THE LONDON
INTERDISCIPLINARY
SCHOOL

Programme Design, Development, Monitoring and Evaluation Procedures

Overview

Rigorous and robust programme design, development, monitoring and evaluation policies and procedures are crucial in maintaining academic standards and supporting the continuous improvement of teaching and learning. They help to ensure that programmes are high quality, relevant, and market-attractive, and they ensure that programmes lead to credible and recognised positive outcomes for students. The UK Quality Code for Higher Education expects that institutions have in place formal procedures for programme approval, review and withdrawal.

The following Policies and Procedures are set out below:
- A. Programme Development Policy and Procedure;
- B. General Programme/Module Approval Policies and Procedures;
- C. Programme Approval Procedure (including Reapproval);
- D. Module Approval Procedure;
- E. Modifications to Programmes and Modules Procedure;
- F. Programme Withdrawal Procedure;
- G. Module Withdrawal Procedure;
- H. Programme Monitoring Policy and Procedure;
- I. Central, Summary Oversight of Programmes.

These Policies and Procedures have been developed in line with the UK Quality Code for Higher Education and the UK Quality Code Advice and Guidance on Course Design and Development.

Each of these Policies and Procedures involves the engagement of students individually and collectively, through feedback and representation on key governance bodies (such as the Programme/Module Review and Approval Panel and the Academic Council). The Student Engagement Framework sets out how the School engages students in decision-making and in the assurance and enhancement of the quality of their educational experience.
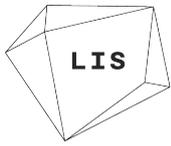
A. Programme Development Policy

Introduction

The School's Programme Development Policy is in place to ensure that the School's programme is of a high quality and an appropriate academic standard; that it aligns to the educational mission of the School; and that it can respond quickly to the evolving needs of students and employers, as well as to academic developments in the relevant fields of study.

Principles

Where a proposed programme or module is to be approved or reapproved, the proposal must be rigorously evaluated in line with the relevant School procedure.

Any programme or module that is approved or re-approved must meet the following academic criteria:

- It aligns with the School's Mission, Strategic Plan and Academic Plan;
- It is educationally robust, and will provide a learning opportunity which will give all students a fair and reasonable chance of achieving the academic standards required for successful completion of their degree;
- It is set at the standard appropriate to the level of the award, i.e., it aligns with the relevant Qualifications Frameworks (e.g., the Framework for Higher Education Qualifications), any sector subject benchmarks (e.g., any relevant Subject Benchmark Statements and/or standards set for comparable programmes in the sector), and is in keeping with the UK Quality Code for Higher Education and associated QAA Advice and Guidance;
- It is consistent with the School's associated General Academic Regulations;
- It can be properly resourced for the number of projected students;
- It does not duplicate or undermine existing and continuing provision at the School;
- Where it is a replacement, reasonable and appropriate safeguards are in place for registered students;
- It promotes confidence internally and externally in the standards and quality of award and non-award programmes at the School;
- It is developed with due regard for the Competition and Markets Authority guidance, UK Higher Education Providers—Advice on Consumer Protection Law;
- The impact on students with protected characteristics as set out in the Equality Act 2010 is fully considered, and as far as is reasonable, the programme/module design, delivery, content and assessment methods are inclusive;
- The views of students, external academic experts, and any other relevant stakeholders are considered and appropriately reflected.

A proposed programme must be well-structured in terms of student progression, and must have overall coherence and intellectual integrity.
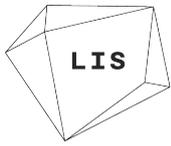
The business case for a programme must also be signed off by the Board of Directors for the programme to be approved by the Academic Council.

B. General Programme/Module Approval Policies

General policies

All programmes of study leading to an award must be approved by the Academic Council and the Board of Directors prior to their introduction. The Academic Council approves the academic quality and standards of the programme; the Board of Directors approves the programme from a financial point of view.

Programmes and modules must undergo a formal evaluation process prior to approval by the Academic Council as set out in the relevant School procedure (see below).

Programmes and modules will be approved by the Academic Council for a specified period up to a maximum of five years, at which point they will require reapproval. Where a module is approved for addition to a programme, the module approval will expire alongside its programme.

Procedures

All programmes and modules must be proposed, designed, documented and evaluated in line with the relevant School procedure.
The procedures are as follows:
- i.   Programme Approval/Reapproval Procedure;
- ii.   Module Approval Procedure;
- iii. Programme/Module Modification Procedures.

The above procedures must be conducted in such a manner that ensures that each approved programme, module and non-award programme meets the criteria set out in the School's Programme Development Policy (Section A above).

Each procedure will specify:
- The approval Panel, and links to its composition and terms of reference;
- The required documentation and evidence for submission to the approval panel;
- The responsibilities of the approval panel;
- The evaluation criteria;
- The range of recommendations available to the approval panel; and
- The process by which conditions affecting approval must be demonstrated to have been met before the programme is permitted to begin.

For new programmes, the business case for the programme must be signed off by the Board of Directors.
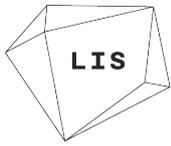
The Academic Council will reach a decision on the approval of a programme/module having taken into account the recommendations of the relevant approval panel. As is set out in the [Academic Council: Membership and Terms of Reference](), in these discussions, the Director of Teaching and Learning will cede the Chair of the Academic Council to an independent member who is not a member of a Programme/Module Approval Panel; the Director of Teaching and Learning will also cede his/her voting rights. These provisions are to ensure that the Director of Teaching and Learning is not "marking his/her own work".

Having reached a decision on the approval of a programme/module on its academic merits, the Academic Council will notify the Board of Directors on its conclusions.

Suspension or Withdrawal of Approval

The Academic Council may decide, and accordingly advise the Board of Directors, that the academic approval of a programme of study or module should be suspended or withdrawn where there is evidence that it:

- No longer satisfies the minimum acceptable academic standards; or,
- Has not been reapproved within the time limit specified in the Academic Council's approval; or,
- Has breached the parameters agreed by the Academic Council for delivery of the programme/module, leading to significant detriment to the student experience or major harm to the School's reputation; or,
- Has ceased to provide students with a fair and reasonable chance of achieving the standard required for successfully completing the programme.

In the event of a programme approval being suspended for more than one calendar year, the approval of the programme shall be withdrawn.

Before making a decision on whether to suspend or withdraw academic approval of a programme or module, the Academic Council will consider the advice of relevant parties such as the programme or module leader and relevant external academic experts. The Academic Council must also be satisfied that that the standards of the awards directly affected by suspension or withdrawal and the interests and rights of the students registered on the programme, will be reasonably safeguarded. When the Academic Council is making a decision on whether to suspend or withdraw academic approval of a programme or module, the Director of Teaching and Learning must cede the Chair of the Academic Council to an independent member of the Council.
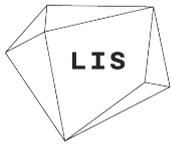
C. Programme Approval Procedure (including Reapproval)

Purpose of Procedure

This document describes the School's procedure for the development and approval of new programmes. This procedure applies to the development of all new taught programmes.

The purpose of having a formal procedure for the development and approval of programmes is to ensure new and reapproved programmes reflect and support the School's academic mission, provide a high-quality academic experience for students and maintain appropriate academic standards. The procedure, therefore, requires that the development and approval process:

- ensures that threshold standards of approved programmes meet the threshold standards described in the UK Framework for Higher Education Qualifications;
- ensures that standards above the threshold are reliable over time and reasonably comparable to those set and achieved by other UK degree awarding bodies;
- takes appropriate account of external points of reference and external and independent points of expertise, including students;
- makes use of appropriate external and independent expertise in setting standards;
- ensures that approved programmes will provide a high-quality academic experience to all students from all backgrounds;
- is communicated effectively to key stakeholders;
- clearly assigns responsibilities for approving new programmes;
- monitors subsequent follow-up actions (such as of conditions of approval).

Overview of Procedure

A new programme must be formally approved before it can register students.

There are five stages in the formal Programme Approval Procedure:

1. Preliminary Review by the Chief Executive
2. Board of Directors Approval of Business Case
3. Proposal Development
4. Approval by Programme/Module Review and Approval Panel
5. Approval by Academic Council

This formal procedure may be preceded by informal review of a developing programme by the Chief Executive and Board of Directors, as well as initial external academic input and challenge through interviews, reviews, reports, and working groups with external academics, as well as initial scoping through focus groups and interviews with relevant stakeholders (e.g., students, employers).
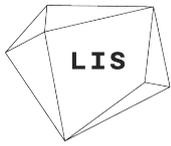
Stage 1: Preliminary Review by the Chief Executive

Proposals relating to the approval or reapproval of a programme are made by the Director of Teaching and Learning. S/he will first meet with the Chief Executive to set out details of the programme including learning outcomes and delivery, and whether the programme overlaps with, replaces or continues existing educational provision.

The Chief Executive will consider the proposal and determine the extent to which it aligns with the School's Mission, Strategic Plan and Academic Plan, and whether it is financially viable. Where the Chief Executive is satisfied that there is a case for further developing the proposal, the Director of Teaching and Learning will establish a Programme Development Team (PDT), led and staffed by relevant School faculty members. The PDT will be responsible for completing the required programme approval documentation. Where the Chief Executive does not agree that there is a case for further developing the proposal, s/he will reject it.

Stage 2: Board of Directors' Approval of the Business Case

At an early stage in the development of the proposal, the Director of Teaching and Learning will present the business case to the Board of Directors for approval. The business case is the justification for the proposed new programme on the basis of its expected commercial benefit to the School. As such, the business case must set out the rationale for the programme, the target market, the viability of the market, envisaged student numbers, the delivery mechanisms of the programme, and the resources required to support it. The Board of Directors will:

- Approve the business case for the proposal development to proceed; or
- Refer the business case back to the Director of Teaching and Learning for further development prior to approval; or
- Reject the proposal.

Stage 3: Proposal Development

The Director of Teaching and Learning is responsible for monitoring the development of the proposal, assessing its viability and ensuring that the business case and any attendant risks receive continuing attention. The PDT must draw on research, available evidence, and the input of internal and external subject and resource experts, and the views of other relevant stakeholders, such as alumni, students and employers. It must ensure that it develops the programme in alignment with sector standards and benchmarks (including relevant Subject Benchmark Statements and standards set for comparator programmes in the sector, and quality frameworks, such as the Frameworks for Higher Education Qualifications.
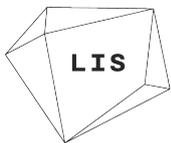
The PDT must develop the following documents for submission to the Programme/Module Review and Approval Panel:

- **Programme Specification** including:
    - Name, credit, Level and volume of study, including exit awards;
    - Structure of Programme;
    - Module, Level, and Programme intended learning outcomes aligned to an assessment strategy and in accordance with Level and credit value;
    - Student support;
    - Criteria for admission;
    - Map of programme learning outcomes to module components;
    - See Annex A for a template.
- **Learning outcomes matrix,** which:
    - Maps the programme learning outcomes for each Level against the FHEQ
    - Maps the module learning outcomes against the programme learning outcomes
    - Describes the threshold descriptors of each programme learning outcome for each Level of the programme; these threshold descriptors are aligned with QAA's [Annex D: Outcome classification descriptions for FHEQ Level 6 degrees](#)
- **Module Forms of component modules, including**:
    - Factual information (title, tutor, type, Level, credit value, mode of delivery, notional learning hours);
    - Rationale and aims;
    - Learning outcomes;
    - Indicative content;
    - Assessment Strategy and Methods;
    - Teaching staff and key reading list;
    - See Annex B for a template.
- **Governing Academic, Assessment and Classification Frameworks**
- **Any other relevant information** (e.g., learning resource plans, samples of rubrics and assessment information)

Prior to the meeting of the Programme/Module Review and Approval Panel, one or more **External Scrutineers** shall review the programme and constituent modules in detail. External Scrutineers are appropriate external experts who have been approved by the Director of Teaching and Learning. They are tasked with reviewing the programme and/or constituent modules in detail to assess the quality and standards of the programme/modules in line with sector benchmarks such as other relevant programmes and [Frameworks for Higher Education Qualifications](#). Annex C sets out the role of the External Scrutineer in greater detail. The External Scrutineer(s) shall either send a written report to Registrar ahead of the Panel meeting (which will then be shared with the Panel at least five working days before the meeting) and/or will attend the Panel meeting to provide an oral report on their findings, which shall be minuted.
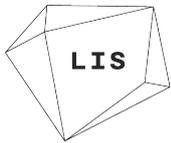
Where the PDT is seeking programme re-approval, it must also prepare the following documents for submission to the Programme/Module Review and Approval Panel:

- Narrative description of the development of the programme;
- Record of amendments made to the programme since the previous approval;
- A critical review of the programme, including student and external examiner feedback;
- The Annual Programme Monitoring Reports for the previous two years.

The Director of Teaching and Learning shall consider the extent to which:

- The Programme Specification and Module Forms meet the School's requirements and are consistent with the School's General Academic Regulations;
- The standards and quality of the programme are appropriate to the level of qualification, in line with external benchmarks (relevant subject benchmarks, including Subject Benchmark Statements and the standards set for comparator programmes in the sector, and Quality Frameworks, such as the Framework for Higher Education Qualifications);
- The programme design has taken into account the Strategic Plan and the Student Support Framework;
- The programme is viable in terms of market demand and likely numbers of students, and whether the design of the programme will minimise revenue cannibalisation and maximise revenue;
- The resources required to deliver the programme are reasonable, available and accessible;
- The proposal addresses any staff development needs arising from the programme design, including steps to address these;
- The place of the programme in the School's portfolio.

The review of the programme approval materials by the Director of Teaching and Learning is iterative, and continues until the Director of Teaching and Learning determines that the proposal is sufficiently robust to be submitted to the Programme/Module Review and Approval Panel.

Stage 4: Approval by Programme/Module Review and Approval Panel

On the recommendation of the Director of Teaching and Learning, the Academic Council will establish a Programme/Module Review and Approval Panel to consider the proposal.

The Programme/Module Review and Approval Panel: Membership and Terms of Reference sets out the Membership and Terms of Reference of the Programme/Module Review and Approval Panel. As part of the School's commitment to consulting external academic experts (see the
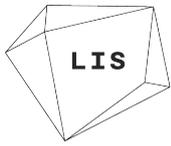
[External Academic Expertise Framework](#)), this Panel includes an External Advisor as well as an External Scrutineer (where the Scrutineer attends the Panel to give an oral report). The role of the External Advisor in relation to this Programme Approval Procedure is set out in Annex D.

The relevant submissions for the Panel specified in Stage 3 of the procedure must be provided to the Chair of the Panel at least five working days in advance of the Panel meeting.

As part of its deliberations, the Panel will meet with the PDT and the Director of Teaching and Learning. Where the Panel is considering a programme for reapproval, the Panel will also meet with current students of the programme.

The Panel is responsible for making a recommendation on whether or not a proposal should proceed.

In determining its recommendation, the Panel will answer the following questions:

i. Is the Panel satisfied that the proposed programmes at Level 4 (Cert Ed), Level 5 (Dip Ed), Level 6 (BA Honours and Ordinary) correspond with the FHEQ?
ii. Is Panel satisfied that the programmes (above) align with the LIS Academic Framework and regulations?
iii. Is the Panel satisfied that the assessment strategy and process is robust and applicable?
iv. Is the threshold standard of the Programme (BASc) comparable with programmes in the sector?
v. Is the Panel satisfied that the programme is coherent e.g. that there are clear routes for students taking optional modules?
vi. Is the Panel satisfied that the proposed teaching staff are appropriately qualified?
vii. Is the Panel satisfied that the proposed learning resources are fit for the proposed programme?
viii. Is the Panel satisfied that the Programme displays LIS's commitment to equity and does not present unnecessary barriers to students with Specific Learning Differences?
ix. Are there any modules of serious concern (e.g. where module learning outcomes are not aligned with the Programme Level outcomes)?

Where the proposal is for programme reapproval, the Panel will also consider

- Evidence of the academic standards of the programme and component modules, and their consistency with sector standards (e.g., as set out in the FHEQ, Subject Benchmark Standards, or other relevant sector standards);
- Any modifications in the design and/or delivery of the programme in response to student and external examiner feedback, as well as any recommendations from the Annual Programme Monitoring Reviews;
- Steps taken to maintain the currency and validity of the programme.

The Panel will make a recommendation to the Academic Council; this will be either:
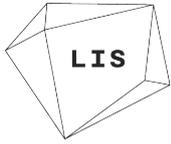
- *Approval*; or
- *Approval for a Specified Period* (i.e., for a shorter period than the standard 5 years); or
- *Conditional Approval*, depending on the fulfilment of requirements to the satisfaction of the Panel by a specified date; or
- *Referral for Further Development* by the PDT and Director of Teaching and Learning by a specified date, after which the proposal can be resubmitted to the Panel; or
- *Non-Approval*, where the Panel has significant reservations about whether the programme complies with the stated criteria for programme approval.

Where the Panel approves the programme, or is satisfied that the programme has met the conditions of conditional approval, it will make its recommendations and report to the Academic Council.

Stage 5: Approval by Academic Council

The Academic Council will consider the recommendations of the Programme/Module Review and Approval Panel. As is set out in the [Academic Council Membership and Terms of Reference,](#) in this discussion, the Director of Teaching and Learning shall cede the Chair of the Council, wherever possible to the independent member that did not chair the PMRAP, and where this is not possible, to the other independent member; the Director of Teaching and Learning shall also cede his/her voting rights. This is to ensure that the Director of Teaching and Learning is not "marking his/her own work".

The Academic Council will either accept the Panel's recommendation, or reject it, or ask that it be reconsidered along certain aspects. Once the Academic Council has made a decision, it will make report this decision to the Board of Directors.

Definitive programme documentation

Once approved via this Procedure, the Programme Specification and its Module Forms will form the definitive documentation for the Programme. It will be lodged with the Registrar and made available to students via the Learning Management System. All related documentation, such as prospectuses, Student Handbooks, the School website and other marketing information must be derived and updated in line with this definitive documentation and it must adhere to the legal requirements relating to the provision of information.
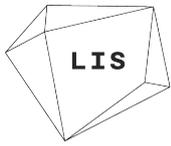
C. Module Approval Procedure

Introduction

Each new module must be formally approved before it can be included within a programme and offered to students.

Usually, new modules will be developed as part of a programme, and they will therefore be considered for approval under the Programme Approval Procedure (Section C above).

Where a module is developed separately from the programme in which it will be included, it must be approved using this Module Approval Procedure.

There are four stages in the Module Approval Procedure:

1. Preliminary Review by the Director of Teaching and Learning;
2. Proposal Development;
3. Approval by the Programme/Module Review and Approval Panel;
4. Approval by the Academic Council.

Stage 1: Preliminary Review by the Director of Teaching and Learning

The proposer of the module will first meet with the Director of Teaching and Learning, outlining the reasons for the development of the module, the module's learning outcomes and delivery, and whether it overlaps with, replaces or continues existing provision.

Where the Director of Teaching and Learning agrees that there is a case for pursuing the proposal, s/he will authorise it for internal marketing to current students. If the student demand for the module is at a sufficient level, the Director of Teaching and Learning will authorise the design and development of the module proposal, assigning resources as appropriate. Where the Director of Teaching and Learning does not consider that there is a case for pursuing the proposal, s/he will either reject or refer it back to the proposer for further development.

The Director of Teaching and Learning will inform the Academic Council of any proposals and related decisions.

Stage 2: Proposal Development

The Director of Teaching and Learning will supervise the development of the module proposal, giving due consideration to the development of its business case and the identification and mitigation of any risks. The proposer of the module must, in developing their proposal, draw on research, available evidence, and the input of internal and external academic experts, as well as consult with relevant stakeholders (alumni, students, employers).
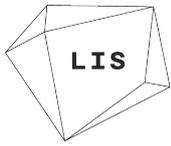
When the Director of Teaching and Learning determines that the proposal is sufficiently detailed and robust, s/he will recommend the establishment of a Programme/Module Review and Approval Panel.

The Proposer must research and draft the module proposal, which will include:

- The Module Form, providing the background to and rationale for the module, as well as the content, structure, delivery, and assessment (see Annex B)
- The relevant Programme Specification for the programme in which the module will be offered
- The mapping of the Module Learning outcomes to the Programme Learning Outcomes, which must be aligned to the FHEQ
- A written report from an External Scrutineer of standing in the relevant subject whose appointment has been approved by the Director of Teaching and Learning (see Annex C)

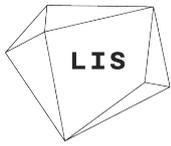### Stage 3: Programme/Module Approval by Module Review and Approval Panel

On the recommendation of the Director of Teaching and Learning, the Academic Council will establish a Programme/Module Review and Approval Panel to consider the proposal.

Copies of papers for the Panel must be provided to the Chair of the Panel five working days in advance of the Panel meeting.

The Panel will meet with the Module proposer, any team members who have supported the development of the module, and the Director of Teaching and Learning.

In determining its recommendation on the proposal, the Panel answer the following question:

i. Is the Panel satisfied that the proposed module corresponds with the appropriate Level of the FHEQ?
ii. Is the Panel satisfied that the module aligns with the LIS Academic Framework and Academic Regulations?
iii. Is the Panel satisfied that the assessment strategy and process is robust and applicable?
iv. Is the threshold standard of the Module comparable with modules in the sector?
v. Is the Panel satisfied that the proposed teaching staff are appropriately qualified?
vi. Is the Panel satisfied that the proposed learning resources are fit for the proposed module?
vii. Is the Panel satisfied that the Module displays the School's to equity and does not present unnecessary barriers to students with Specific Learning Differences?
viii. Does the Module align with the approved Programme Level outcomes?
ix. Does the Module cohere with the overall programme?

Where the proposed Module is intended to replace an existing module, the Programme/Module Review and Approval Panel will also consider:

- The case for withdrawing the module to be replaced, including consideration of the safeguards for registered students;
- Evidence on the standards of the module to be replaced;
- Any modifications in the design and/or delivery of the existing module in response to student and external examiner feedback, as well as any recommendations from the Annual Programme Monitoring Reviews;
- Steps taken to maintain the currency and validity of the module.

Following its consideration of the proposal, the Programme /Module Review and Approval Panel will make a recommendation to the Academic Council, which will be one of the following:

- **Approval;** or
- **Approval for a Specified Period (**I.e., for a shorter period than the remaining approval of the programme of which the module is a part); or
- **Conditional Approval,** depending on the fulfilment of requirements to the satisfaction of the Panel by a specified date; or
- **Referral for Further Development** by the module proposer and team and Director of Teaching and Learning by a specified date, after which the proposal can be resubmitted to the Panel; or
- **Non-Approval,** where the Panel has important reservations about whether the module complies with the stated criteria for module approval.

Where the Panel approves the programme, or is satisfied that the programme has satisfied the conditions of conditional approval, it will make its recommendations and report to the Academic Council.

Stage 4: Approval by the Academic Council

The Academic Council will either accept the Panel's recommendation, or reject it, or ask that it be reconsidered along certain aspects. In this discussion, the Director of Teaching and Learning shall cede the Chair to the independent member of the Council who is not the chair of the PMRAP; the Director of Teaching and Learning will also cede his/her voting rights.

The Academic Council's decision will be reported to the Board of Directors.
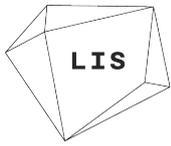
E. Modifications to Programmes and Modules Procedures

Introduction

This procedure applies to modifications to programmes and modules that have been approved by the School. Modifications may be major or minor.

The objective of this procedure is to encourage the School's academic staff to continuously evolve and develop the School's programme and modules, as well as to ensure that any changes are duly approved and appropriately introduced. This procedure seeks to strike a balance between ensuring that the School's programme is continuously updated, whilst ensuring that the School honours its contractual agreement with its students, and protects student expectations. This procedure therefore takes a light-touch approach to minor programme and module modifications, with greater oversight and control of major modifications.

Minor Modifications Requiring No Formal Approval

Where a modification to a programme or module does not change the programme/module specification, does not conflict with a relevant prospective entry, and does not affect other programmes/modules, the modification is considered to be minor and requiring no formal approval. Such modifications to a programme can be undertaken at the discretion of the Director of Teaching and Learning; such modifications to a module can be made at the discretion of the module leader (who must inform the Director of Teaching and Learning of the change(s)).

Minor Modifications Requiring Formal Approval

Minor modifications may carry implications for other modules, and may require changes to module and programme specifications, provided they do not constitute major modifications as described in the section below.

The Director of Teaching and Learning must evaluate the impact of the proposed modification on the programme/module, giving consideration to the change in the context of any previous changes (to establish the cumulative effect of changes). The Director of Teaching and Learning will then formally approve or reject any changes. Any adjustment of programme or module assessment must be considered in terms of the impact on registered students, and must be approved by the relevant Board(s) of Examiners.

The Director of Teaching and Learning must formally report to the Academic Council any change to a module or programme specification, and state how the change was agreed and approved.

The Academic Council must review the report, and either approve the minor modification or determine that the change requires further evaluation and under the procedure for major
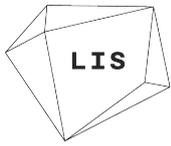
modifications. In this discussion, the Director of Teaching and Learning will cede the Chair to the independent member; the Director of Teaching and Learning will also cede his/her voting rights.

The changes will made to the formal Programme Specification and Module Forms and the changes logged by the Registrar.

Major Modifications Requiring Formal Approval

Major modifications include:

- Changes with major effects on registered students;
- Changes with major effects on other programmes;
- Changes affecting a prospectus applying to current students;
- Changes with implications for the School's regulatory framework by proposing alterations to the Programme Specification relating to:

  - The title of the award;
  - The programme aims or intended learning outcomes;
  - The mandatory admission requirements;
  - The programme structure including core and elective modules and progression requirements;
  - The programme assessment strategy and structure of boards of examiners;
  - The programme regulations.

Where a major modification is proposed, the Director of Teaching and Learning will consult with the Teaching and Learning team, the relevant External Examiner, and the Registrar (on the scope and impact of the change in relation to the School's regulations and overall programme). The Registrar shall advise on whether, given the cumulative effect of previous changes, the proposed modification should be considered a major modification. Where the Teaching and Learning Director determines, following this consultation, that the proposal should be treated as a change with major effects, s/he will refer the changes for approval by the Programme/Module Review and Approval Panel under the Module Approval Procedure.

Where the modifications proposed are so extensive that the definitive programme document, and particularly the Programme Specification, require far-reaching revision, there must be a full programme validation and approval.
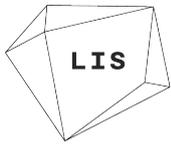
Timing and Notification of Changes

Modifications to modules and programmes will normally be initiated following the annual programme monitoring process.

The Director of Teaching and Learning, in consultation with the Registrar, must determine when changes to modules and programmes can appropriately come into effect. This will depend on the impact of the changes on registered students, and the extent to which they vary from the description of the programme provided to registered students at the time of their admission to the School.

Where there are changes to a programme which differ from the description of the programme provided to registered students on their admission to the School, these students will be informed of the changes and their express consent to the changes must be sought. Where modifications are expected to significantly impact students, the School's published Student Protection Plan must be followed. Changes made to programme regulations affecting progression and assessment must only be introduced after consultation with the affected students. The outcome of the consultation must be confirmed in writing on the Learning Management System.
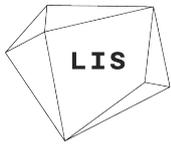
F. Procedure for Programme Withdrawal

Introduction

Any withdrawal of a programme must be approved by the Academic Council and Board of Directors.

There are three stages in the Programme Withdrawal Procedure:

1. Preliminary Review by the Chief Executive;
2. Review by the Academic Council;
3. Approval by the Board of Directors.

Programme Viability

The following factors, either individually or in combination, will trigger consideration of whether a programme should be withdrawn:

- The programme has either not been run, or has been suspended, for two academic years;
- The student entry cohort is 20 students or fewer;
- The progression rate from term-to-term is 50% or less.

Where any one of these factors arises, the Director of Teaching and Learning must notify the Chief Executive, with an evaluation of the extent to which the purposes, value and viability of the programme are at risk. The evaluation should include a statement from the relevant external examiner(s) and be supported by or contain recommendations from the Director of Admissions and Student Support and the Registrar. The Director of Teaching and Learning should include an impact assessment of programme withdrawal, including effects on current students, as well as plans for safeguarding the awards of students affected, and how these align with the School's published Student Protection Plan.

Stage 1: Preliminary Review by the Chief Executive

The Chief Executive will consider the assessment submitted by the Director of Teaching and Learning. Where s/he finds that there is a case for withdrawing the programme, s/he will give approval for the submission of a withdrawal proposal to the Academic Council.

The Chief Executive will report all cases and decisions to the Academic Council at the earliest opportunity.
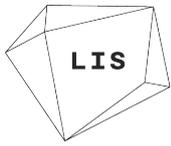
Stage 2: Review by the Academic Council

The Director of Teaching and Learning will submit an application for programme withdrawal to the Academic Council for consideration, including a Programme Withdrawal Form (see Annex E) and a report on the current and past 5 years' student enrolment on the Programme. In this discussion, the Director of Teaching and Learning will cede the Chair of the Academic Council to the independent member of the Council; the Director of Teaching and Learning will also cede voting rights on the matter.

In determining whether to withdraw a programme, the Academic Council will evaluate:

- Whether the Programme Withdrawal Form presents sound reasons for the withdrawal of the programme, supported by sufficient evidence;
- Whether the standards and quality of the School's provision are compromised by the withdrawal of the programme;
- The place of the programme in the School's portfolio;
- Whether the proposal upholds the School's contractual obligations to students, and protects the expectations of students;
- The extent to which withdrawal impacts associated areas of provision.

The Academic Council will either:

- **Approve the programme for withdrawal;** or
- **Approve programme withdrawal for a Specified Period,**
  i.e., programme suspension for a specified period, after which continued withdrawal would depend on further approval; or
- **Approve programme withdrawal subject to conditions,** where the programme is withdrawn or suspended depending on the fulfilment of specified requirements to the satisfaction of the Academic Council by a particular date; or
- **Reject the proposal,** where the Academic Council has significant reservations about whether the proposal complies with the stated criteria for programme withdrawal.

The Academic Council will reach a decision and make a recommendation to the Board of Directors.

Stage 3: Approval by the Board of Directors

The Board of Directors will consider the recommendation of the Academic Council and will make a decision on the proposed withdrawal of the programme. This decision will be reported to the Academic Council.
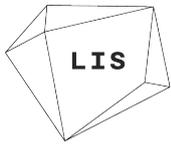
G. Module Withdrawal Procedure

Introduction

Any proposed withdrawal of a module must be approved before it can be removed from a programme or prospectus.

Normally, modules will be withdrawn as an outcome of a Programme Approval/Reapproval or following the introduction of a new module, and they will therefore be approved as part of the Programme Approval Procedure or the Module Approval Procedure.

Where a module is withdrawn and not replaced by a new module or programme, it must be approved in line with the following procedure:

1. Preliminary Review by the Director of Teaching and Learning;
2. Approval by the Academic Council.

Stage 1: Preliminary Review by the Director of Teaching and Learning

The proposer must submit an application for module withdrawal to the Director of Teaching and Learning, including a Module Withdrawal Form and a report on the current and past 5 years' student enrolment on the module. The Module Withdrawal Form must include a statement from the relevant external examiner.
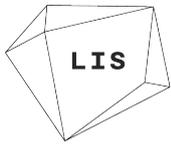
The Director of Teaching and Learning will consider the application, evaluating the extent to which the module withdrawal is financially viable, and fits with the Mission, Strategic Plan and Academic Plan of the School, and assessing the risks of withdrawal and actions to mitigate these risks.

Where the Director of Teaching and Learning is satisfied that there is a case for pursuing the proposal, s/he will authorise its submission to the Academic Council.

Where the Director of Teaching and Learning is not satisfied that there is a case for pursuing the proposal, s/he will either reject the proposal or refer it back to the proposer for further consideration.

Stage 2: Approval by the Academic Council

The Academic Council will consider the module withdrawal form together with the recommendations of the Director of Teaching and Learning. In this discussion, the Director of Teaching and Learning will cede the Chair of the Academic Council to the independent

member of the Council; the Director of Teaching and Learning will also cede voting rights on the matter. The Academic Council will evaluate:

- Whether the Module Withdrawal Form presents sound reasons for the module withdrawal, supported by sufficient evidence;
- Whether the standards and quality of the programme are adversely affected by the withdrawal of the module;
- The place of the module in the relevant programme;
- Whether the withdrawal of the module compromises students' fair and reasonable chance of achieving the academic standards required for successful completion of the relevant programme;
- Whether the proposal satisfies the School's contractual obligations to students, protects students' expectations, and is consistent with the School's published Student Protection Plan;
- Whether the module withdrawal will impact associated areas of provision, and how the proposal intends to manage this.

The Academic Council will either:

a. **Approve** the recommendation of the Director of Teaching and Learning; or,
b. **Approve** the recommendation of the Director of Teaching and Learning but **with conditions**;
c. **Reject** the recommendation.

The Academic Council will report its decision to the Board of Directors.
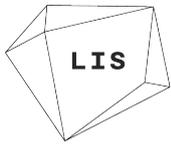
H. Programme Monitoring Policy and Procedure

Overview

Annual Programme Review is the cornerstone of the quality assurance process. It gives the School the opportunity to reflect upon the teaching and operation of its programme(s), identify good practice which can be extended, and identify any issues requiring resolution. Regular monitoring and evaluation of programmes is used to drive the improvement and enhancement of the student academic experience.

Aims

The purpose of the Annual Programme Monitoring Procedure is to maintain and enhance the quality and standards of the School's programme(s), specifically:

- To review the appropriateness and effectiveness of the learning outcomes, teaching methods and assessment strategies of the programme and consider the planning of any consequent changes to modules and/or programmes;
- To ensure that academic standards remain in line with sector benchmarks;
- To ensure that any problems arising in a particular programme are report and steps taken to resolve them;
- The monitor and evaluate how student and staff feedback has been considered and actioned;
- To consider any relevant external comments on the wider aspects of the programme, including those of External Examiners and regulators;
- To identify any trends in student recruitment, progression and achievement, particularly with respect to identifying where more can be done to support certain groups of students in succeeding on the programme(s);
- To report on any teaching and learning enhancements which might be rolled out across the programme(s).

Principles

All programmes must be monitored annually in line with the Programme Monitoring Policy and Procedure.

The Director of Teaching and Learning is responsible for drafting an Annual Programme Monitoring Report for each programme at the School, for review by the Academic Council.

Annual Programme Monitoring Reports must draw upon as wide a contribution as possible from staff. All staff must be given at least one week to consider and comment on an Annual Programme Monitoring Report before it is submitted to the Academic Council.

Approved Annual Programme Monitoring Reports must be made available to all members of staff.
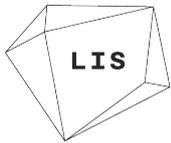
Annual Programme Monitoring Reports
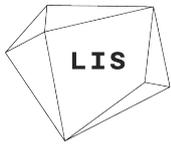
Annual Programme Monitoring Reports are important in upholding the maintenance of academic standards and in ensuring the continuous improvement of academic quality. They have a development focus and provide a management and reference tool for academic staff.

An Annual Programme Monitoring Report must be filled out in line with the Annual Programme Monitoring Review Form (Annex G) and must include:

- Executive summary of the previous academic year;
- Action plan for the next academic year, including success measures, timescale and responsibility;
- Report on actions taken following previous year's Annual Programme Monitoring Report;
- Critical assessment of the currency and validity of programme and module specifications;
- Evidence-based evaluation of whether the programme meets its stated academic standards, including consistency with the FHEQ, UK Quality Code for Higher Education, any relevant Subject Benchmark Statements or comparator programmes in the sector, and the School's General Academic Regulations;
- Assessment of the degree to which the programme and its constituent modules provide students with a fair and reasonable chance of achieving the academic standards required for successful completion;
- Detailed analysis of staff and student feedback, how these were addressed and reported back;
- Review of the admissions policy and admissions performance;
- Evaluation of student recruitment, progression, retention and achievement for the relevant year and compared with previous years, assessed against the School's Access and Participation targets;
- Account of any significant changes to the resource base for the programme and how these have been managed;
- Analysis of external examiner feedback and description of responses to any issues raised, with external examiner reports attached in an appendix;
- Reports from external agencies such as the QAA and responses to any issues raised;
- Evidence-based commentary on the employability of graduates;
- Outline of how the programme addresses equality, diversity and inclusion within the curriculum;
- Identification of good practice in the programme and how this could be extended, and any other development and enhancement opportunities

The Academic Council will establish a timetable for submission dates for Annual Programme Monitoring Reports.

Approval by the Academic Council

Once the Director of Teaching and Learning is satisfied with the Annual Programme Monitoring Report, s/he will submit it to the Academic Council. The Academic Council will either approve the report for release, or it will refer it back to the Director of Teaching and Learning for amendment or review. In this discussion, the Director of Teaching and Learning will cede the Chair of the Academic Council an independent, external member, and will cede voting rights on the matter.

The Academic Council will also review the operation and effectiveness of the Annual Programme Monitoring Procedure on an annual basis.
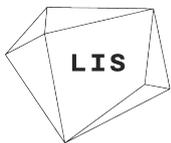
## I. Central, Summary Oversight of Programmes

A summary of quality processes for assuring academic quality and standards is set out in the School's Quality Framework.

As set out in Audit, Finance and Remuneration Functions, internal audit across all School academic activities takes place through an annual programme of reviews and a five-yearly Rolling Internal Audit Programme, coordinated by the Registrar and overseen by the Audit and Compliance Committee. The Audit and Compliance Committee will also oversee an annul review of the Academic Council's governance effectiveness and report any recommendations for improvements to the Academic Council (Audit, Finance and Remuneration Functions).

Academic Quality and Standards—Annual Reviews

As set out in its Membership and Terms of Reference, the Academic Council conducts annual academic quality and standards reviews through the following cycle of Annual Reviews:

- The Annual Programme Monitoring Procedure (Section H above);
- Review of a summary report on the outcomes and action plans from annual programme monitoring;
- Annual assessment of effectiveness of the Annual Programme Monitoring Procedure;
- Review of annual report submitted by the Director of Teaching and Learning on the character of the academic community of the School, judged against the criteria set out in the OfS Regulatory Framework, including plans for staff development and enhancement;
- Review of annual report submitted by the Director of Teaching and Learning on the scholarship and pedagogic effectiveness of learning staff;
- Review of a summary report on the findings and action plans from external examiners;
- Review of a summary report, submitted by the Director of Marketing and Recruitment, on student recruitment;
- Review of a summary report, submitted by the Director of Admissions and Student Support, on School admissions;
- Review of a summary report, submitted by the Director of Admissions and Student Support, the Head of Digital and the Director of Teaching and Learning, on the operation and monitoring of student services;
- Review of a summary report, submitted by the Learning Resources and Property Working Group, on student facilities and resources;
- Review of a summary report submitted by the Registrar on student complaints and appeals, including applicant complaints and appeals;
- Review of major academic policies and regulations and their effectiveness, as set out in the academic regulations, policies and procedures.
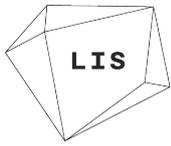
These annual review reports must be compiled in line with the guidance set out in the School's Quality Framework.
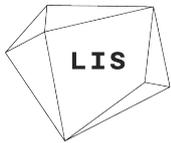
The Academic Council reports to the Board of Directors on the outcome of these annual reviews with a summary of the monitoring, maintenance and protection of academic standards; the quality of the student experience; the adequacy of the provision for the general welfare of students; and the School's compliance with the School's conditions of registration with the Office for Students.

Academic Quality and Standards—Termly Reviews

The Academic Council conducts termly reviews of student retention, attainment and progression statistics (provided by the Equality, Diversity and Inclusion Committee), as well as termly student feedback on modules (provided by faculty) and student support (provided by the Student Support Department). It determines actions to address emerging issues.

### Monitoring and Review of Policies and Procedures

The Director of Teaching and Learning, in consultation with the Registrar, will review these policies and procedures and their effectiveness on an annual basis, and any changes will be authorised by the Academic Council.

Annex A: Programme Specification Template

1. Overview

- **Title of programme**

- **Award**

- **Level of award(s)**

- **Exit awards:**

Award Title	FHEQ Qualification Level	Overall number of credits required	Levels of credit required

- **Credit points**
- **Teaching institution**
- **Awarding institution**
- **Underpinning QAA subject benchmarks**

- **Modes of study**

- **Proposed start date**

- **Duration**

2. Aims and Objectives

.
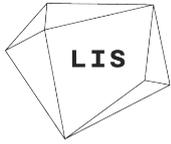
3. Learning Outcomes and Programme Structure

Programme Learning Outcomes, grouped by Knowledge, Skills and Attributes, and how they will be achieved
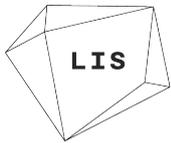
Programme Structure and Modules

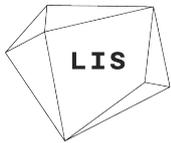| Programme Structure – Level 4			
Compulsory modules	**Credits**	**Optional modules**	**Credits**
		…	…

Learning Outcomes – Level 4

Programme Structure – Level 5			
Compulsory modules	**Credits**	**Optional modules**	**Credits**
		…	…

Learning Outcomes – Level 5

Programme Structure – Level 6			
Compulsory modules	Credits	Optional modules	Credits
		…	…

Learning Outcomes – Level 6

4. Distinctive features of programme structure

5. Teaching and Learning Approach
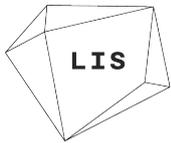
6. Assessment Approach
.

6. Student Support
.

8. Criteria for admission

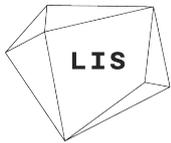| 9. Methods for evaluating and improving the quality and standards of teaching & learning |
| --- |
| |
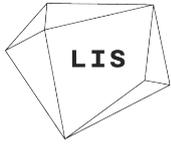
Annex – Curriculum Matrix

Mapping of which module components assume responsibility for delivering and assessing programme learning outcomes

Annex B: Module Form Template

1. Factual information			
Module title			
Module tutor		Level	
Module type (Compulsory or Optional)		Credit value	
Mode of delivery			
Notional learning hours			

2. Rationale for the module and its links with other modules

3. Aims of the module

4. Pre-requisite modules or specified entry requirements
None

5. Are there any PSRB requirements regarding the module?
No

6. Learning outcomes		
Knowledge	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
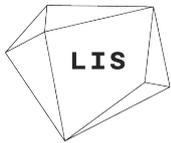
Students will be able to demonstrate:

Skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy

Students will be able to:

| Attributes	Programme Learning Outcome(s) this maps against	Learning and teaching strategy

Students will:

7. Indicative content

8. Assessment strategy, assessment methods, their relative weighting and mapping to module learning outcomes				
Assessment Task	Weighting	Week submitted	Grading (e.g. Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to

9. Teaching staff associated with the module
Name and contact details

10. Key reading list					
Author	Year	Title		Publisher	Location
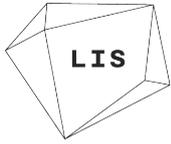
<table>
<tr><td colspan="3">11. Other indicative texts (e.g. websites)</td></tr>
<tr><td colspan="3">

</td></tr>
</table>

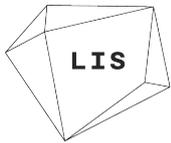<table>
<tr><td colspan="3">12. List of amendments since last (re)validation</td></tr>
<tr><td>Area amended</td><td>Details</td><td>Date Central Quality informed</td></tr>
<tr><td>

</td><td></td><td></td></tr>
</table>

Annex C: Role of External Scrutineer

Purpose

The use of External Scrutineers in the Programme Approval Process supports the School's assurance of the academic quality and standards of its programmes relative to sector benchmarks, including the Frameworks for Higher Education Qualifications, the Qualifications and Credits Frameworks, any relevant Subject Benchmark Statements, and comparable sector programmes. In designing its arrangements with External, the School has ensured alignment with the core practices of the UK Quality Code for Higher Education (2019).[1]

The School has also drawn upon QAA's Advice and Guidance on External Expertise (2019).

Further information about the School's use of external academic expertise can be found in the External Academic Expertise Framework.

Information for External Scrutineers (programme and module level)

External Scrutineers scrutinising the programme at both the programme and module level must be provided with:

1. A module report form for each module that they have been asked to scrutinise;
2. The module specification;
3. The programme structure and specification;
4. The CV of the module leader;
5. The programme teaching and learning strategy.

Instructions to External Scrutineers.

Please would you consider each of the documents set out in the list above and comment on each of the following matters:

---

[1] In particular:
Standard 1 ("The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks");
Standard 2 (The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers);
*Standard 4* ("The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent")
*Quality 2* ("The provider designs and/or delivers high-quality courses")
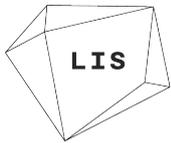
External Scrutineer: Programme/Module Review Form - to be used as a basis for written/ oral report

1. Do the learning outcomes of the module align with and support the learning outcomes of the programme?	
2. Do the learning outcomes of the programme/ module provide a coherent area of study and are they relevant and current in the light of developing knowledge in the field?	
3. Are the learning outcomes for the programme/ module set at the appropriate level of the Framework for Higher Education Qualifications?	
4. Is the amount of credit assigned to the module(s) appropriate?	
5. Is the assessment method for the programme/ module valid and proportionate?	
6. Are there appropriate facilities, learning resources (e.g. software packages, databases, journals, monographs) and student support services to deliver a high-quality academic experience?	
7. Is the faculty delivering the programme/ module appropriately qualified and experienced?	
8. Does the proposed method of delivery provide students with a with a fair and reasonable	
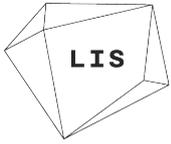
opportunity to achieve the academic standards required for successful achievement of the learning outcomes?	
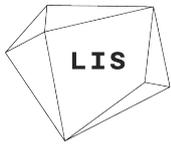
Annex D: Role and responsibilities of External Advisor on PMRAP

Role and responsibilities

The External Adviser assists the Panel in delivering its Terms of Reference and duties in relation to the Programme Approval Procedure, as set out above. The specific role of the External Adviser is to *provide external, impartial, and independent academic expertise* to:

- Provide input and comment during the validation of new LIS programme/modules, or modifications to existing programme/modules; this includes consideration of:
  - The design principles underpinning the programme;
  - The validity and relevance of the programme aims and intended learning outcomes;
  - The overall shape and structure of the programme, including progression, coherence and integrity;
  - The validity of the assessment methodology and its coherence with the programme's learning outcomes and academic standards;
  - All elements of contributing to the learning journey, including staff and resources to deliver a high-quality academic experience.

- Provide assurance that the quality and standards of LIS's programme/modules coheres with the FHEQ and any relevant Subject Benchmark Statement or comparable programmes in the sector.
- Comment on the reasonable comparability of the standards of LIS's. programme/modules relative to standards achieved at other UK providers with whom the External Advisor has experience.
- Comment on whether students have the opportunity to achieve standards beyond the threshold level.
- Comment on the relevance, currency and validity of the programme in the light of developing knowledge in the field.
- Comment on the extent to which the programme, in design and assessment methods, reasonably anticipates the needs of protected groups of students as defined under the Equality Act 2010.

Engagement Criteria

The individual engaged as an External Adviser on the PMRAP must:

- Have relevant academic expertise to the programme under consideration, and sufficient knowledge and experience to contribute effectively to the approval of a new programme, module or course; in particular they must be able to provide meaningful comment on the academic standards of the programme/module/course and its alignment with national qualification frameworks;
- Have no direct involvement with the programme under consideration, so that they can provide independent and impartial comment and input to programme validation;
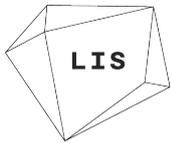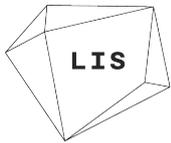
- Have no other conflicts of interest preventing them from giving independent impartial comment and input (e.g., close personal or professional relationships with staff or students).
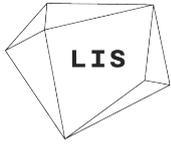
Engagement Procedure

The Registrar will review External Advisor nominations against the LIS engagement criteria and the UK Quality Code for Higher Education.

LIS THE LONDON
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SCHOOL

Annex E: Programme Withdrawal Form

Programme title:	
Session withdrawal to be effective from:	
Have any offers been made for the relevant application cycle (or any deferred offers from previous cycles)? If yes, give details	
Is this a withdrawal or a suspension?	
Please indicate the session in which the final cohort of students are expected to graduate:	
Rationale for the withdrawal or suspension of the programme If this is a suspension, outline the rationale for the suspension and the criteria under which the reinstatement of the programme will be assessed, setting out expected timeframes	
Statement from External Examiner(s)	
Recommendation of Director of Admissions and Student Support	
Recommendation of Registrar	
Impact assessment on current students	
Plans for safeguarding awards of students	
Alignment with Student Protection Plan	

LIS THE LONDON
INTERDISCIPLINARY
SCHOOL

Annex F: Module Withdrawal Form

Module title:	
Session withdrawal to be effective from:	
Rationale for the withdrawal of the module	
Risks to students and programme and actions to mitigate	

THE LONDON INTERDISCIPLINARY SCHOOL
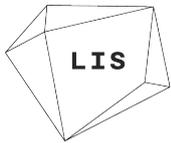
Annex G: Annual Programme Monitoring Review (APMR) Form

Academic year:	
Programme:	
Report author(s):	
Date:	

Completed AMPR reports must be uploaded to the Enterprise File Storage Solution corresponding folder on the LIS Management Information page after approval by the Director of Teaching and Learning.
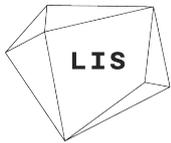
1. Executive summary of the last academic year

Provide an overview of: the overall health of the programme over the past academic year; the cumulative impact of enhancement activity; relevant wider changes within the programme or the School; future direction, relevant opportunities and challenges; and any other areas that require highlighting.

2. Action plan for next academic year

Outline the action plan for the forthcoming academic year using the table below (adding extra rows as required). Reference should be made as necessary to planned changes to the programme in response to student feedback, external examiner feedback, planned curriculum development, changes to learning resources, and any relevant action points from the last quality reviews (annual quality reviews, annual programme monitoring, rolling internal audit, institutional review).

Issue	Identified by	Proposed action	Success measures	Person responsible	Completion date

3. Report on action taken from previous year's action plan

Outline in the table below the progress in relation to each item identified in last year's action plan resulting from the Annual Programme Monitoring Procedure and any other quality reviews. Please clearly identify when actions were completed and evaluate their success/effectiveness. Should an action remain outstanding then please ensure it is included in your action plan for the forthcoming academic year (item 2 above).

Issue	Identified by	Action taken (with implementation date)	Impact of action taken

4. Currency and validity of programme and module specifications

Please include a commentary on the currency and validity of the programme and module specifications, including any areas which require updating in keeping with academic developments in the relevant field(s) of study, and the plans to (a) incorporate these updates (including formal approval) and (b) to communicate these updates to students.

5. Academic standards

Please include an evidence-based evaluation of whether the programme meets its stated academic standards, including consistency with the FHEQ, QAA Quality Codes, and School Academic Regulations. Please also include an assessment of the degree to which the programme and its constituent modules provide students with a fair and reasonable chance of achieving the academic standards for successful completion. These assessments should include reference to the views of external examiners.
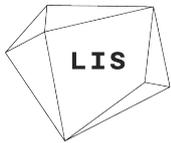
6. Student and staff feedback

Please include any key issues that students and staff have raised since the last report via module evaluations, Staff/Student Forums, the Student Voice Committee, and internal/external student surveys (e.g. NSS), and any action taken in response to this feedback (including how changes have been communicated back to students and staff).

7. Student recruitment data

Please comment on trends in recruitment on the programme over the last year and over time using any other historic data available (up to three year)s, making explicit reference to the data breakdown against the Access and Participation Plan targets. Please comment (as appropriate) on:

- Any reasons for changes in recruitment levels
- Performance against recruitment targets
- Performance against Access and Participation Plan targets

8. Progression and retention data

Please comment on trends in progression or retention on the programme over the last year and over time using any other historic data available (up to three years), making explicit reference to the data breakdown against the Access and Participation Plan targets. Please comment (as appropriate) on:

- Any reasons for changes in progression or retention at each level of study
- Performance against Access and Participation Plan targets

9. Student achievement data

Please comment on trends in student achievement (classification data) on the programme over the last year over time using any other historic data available (up to three years), making explicit reference to the data breakdown against the Access and Participation Plan targets. Please comment (as appropriate) on:

- Any trends in degree classification
- Performance against Access and Participation Plan targets
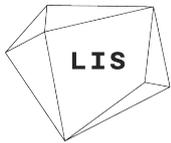
10. Resources

Please provide an account of any significant changes to the resource base for the programme(s) (staffing levels, library provision, IT and specialist equipment, teaching space) and explain how, if required, these have been managed.

11. External Examiner's report(s)

Please include an analysis of External Examiner reports and describe the responses to any issues raised (and include External Examiner reports in an appendix to this Form). Evaluate the impact/effectiveness of any action taken or changes made to the programme(s) in response to previous and current External Examiner's reports.

12. External agency report(s)

Please summarise any reports from external agencies such as the QAA, and describe the responses to any issues raised.
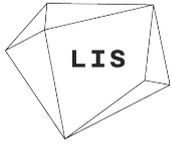
13. Careers and alumni

Please comment on the employability of graduates from the programme: including graduate destinations contained in the DLHE survey and identifying any trends in alumni careers as appropriate (DLHE survey data with less than 5 respondents has not been provided due to data protection).
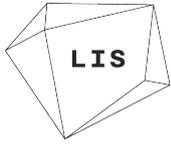
14. Liberating the Curriculum

Please outline how the programme considers equality and diversity within the curriculum. Please provide a reflection on what equality and diversity within the curriculum means in the context of this programme.

15. Innovating practice and enhancement

Please outline what has been done in the past academic year to improve the student experience on the programme. Please also identify good practice on the programme and how this could be extended. Please identify any further opportunities for development and enhancement.
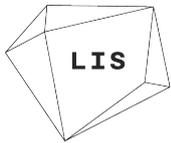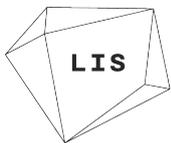
Name of policy/procedure:	Programme Design, Development, Monitoring and Evaluation Procedures
Document owner:	Hannah Kohler, Director of Admissions and Student Support
Date Originally Created:	02/2019
Last reviewed:	02/2020
Reviewed by:	Ed Fidoe (Chief Executive); Jasper Joyce (Director of Finance and Operations); Prof. Chris Maguire (Registrar)
Audited by:	Academic Council
Date of Audit:	12/2019, 03/2020 (approved)
Date of next review: (annually unless otherwise agreed)	
Related documents: (eg associated forms, underpinning processes, related policies or overarching policies)	Academic Council: Membership and Terms of Reference Programme/Module Review and Approval Panel: Membership and Terms of Reference Programme Development Team: Membership and Terms of Reference General Academic Regulations Student Protection Plan

Version Control			
Version	Author	Date	Brief summary of changes

1	Hannah Kohler (Director of Admissions and Student Support)	28/02/2019	Original draft
2	Jasper Joyce (Director of Finance and Operations)	10/03/2019	Adjustments to wording
3	Ed Fidoe (Chief Executive)	14/03/2019	Small edits
4	Prof. Chris Maguire (Registrar)	24/07/2019	Clarification that the independent member of the Academic Council does not have veto rights. Streamlining of withdrawal procedures (removal of role of Programme/Module Review and Approval Panel). Removal of other Internal Audit processes as this belongs in a separate document (Governance Overview, Audit, Finance and Remuneration Functions). Streamlining of process for major module modification
5	Hannah Kohler (Director of Admissions and Student Support)	24/07/2019	Inclusion of role of OU as validating partner in agreeing modifications to programmes. Revision of non-award programme development to be overseen by Teaching and Learning Director (rather than Partnerships Director)
6	Hannah Kohler (Director of Admissions and Student Support)	10/08/2019	Clarification of responsibility for policy and procedure review and authorisation of changes

7	Hannah Kohler (Director of Admissions and Student Support)	15/11/2019	Updated overview to reflect programme development activity that may take place before formal programme/module review procedure. Clarified membership and decision-making process of PMRAP. Added annex on External Scrutineer pro forma for reports. Added annex on the role and responsibilities of the External Advisor
8	Academic Council	18/12/2019	Requires update in light of decision to pursue NDAPs
9	Hannah Kohler (Director of Admissions and Student Support)	20/02/2019	Removal of references to validating partner. Inclusion of Prog Spec and Module Form, Withdrawal Form templates. Inclusion of Annual Programme Monitoring Form. Removal of Board final sign off of programme approval given initial sign off of business case (Stage 2)
10	Dr. Mattia Gallotti (Faculty)	28/02/2019	Wording changes
11	Academic Council	16/03/2020	Approved