on offer, with no associated module withdrawals, or has been dealt with as an ‘exceptional’ modification (see section below on *Modifications Affecting Current Cohorts of Students*).
- 5 All modifications to programmes must be documented so that cumulative changes to programmes can be tracked. These records will be audited as part of the University’s periodic review process.
- 6 Where a modification to a programme involves collaboration with another institution or external body, the Academic Support Office (ASO) and the relevant University guidance on teaching collaboration (<http://www.york.ac.uk/staff/teaching/programme-development/collaboration/>) should be consulted.

Changes to Accommodate Individual Students

If a department wishes to change a programme for a single student (e.g. to propose a variation in the standard pattern of registration or progression), it must make a case to the Special Cases Committee (SCC).

If a department wishes to change the assessment regime for a single student in advance of the assessment (e.g. to allow a student to submit an essay in place of undertaking an examination), it should make a case to the Standing Committee on Assessment (SCA).

If a department wishes to change the assessment regime for a single student in retrospect (e.g. following failure to attend an examination), it should make a case to the SCC.

Modifications Affecting Current Cohorts of Students

It is normal practice to roll out modifications with a new cohort of students. If a department wishes to implement a modification for a current cohort (other than where this increases the range of option modules on offer, with no associated module withdrawals, and the additional modules have no special assessment rules), then this must be dealt with as an ‘exceptional’ modification, i.e. University-level permission is required.

The reason for treating modifications affecting current cohorts as ‘exceptional’ is not, *per se*, to prevent such modifications taking place but rather to serve as an additional

safeguard. This is important, given that a modification could compromise the student experience and serve as grounds for a student to complain or appeal. Moreover, as the relationship between a university and its students is considered in law to be contractual in its nature and constrained by consumer law (the student contract), a student whose programme is modified could, in theory, take legal action against the University.

A modification that affects a current cohort is likely to be approved if:

(A) the department can provide evidence that no student involved (including visiting students and students taking a module as an elective) will be disadvantaged by the change i.e. the change is minor and either neutral or advantageous in terms of its impact on the student experience (and consequently unlikely to provide grounds for a complaint, appeal or legal action - or any such move could be dismissed as unreasonable). For example, minor modifications that allow new research to be brought into the curriculum, or that specifically address the concerns of students, external examiners, or professional, statutory and regulatory bodies (PSRBs), will normally be approved.

AND/OR

(B) all students involved (including visiting students and students taking a module as an elective) have been consulted and given their informed consent for the change. Written consent from all students is likely to be a requirement in cases pertaining to changes to the published teaching timetable (see also section on *Timetabling Implications*), the assessment regime or assessment regulations.

Occasionally, circumstances may arise where programme changes that could have a negative impact upon a current cohort of students are unavoidable (e.g. because of unforeseen staff changes at short notice). In such a scenario, a department should, as a matter of urgency, consult with the Chair of UTC, the ASO and, if appropriate, the Chair of the SCA. The aim will be to devise a plan that protects the interests of the students by ensuring that any modifications to the programme are minimised and that the student experience is not compromised. The department may be asked to take action to prevent a similar situation arising in future.

Modifications Affecting Prospective Students

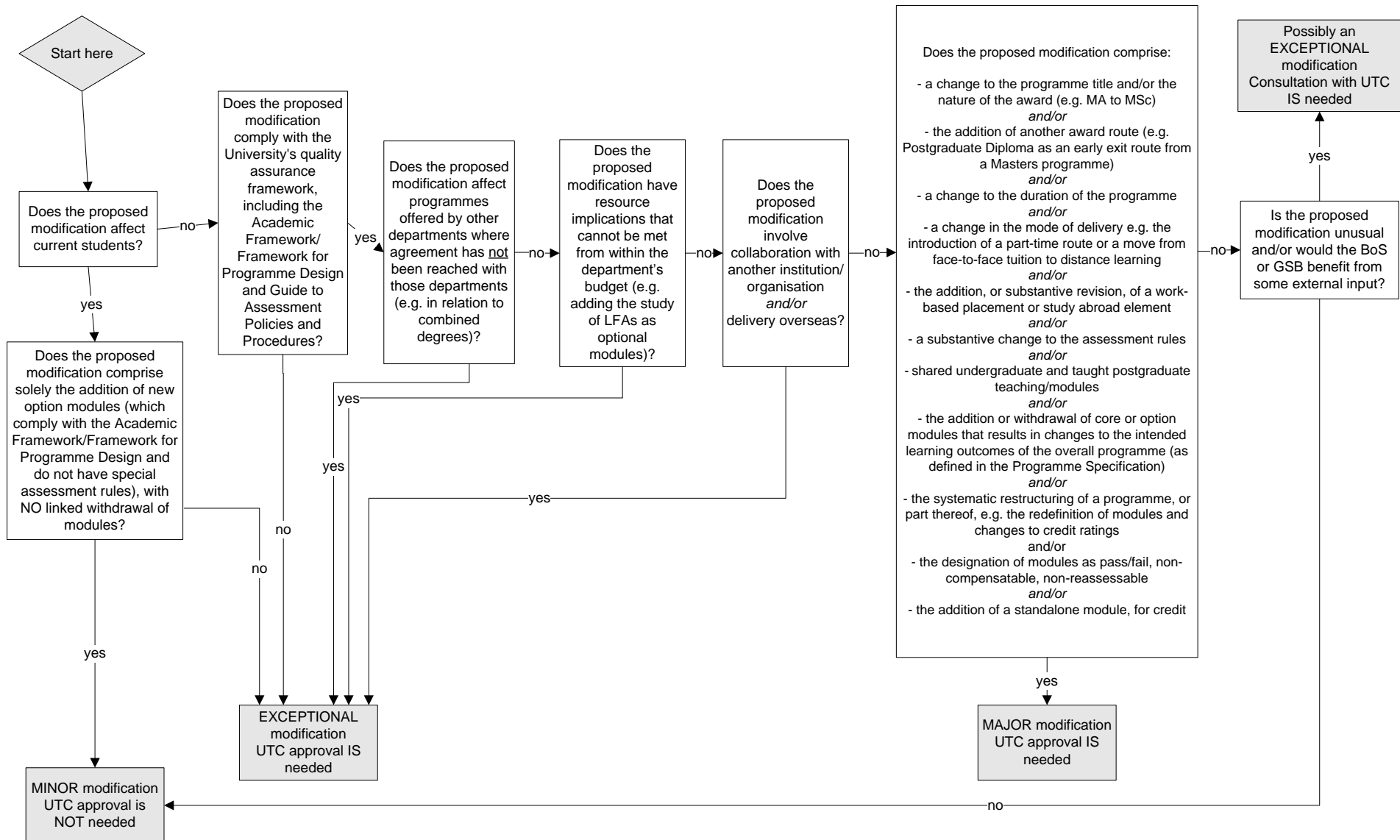
Modifications affecting prospective students must also be handled carefully if the University is to avoid complaints and legal action.

Individuals apply to the University on the basis of the information available to them at the time of application, e.g. in the prospectus, in departmental flyers, and on departmental websites etc. *A department must inform prospective students, at the earliest opportunity, of any significant changes to a programme made between the time the offer of a place is made and registration is completed, and advise prospective students of the options available in the circumstances (including the chance for individuals to change their minds about their place on the programme).* Significant changes would include the withdrawal of key modules, major alternations to the teaching, learning and assessment arrangements for the programme and a change in the status of the programme, for example the withdrawal of accreditation by a PSRB.

Publicity Material

Departments should bear the student contract in mind when preparing prospectus entries and placing information on websites etc. Particular attention should be paid to: (i) module choice (for example, departments are advised to focus on the range and likely areas of

option modules, rather than on specific offerings, especially those dependent on a single member of staff) and (ii) methods of assessment (e.g. the balance between open and closed assessments). Departments may also find it helpful to include appropriate disclaimers in their publicity material but should note that the use of disclaimers does not, in itself, provide protection against complaints, appeals or legal action. Departments should contact Student Recruitment and Admissions if they have any queries about the suitability of publicity material.



Flowchart for Determining the Nature of a Modification and Whether UTC Approval is Required

C: Obtaining Departmental and University Approval for a Proposed Modification

Departmental Stage of Approval

- 7 Once a proposed modification has been explored and developed by relevant staff, with support from University offices and individuals as appropriate, a ***pro forma*** should be completed (Appendix I). The *pro forma* is available as a Word document from the ASO webpages:
<http://www.york.ac.uk/media/staffhome/learningandteaching/documents/programmedevelopment/Approval%20of%20modifications%20to%20existing%20taught%20programmes%20of%20study.pdf> and is designed to ensure that the implications of the programme modification have been considered.
- 8 Once the *pro forma* has been completed, it should be submitted to the appropriate Board of Studies (or Graduate School Board) with relevant supporting documentation. Once the modification has been considered and approved, a date of approval should be recorded on the *pro forma*. The completed *pro forma* should then be filed in the department for audit purposes.
- 9 For ***minor modifications, approval by the Board of Studies (or Graduate School Board) marks the end of the approval process.*** There are a series of related actions, for which departments are responsible, that may need to be carried out following approval (see section D below).
- 10 Once a ***major modification has been approved by the Board of Studies (or Graduate School Board), it must be approved at University level.*** The completed *pro forma*, along with written comments from the external examiner(s) and other documentation as outlined in the *pro forma*, should be forwarded by the Chair of the Board of Studies (or Graduate School Board) to the department's Quality Assurance team contact (<http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/quality-assurance/>) and also to the department's contact on UTC (<http://www.york.ac.uk/about/organisation/governance/sub-committees/teaching-committee/contacts/>). (NB. where there are resource implications, Planning Committee approval may be needed. Departments should consult their Planning Officer about this).
- 11 Once an ***exceptional modification has been approved by the Board of Studies (or Graduate School Board), it must be approved at University level.*** The completed *pro forma* should be forwarded by the Chair of the Board of Studies (or Graduate School Board) to the department's Quality Assurance team contact: (<http://www.york.ac.uk/admin/aso/teach/QA%20ROLE%2010-11.pdf>), and also to the department's contact on UTC: (<http://www.york.ac.uk/admin/aso/teach/utc/deptcontacts.htm>). The Quality Assurance team contact will advise on what further supporting documentation may be required (NB. where there are resource implications, Planning Committee approval may be needed. Departments should consult their Planning Officer about this).

University Stage of Approval

- 12 In relation to ***major modifications***, the Chair of UTC, in discussion with the Academic Support Office and, where appropriate, the departmental contact, will decide whether the proposed modification can be dealt with by Chair's action or whether it should be considered by the full Committee at the next appropriate meeting. The following major modifications will normally be referred to the full Committee: proposals for the substantial restructuring of a programme, proposals that involve collaboration or

overseas delivery, and cases where a point of principle is at stake or a precedent may be set. If a department is unsure as to whether a major modification is likely to be referred to the full Committee it should contact its Quality Assurance team contact (<http://www.york.ac.uk/admin/aso/teach/QA%20ROLE%2010-11.pdf>)

- 13 In relation to **exceptional modifications**, the Chair of UTC, in discussion with the ASO and, where appropriate, the departmental contact, will decide whether the proposed modification can be dealt with by Chair's action or whether it should be considered by the full Committee at the next appropriate meeting. The following exceptional modifications will normally be referred to the full Committee: instances where there is disagreement between two departments, and cases where a point of principle is at stake or a precedent may be set. If a department is unsure as to whether an exceptional modification is likely to be referred to the full Committee it should contact its Quality Assurance team contact (<http://www.york.ac.uk/admin/aso/teach/QA%20ROLE%2010-11.pdf>)
- 14 In the case of modifications relating to assessment, UTC will normally consult with the Chair and Secretary of the SCA.
- 15 Although UTC and its Chair will endeavour to provide a swift response, departments should factor in sufficient time for the approval of major and exceptional modifications. Chair's action may take, on average, two-three weeks and consideration by the full Committee may take a few months (depending on the timing of the next meeting).
- 16 Once UTC or its Chair has approved the modification, the Chair of the Board of Studies (or Graduate School Board) will be notified by email or via the minute correspondence. UTC will be informed of all modifications approved by Chair's action.
- 17 The proposed modification may then be implemented. There are a series of related actions, for which departments are responsible, that may need to be carried out following approval (see section D below).

Record Keeping

- 18 Records of all modifications to programmes should be kept by the Board of Studies or Graduate School Board. UTC will examine these records at periodic review: the records may also need to be made available to external auditors e.g. the QAA and PSRBs.

D: Post-approval

- 19 The department should ensure that relevant departmental information is updated in hard copy and on the web, including the written statement on assessment policies and practices and programme specifications where appropriate.
- 20 The department should ensure that any substantive changes affecting prospective students are notified in writing to those individuals.
- 21 The department should send the module template (<http://www.york.ac.uk/media/staffhome/learningandteaching/documents/programmedevelopment/module%20descriptor.docx>) for new/revised modules and return them to the Student Systems Development Team (sits-support@york.ac.uk) for relevant changes to be made on SITS (and, if applicable, for the compendium of elective modules to be updated).
- 22 The department should contact the Timetabling Team to resolve any timetabling issues (see note below).

- 23 The department should inform relevant Combined Executive Committees that the modification is proceeding.
- 24 The department should inform the providers of learning resources (e.g. the Library and IT Services) that the modification is proceeding.
- 25 The impact of the change to the programme should be monitored through the Annual Programme Review (<http://www.york.ac.uk/staff/teaching/monitoring-and-review/apr/>) and other departmental monitoring procedures (e.g. annual programme level survey).

Timetabling Implications

- 26 Modifications to programmes (particularly the introduction of new modules/revised modular structures and changes to combined programmes) for effect in the immediately subsequent academic year may have an impact upon timetabling and, in certain cases, it may be difficult to incorporate the changes without creating clashes. Departments are advised to contact the Timetabling and Room Bookings Office (<http://www.york.ac.uk/campusservices/timetabling/index.html>) if they have any concerns about the feasibility of a proposed modification from a timetabling perspective.
- 27 If a modification is to be fed into the annual timetabling process for the next academic year, the departmental timetabling representative will need to be informed early in the Spring Term in order to meet the submission deadline for the departmental timetabling bid to the Timetabling and Room Bookings Office for that year. Depending on their size and significance, modifications submitted after this window are likely to meet with timetable scheduling difficulties.
- 28 Changes to the published teaching timetable once the term has begun may be considered a variation of the contract with the student and should be carefully managed. If such changes are required, departmental timetabling representatives should, in the first instance, contact the Head of Campus Services (sue.johnson@york.ac.uk).

E: Defining Minor, Major and Exceptional Modifications

Minor modifications

- 29 The following changes to programmes are typically **minor modifications**:
 - the addition of new option modules for a *current* cohort of students, provided there is no linked withdrawal of programme options and the modules do not have special assessment rules (please note that all other modifications affecting current students are regarded as exceptional modifications)
 - the addition or withdrawal of individual option modules for a *future* cohort of students, where this does not affect the overall intended learning outcomes as defined in the programme specification, and does not lead to a reduction in optionality within the programme
 - changes within core or option modules (e.g. to reflect a different emphasis brought to the module by a new or different member of teaching staff), where these do not affect the overall intended learning outcomes as defined in the programme specification, although there might be some changes to module outcomes

- changes to the mode of delivery of a module or modules (for example, the replacement of lectures with seminars), where these do not affect the summary statement in the programme specification relating to the teaching and learning methods for that programme or the intended learning outcomes
- changes to the assessment for a module or modules, where this does not affect the summary statement in the programme specification relating to assessment for the programme, or the department's written statement of assessment policies and practices.

Major modifications

30 The following changes to programmes constitute **major modifications**:

- a change to the programme title, the nature of the award (e.g. changing an MA award to an MSc award) or the addition of other award routes as part of an existing programme where these have not already been approved (e.g. Postgraduate Diploma as an early exit route from a Masters programme)
- a change to the duration of the programme
- a change in the mode of delivery of the programme e.g. the introduction of a part-time route or a move from face-to-face tuition to distance learning
- collaboration with another institution or organisation and/or delivery of a programme, or part of a programme, overseas
- the addition, or substantive revision, of a work-based placement or study abroad element (please see also http://www.york.ac.uk/media/staffhome/learningandteaching/documents/programme_development/Placement%20Study%20Abroad%20Policy.pdf)
- substantive changes to the assessment rules (for example: changes to the weighting of different elements, changes to assessment methods e.g. the balance between open and closed assessments)
- the addition/withdrawal/modification of core or option modules that results in changes to the intended learning outcomes of the overall programme (as defined in the programme specification), and/or a reduction in the level of optionality within the programme
- the systematic re-structuring of a programme, or part thereof, for example as a result of a departmental review e.g. the re-definition of modules and changes to credit ratings
- the designation of modules as pass/fail, non-compensatable or non-reassessable.

Exceptional modifications

31 There are sometimes difficult cases that would benefit from, or require, consideration at University level, despite otherwise falling under the definition of a minor modification. Such modifications are defined as **exceptional modifications**.

32 The following changes to programmes constitute **exceptional modifications**:

- modifications to a programme of study that affect a *current* cohort of students (other than where the modification is simply the addition of option modules, with no associated withdrawal of modules or special assessment rules), including: (i) any variation in the assessment regime described in module documentation available to students at the time module choices were made (this includes modifications to the timing of assessment as well as its nature), (ii) modifications to the assessment regulations of a programme of study, and (iii) changes to the published teaching timetable once teaching has begun
- modifications to a programme of study that affect programmes offered by other departments where agreement has not been reached with those departments, in particular in the case of combined degrees
- modifications for which there are resource implications that cannot be met from within the department's budget (e.g. new modules where additional library purchases are required that cannot be met from the existing departmental library budget, introducing study of LFAs as optional modules in programmes)
- modifications which do not comply with the University's quality assurance framework (<http://www.york.ac.uk/staff/teaching/programme-development/programmes/programme-design/>), including the *Academic Framework* (undergraduate programmes commencing prior to 2010/11 and postgraduate programmes commencing prior to 2011/12) or the graduate, undergraduate and postgraduate frameworks for programme design (undergraduate programmes commencing 2010/11 onwards, postgraduate programmes commencing 2011/12 onwards and graduate programmes commencing 2012/13 onwards) and the *Guide to Assessment, Standards, Marking and Feedback*. NB departments should note that modifications which do not comply with the University's quality assurance framework will *only be approved in exceptional circumstances* (e.g. to ensure compliance with non-negotiable requirements of PSRBs)
- other unusual modifications that the Board of Studies (or Graduate School Board) may decide would benefit from input outside the department.

33 LFA provision offered as part of academic programmes of study

There are currently eight languages which can be taken as part of academic programmes of study: Arabic, Mandarin Chinese, French, German, Italian, Japanese, Russian and Spanish. Please take note of the credit level stage requirements in the framework for programme design (<http://www.york.ac.uk/staff/teaching/programme-development/programmes/programme-design/>).

Introducing LFA provision into an academic programme of study as a core or optional component (as opposed to an elective) has resource implications for the Department who need to cover the cost of the LFA teaching through adjustments being made to their departmental contribution. Modifications (<http://www.york.ac.uk/staff/teaching/programme-development/programmes/modify/>) to programmes which have resource implications need exceptional UTC approval, this is usually by Chairs action and if well justified will not require further supplementary evidence.

The following additional procedure should be followed for an exceptional modification which proposes to offer LFA provision as part of academic programmes of study:

- agree feasibility with the LFA Director (Margaret Ferguson), address the logistical and administrative issues (e.g. timetable, provision of information to students,

progression hurdles, degree weightings), and seek approval at the Board of Studies meeting

- consider and agree any resource implications with your Planning Officer.

If the modification is approved at the Board of Studies, the following additional procedures should be followed:

- provide QA departmental contact: <http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/quality-assurance/>), in Academic Support Office, with confirmation that LFA and Planning have been consulted

F: Modifications to Programme Specifications

34 Departments are responsible for editing their programme specifications on a regular (e.g. annual) basis to ensure that they are up to date, and to take account of modifications that have been approved by the Board of Studies/GSB/UTC. Departments are also responsible for maintaining an archive of their programme specifications and for ensuring that it is clear to which cohorts a particular programme specification applies to.

35 From 2011/12 programme specifications are made available to York users on University webpages. Departments are responsible for submitting programme specifications to the ASO during the August prior to the new academic year commencing.

36 Further information on programme specifications is available at: <http://www.york.ac.uk/staff/teaching/programme-development/programmes/programme-specifications/>

G Support available for departments in working through potential programme modifications

37 Support for departments in working through potential programme modifications is available from a variety of sources. Details of relevant offices and individuals, the nature of support available and contact details are provided below:

| Source of information | Nature of advice | Name and contact details |
|--|--|--|
| Academic Support Office | General advice on procedures relating to modifications to programmes; help in determining whether a modification is major/minor/exceptional; help in completing the <i>pro forma</i> | Department Teaching Quality contact: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/quality-assurance/ |
| Teaching Committee departmental contact | Advice on academic matters relating to programme modifications | Departmental contacts: http://www.york.ac.uk/about/organisation/governance/sub-committees/teaching-committee/contacts/). |
| Student Progress Office | Advice on assessment policy in relation to research, postgraduate and undergraduate programmes, and timetabling implications | Jen Winter ext. 4040, jen.winter@york.ac.uk |
| Student Systems Development | Advice on implications for the SITS Record System | Del Gee ext. 4655, del.gee@york.ac.uk |
| Library | Advice on implications for library resources | Relevant Academic Liaison Librarian Please see: |

| | | |
|--------------------------------------|--|--|
| | | http://www.york.ac.uk/library/aboutus/librарystaff/academicliaison/ |
| IT Services | Advice on implications for computing resources | David Surtees ext. 3803, david.surtees@york.ac.uk Departmental Computing Officers Please see: http://www.york.ac.uk/it-services/groups/dco/ |
| E-Learning Development | Advice on using the VLE | Richard Walker ext. 1138, richard.walker@york.ac.uk |
| Equality and Diversity Office | Advice on equal opportunities | Lois Gregory ext. 4696 lois.gregory@york.ac.uk |

**UNIVERSITY OF YORK
TEACHING COMMITTEE**

Modifications Pro Forma

This pro forma should be completed if you want to make a modification to an existing programme of study. Boxes will expand as you write.

The completed *pro forma* should be submitted to the Board of Studies (or Graduate School Board) with relevant supporting documentation. Once the modification has been considered and approved, a date of approval should be recorded on the *pro forma*. The completed *pro forma* should then be filed in the department for audit purposes.

For **minor modifications, approval by the Board of Studies (or Graduate School Board) marks the end of the approval process**, although there are a series of related actions, for which departments are responsible, that may need to be carried out following approval (these are detailed in the document *Approval of Modifications to Existing Taught Programmes of Study*).

For **major modifications**, the completed *pro forma* along with written comments from the external examiner(s) and other documentation as outlined in the *pro forma* should be forwarded by the Chair of the Board of Studies (or Graduate School Board), to the department's Quality Assurance team contact (<http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/quality-assurance/>) and also to the department's contact on UTC (<http://www.york.ac.uk/about/organisation/governance/sub-committees/teaching-committee/contacts/>). Where there are resource implications, Planning Committee approval may be needed and departments should consult their Planning Officer about this.

For **exceptional modifications**, the completed *pro forma* should be forwarded by the Chair of the Board of Studies (or Graduate School Board), to the department's Quality Assurance team contact (<http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/quality-assurance/>) and also to the department's contact on UTC (<http://www.york.ac.uk/about/organisation/governance/sub-committees/teaching-committee/contacts/>). The ASO will advise on what further supporting documentation may be required on a case-by-case basis (NB where there are resource implications, Planning Committee approval may be needed and departments should consult their Planning Officer about this).

To determine whether a modifications is 'major', 'minor' or 'exceptional' please refer to the flow chart and section E in the document *Procedures for the Approval of Modifications to Existing Programmes of Study*.

If you have any questions about the approval of modifications please contact your Quality Assurance team contact (<http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/quality-assurance/>).

1 Programmes affected by the modification

2 Summary of the proposed modification (please attach revised programme specification(s)/written statement on assessment policies and practices where appropriate)

3 Nature of the modification – minor, major or exceptional (see note above)

| | | |
|--|---------------------------------------|-----------------------------|
| 4 Proposed date for introduction of the modification <i>Please note that modifications to programmes should not usually be implemented for a current cohort of students. If a modification will affect a current cohort of students (other than where additional option modules are being made available with no linked withdrawal of modules), this constitutes an 'exceptional' modification and requires UTC approval. Modifications with timetabling implications need to be approved by the start of the Spring Term before the year of introduction, to be taken into account in the annual timetable.</i> | | |
| 5 Does the modification have implications for other departments? <i>If so, please list the relevant Boards of Studies/Combined Executive Committees affected and confirm that they have been formally consulted and have agreed to the proposed changes. Relevant email or paper-based correspondence should be kept for reference.</i> | | |
| 6 Does the modification require approval by a professional, statutory and regulatory body (PSRB)? <i>Relevant email or paper-based correspondence should be kept for reference.</i> | | |
| 5a | PSRB approval required? | Yes/No |
| 5b | Name of relevant PSRB | |
| 5c | PSRB approached | Yes/No Date of approach: |
| 5d | PSRB approval received: | Date: |
| 7 Does the proposed modification entail new or substantially revised modules? <i>If so, you will need to produce module descriptions following the University template:</i> http://www.york.ac.uk/staff/teaching/programme-development/modules/ | | |
| 6a | New or substantially revised modules? | Yes/ No |
| 6b | Module descriptions attached? | Yes/ No |
| 8 Does the modification entail the addition, or substantial revision, of a work-based placement or study abroad element? <i>Please refer to the University Policy Statement on Placement Learning</i> http://www.york.ac.uk/media/staffhome/learningandteaching/documents/programmedevelopment/Placement%20Study%20Abroad%20Policy.pdf | | |
| Yes/No Brief description: | | |
| Supporting documentation attached: Yes/No | | |

| | |
|--|-----------------------|
| 9 Are there any resource implications arising from the proposed modification? | |
| <i>Appropriate consultations within and beyond the department should take place regarding any resource implications identified, this should involve your departmental Planning Officer. Some areas for consideration are outlined below. Please consult your Academic Liaison Librarian regarding all new modules or significant changes to existing modules.</i> | |
| Staff resources identified | Yes/No/Not applicable |
| Library resources identified | Yes/No/Not applicable |
| Computing resources identified | Yes/No/Not applicable |
| Use of Virtual Learning Environment (VLE) | Yes/No/Not applicable |
| Laboratory/teaching space needs | Yes/No/Not applicable |
| Study/field trips | Yes/No/Not applicable |
| Relevant supporting documentation attached | Yes/No/Not applicable |
| 10 Equal opportunities | |
| <i>Does the modification have any implications for equal opportunities (e.g. disability, gender or race relations)?</i> | |
| Yes/No Further information: | |
| 11 Other University consultation | |
| <i>Has consideration been given to other parties within the University who need to be consulted? For example, Director of Registry Services (rosemary.royds@york.ac.uk) in Registry Services in relation to the structure of programmes Student Progress Office (jen.winter@york.ac.uk) in relation to assessment rules Head of Campus Services (sue.johnston@york.ac.uk) in relation to timetabling matters.</i> | |
| Yes/No Further information: | |
| 12 Date approved by the Board of Studies or Graduate School Board: | |
| | |
| 13 Comments from the external examiner(s) | |
| <i>In the case of major modifications and, if required, in the case of exceptional modifications, please attach comments from the relevant external examiner(s). You may also wish to consult with your external examiner(s) in the case of certain minor modifications, e.g. the introduction of new modules.</i> | |
| Comments provided/attached: Yes/No/Not applicable | |
| 14 Any other relevant information | |
| <i>Please provide/attach additional information as required.</i> | |
| | |

UNIVERSITY OF YORK

MODULE DESCRIPTOR FOR OBTAINING BOARD OF STUDIES
AND UNIVERSITY TEACHING COMMITTEE APPROVAL

The boxes will expand as you type.

| | |
|--|--------------------|
| Module title | |
| | |
| Credit value | |
| <p>The credit value indicates the notional student workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment). See the University Framework for Programme Design for permitted module sizes:</p> <ul style="list-style-type: none"> • undergraduate programmes. • taught postgraduate programmes. • graduate programmes | |
| | |
| Taught Postgraduate Programmes only | |
| <p>Is it an Independent Study Module (ISM)? (Yes / No)</p> <p>ISMs should comprise a minimum of 60 credits and a maximum of 100 credits. These credit values usually represent a single module but may represent the total credit value of more than one ISM.</p> <p>Note that ISMs cannot be compensated and there is no opportunity for reassessment. However, where a student is awarded a 'marginal fail' mark of between 40 and 49 they will have an opportunity to make minor amendments.</p> | |
| | |
| Module credit level | |
| <p>The credit level is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 3/HE level 0, Level 4 (C), Level 5 (I), Level 6 (H), Level 7 (M))</p> <p>See the University guidance on credit level descriptors for more information</p> | |
| | |
| Module coordinator and department(s) involved in delivery of the module | |
| <p>If the module is taught by more than one department, please indicate the approximate split of responsibilities. This will be used to attribute resource.</p> | |
| | |
| Indicative JACS subject code for the module | |
| <p>All modules are required to be JACS coded for the HESA return and should be coded at the most specific level available for the module subject under the JACS2 coding system [www.hesa.ac.uk/jacs2]. This decision should be based on the module content and is therefore an academic decision</p> <p>As the coding system is expected to change over time, the indicative JACS subject code is a starting point and is not formally approved by UTC. Changes in coding are overseen by the Planning Office.</p> | |
| | |
| Teaching cycle | |
| <p>Indicate in which term(s) the module is taught and whether it is taught annually or only in certain years</p> | |
| | |
| Pre-requisite modules/co-requisite modules/prohibited combinations | |
| | |
| Shared teaching (if known) | |
| <p>Indicate if some/all of the teaching is shared with any other modules.</p> | |
| | |
| Breakdown of the module workload (this may just be indicative, at this stage) | |
| <p>Indicate the division of the notional workload of the module (on the basis that 10 credits equals a notional workload of 100 hours) into lectures, practicals, seminars, assessment, directed reading, private study etc.</p> | |
| Activity | Total hours |
| Lectures | |
| Practicals | |
| Seminars | |
| Assessment | |

| | | | | |
|---|--|---------------------------------|--|---|
| Private Study | | | | |
| Others (please specify): | | | | |
| Module aims | | | | |
| <i>Broad statements of the nature and purpose of the module. Please refer both to subject content and to wider aims such as the development of academic and graduate skills and qualities.</i> | | | | |
| <ul style="list-style-type: none"> • | | | | |
| Module learning outcomes | | | | |
| <i>What a student should know, understand, or be able to do at the end of the module. Please refer both to subject content and to outcomes such as the development of academic and graduate skills and qualities.</i> | | | | |
| <i>Subject content</i> <ul style="list-style-type: none"> • <i>Academic and graduate skills</i> <ul style="list-style-type: none"> • <i>Other learning outcomes (if applicable)</i> <ul style="list-style-type: none"> • | | | | |
| Further information about the module content | | | | |
| <i>Optional</i> | | | | |
| Assessment | | | | |
| <i>This should include formative and summative assessment.</i> | | | | |
| <i>Assessment task: e.g. coursework, open exam, closed exam, project, presentation etc</i> | | | | |
| <i>Timing of the assessment: see the University Framework for Programme Design regarding common assessment periods for undergraduate programmes.</i> | | | | |
| Assessment task | Formative or Summative (F/S) | Timing of the assessment | Length of examination (where appropriate) | Contribution to the module mark (summative only) |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Special assessment rules (requires UTC approval) | | | | |
| <i>This should indicate if the module will be marked on a pass/fail basis (P/F) [note that by definition pass/fail modules cannot be compensated], if the module cannot be compensated (NC), if there is no reassessment opportunity for this module. It must be passed at the first attempt (NR). A short explanation should also be included for UTC, to explain why it should be permitted.</i> | | | | |
| Reassessment task(s) | | | | |
| <i>Note that reassessment task(s) may take a form different from the original assessment, but should not introduce a method of assessment with which students are unfamiliar. Reassessment should test the same learning outcomes. Undergraduate reassessments take place in the third week of August. Reassessment opportunities for taught postgraduate modules should take place whilst the programme is still running and, where possible, should take place before students have undertaken significant work on dissertations or projects. See the University Framework for Programme Design for more information on the timing of reassessments for taught postgraduate programmes.</i> | | | | |
| Reassessment task | Length of examination (where appropriate) | | Contribution to the module mark | |
| | | | | |
| | | | | |
| Feedback to students | | | | |
| <i>How and when students will receive feedback on assessments and reassessments. What is the 'turnaround time' between submission and students receiving feedback?</i> | | | | |
| Key texts (this may just be indicative, at this stage) | | | | |
| | | | | |
| Date on which the module descriptor was last updated | | | | |
| Date approved by Board(s) of Studies | | | | |