

PROGRAMME LIFECYCLE POLICIES

Policy and guidelines covering the Approval of New Programmes, Amendments to Programmes, and Withdrawal and Suspension of Programmes

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INTRODUCTION TO THE PROGRAMME LIFECYCLE POLICIES

Introduction

1. This suite of guidelines describe the policies and procedures relating to the lifecycle of programmes at Reading, namely the *Approval of New Programmes*, *Programme Amendments* and the *Withdrawal and Suspension of Programmes*.
2. These guidelines relate to all undergraduate and taught postgraduate programmes.
3. Programmes should be designed in accordance with the *Guidelines on the design of undergraduate and taught postgraduate programmes*¹. Additionally, the design of undergraduate programmes should be fully informed by the Curriculum Framework².
4. These guidelines have been informed by *Chapter B1: Programme Design, Development and Approval*³ and *Chapter B8: Programme monitoring and review of the QAA UK Quality Code for Higher Education*⁴, which were published in October 2013.
5. For further guidance Schools should contact the relevant Senior Quality Support Officer (Programme Specifications and Programme Approval) or Teaching and Learning Officer (in the case of HBS programmes)⁵. Contact should be made at the earliest opportunity in order to ensure that the proposals are fully supported and appropriately directed.
6. Where a proposal involves partnership activities with an external institution Schools should contact the Senior Quality Support Officer (Partnerships) for support and direction.

Scope of guidelines

7. The University divides the lifecycle of a programme into four distinct phases, with separate approval routes:
 - i. New programmes which add to, or alter, the University's portfolio of conferred awards
 - ii. Major amendments to existing programmes impacting the programme specifications and/or the programme's learning outcomes
 - iii. Minor amendments to optional modules and associated documentation
 - iv. Programme withdrawals and suspensions.
8. These guidelines outline the approval routes that each activity must take. In short, those under (i) should go via the *Approval of New Programmes* route, those under (ii) and (iii) via the *Programme Amendments* route, and those under (iv) via the *Withdrawal and Suspension of Programmes* route.
9. There are two levels of approval and associated processes. There is University-level approval (granted via the University Programmes Board) and School-level approval (granted via the School Board for Teaching and Learning). Those activities under (i), (ii) and (iv) require University-level approval, and those activities under (iii) require

¹ www.reading.ac.uk/web/FILES/qualitysupport/programmedesign.pdf

² Contact Dr Nina Brooke (Academic Staff Development Manager) for further information

³ www.qaa.ac.uk/publications/information-and-guidance/uk-quality-code-for-higher-education-chapter-b1-programme-design-development-and-approval

⁴ www.qaa.ac.uk/publications/information-and-guidance/uk-quality-code-for-higher-education-chapter-b8-programme-monitoring-and-review

⁵ References to Senior Quality Support Officer (Programme Specifications and Programme Approvals) shall, in the case of HBS programmes, be read as the Teaching and Learning Officer, HBS

School-level approval.

10. The relevant Teaching and Learning Dean (supported by the Senior Quality Support Officer (Programme Specifications and Programme Approval)) will play a key role in determining which type of approval process is required in each instance. Schools should discuss proposals with the relevant Teaching and Learning Dean at their earliest opportunity.

Initiatives which involve programmes delivered at a branch or overseas campus of the University, or which potentially impact on their delivery, should be referred to the responsible Teaching and Learning Dean (International) (supported by the Senior Quality Support Officer (Partnerships), where appropriate, to determine the appropriate approval route).

All new programme proposals at branch or overseas campuses should first be discussed and agreed at a School level (SBTL) before proceeding to University approval.

11. The following table should be used as a *guide to indicate* which level of approval is normally required for any given type of proposal (and the associated form which should be completed as part of the approval process):

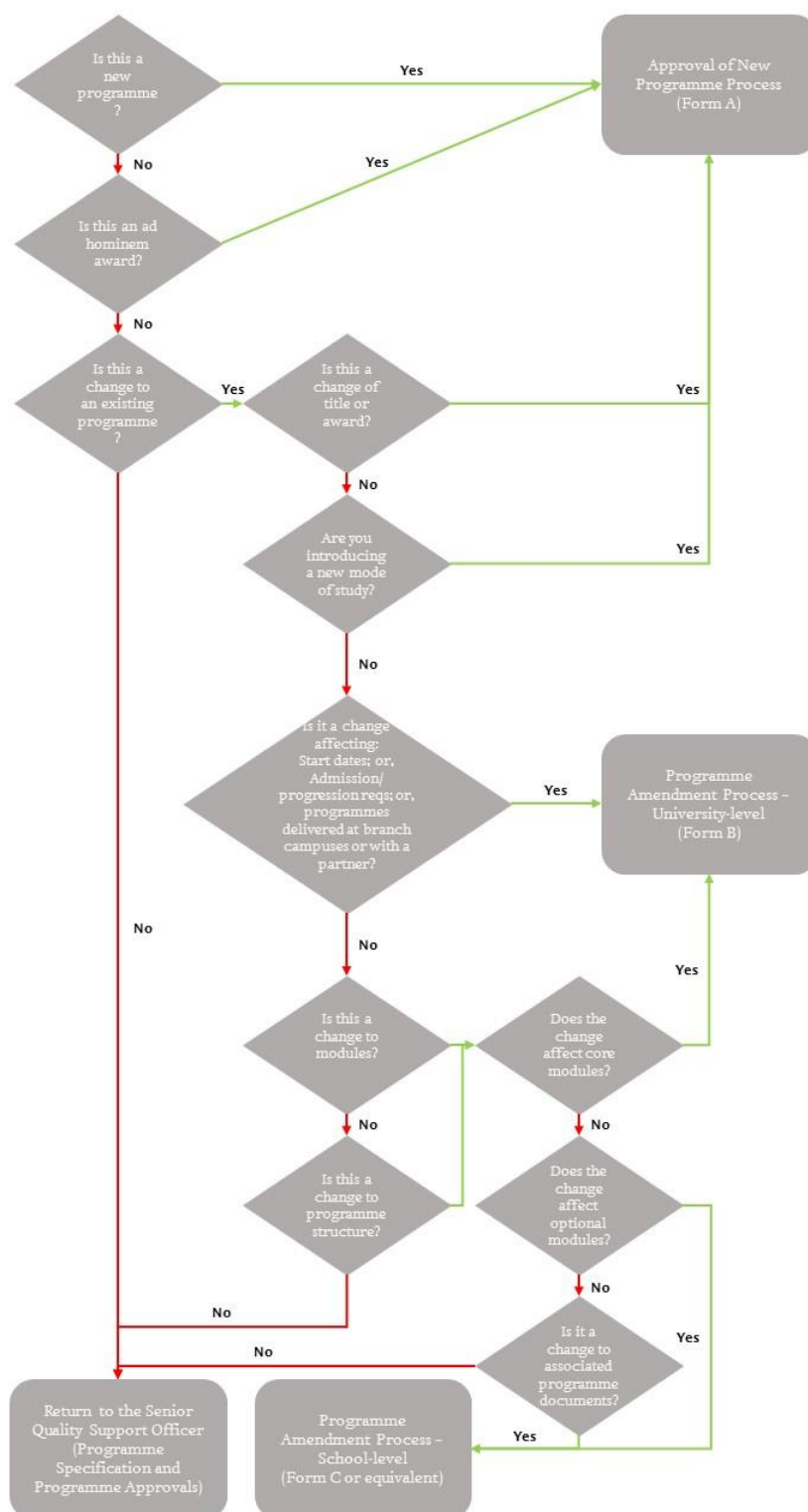
Type of proposal	Level of approval	Relevant form
i. New programmes which add to, or alter, the University's portfolio of programmes		
A new programme	University	A
A change to the title of an existing programme	University	A
A change to the award of an existing programme (eg from MA to MRes)	University	A
New variants of an existing programme (eg introduction of part-time modes of study, year in industry or study abroad)	University	A
Introduction of programmes delivered at a branch campus or with a partner	University	A
Degree Apprenticeships ⁶	University	A
Ad hominem degrees	University	A
ii. Amendments to existing programmes impacting the programme specifications and/or the programme's learning outcomes		
Changes to compulsory modules	University	B
Amendments to the module structure of the programme	University	B
Changes to progression requirements	University	B
Changes to admissions requirements (including IELTS scores)	University	B
Removal of a module that is a compulsory module in another School	University	B
Changes affecting programmes delivered at branch campuses or in conjunction with a partner	University	B
Changes to programme intake dates (or the introduction of new intake dates)	University	B
Inclusion of a compulsory module which is delivered by another School	University	B

⁶ See Appendix 2 for further details on the processes governing approvals of Degree Apprenticeship programmes and clients/delivery partners

iii. Amendments to optional modules and associated documentation		
Changes to the Further Programme Information (in consultation with CQSD/School Office HBS)	School	C*
Changes to the availability of optional modules offered within the programme structure	School	C*
Changes to existing module descriptions	School	C*
iv. Programme withdrawals and suspensions		
Withdrawal of a programme from a School's portfolio	University	D
One year suspension (temporary withdrawal) of a programme	University	D

*As per Paragraph 91 below, the use of Form C is optional, but Schools **must** ensure that all changes are recorded and reported to their SBTL.

12. The flow-chart below should help staff to identify the expected approval route, and associated, guidelines should be followed, subject to the decision of the TLD:



13. The *Withdrawal and Suspension of Programmes* process governs the withdrawal and suspension of programmes; however, there may be instances where the amendment/creation of a new programme will result in the withdrawal of another programme. In such cases the appropriate withdrawal paperwork should be submitted at the same time as the approvals paperwork.
14. Based on the characteristics and associated risks of the proposal, the relevant Teaching and Learning Dean (TLD) for the School making the proposal in consultation with the Senior Quality Support Officer (Programme Specifications and Programme Approval) will help the School to determine the level of approval normally required for a programme initiative.

15. Once the appropriate route is determined you should consult the relevant policy: *Approval of a New Programme, Programme Amendment, or Withdrawal and Suspension of Programmes.*

APPROVAL OF A NEW PROGRAMME

Introduction to the Approval of a New Programme process

16. The University welcomes initiatives to improve and widen its portfolio of programmes. The University also recognizes the need to ensure that the portfolio of programmes is relevant to the market and provides high-quality educational opportunities.
17. To ensure the quality and consistency of its provision, all new programmes (and amendments to programmes involving major changes) need to be approved by the University before they commence.
18. The *Approval of a New Programme* process relates not only to entirely new programmes, but also to programmes which alter the University's portfolio of conferred awards. This includes, but is not limited to:
 - New programmes
 - Changes to the title of an existing programme
 - Changes to the award of an existing programme (eg from MA to MRes)
 - New variants of an existing programme (eg introduction of part-time modes of study, year in industry or study abroad)
 - Introduction of programmes delivered at a branch campus or with a partner (see 25-29 below for additional notes on teaching partnerships)
 - Degree Apprenticeships⁷
 - Ad hominem degrees⁸
19. Use of the term 'new programmes' in the following will be taken to include the examples given in (11 and 18) above.
20. It is envisaged that proposals for new programmes may come forward from any of a number of different sources, for example, individual academics, from the School Director for Teaching and Learning (SDTL), from the relevant TLD, or from discussions at the Teaching and Learning Strategy Board (TLSB), University Programmes Board (UPB), Global Engagement Strategy Board (GESB), Board of Studies (BoS), School Board for Teaching and Learning (SBTL) or School/Departmental meetings.
21. The *Approval of a New Programme* process aims to:
 - ensure that the proposed programme meets the University's requirements for quality and standards, and with any requirements of the QAA, professional and statutory bodies and other stakeholders;
 - ensure that the proposed programme is consistent with the University's Corporate Plans, the Learning and Teaching Strategy, the Global Engagement Strategy, and the Teaching and Learning Enhancement Priorities;
 - ensure that the proposal has fully considered the likely impact on employability and that the programme has embedded appropriate reference to employability and careers skills, and work-based learning components;
 - ensure that the programme contributes to the University's strategy and targets for Widening Participation;

⁷ See Appendix 2 for further details on the processes governing approvals of Degree Apprenticeship programmes and clients/delivery partners

⁸ Note that ad hominem degrees may be approved by Chair's Action, or by the relevant TLD (with the delegated authority of UPB).

- ensure that the proposed programme is consistent with the School or Department's priorities as identified in the School Planning and Enhancement of Learning and Teaching (SPELT) process, and with the School 5-year Operating Plan;
 - ensure the financial viability of the proposed programme, and to consider the wider impact on University resources;
 - take account of market considerations including the level of student demand, competitors in the marketplace, demand from employers for graduates;
 - consider the 'fit' of the programme within the School's and University's portfolio of programmes⁹;
 - consider the aims and objectives of the programme and how these are to be achieved;
 - give opportunities for the opinions of the student body to be heard (eg through membership of various boards which will consider the proposal);
 - ask fundamental questions about the academic rationale and structure of the proposed programme; and,
 - assist eventual Boards of Studies and Module Providers to prepare for Periodic Review, subsequent external assessment, and where appropriate, professional accreditation.
22. This document is intended to guide proposers of new programmes to the simplest and quickest way of ensuring that the proposal is fully considered and for confirming that it conforms to the University's standards. The amount of detail required and the degree of scrutiny it will receive depends on the complexity of the proposal, and will be determined by the TLD and Senior Quality Support Officer (Programme Specifications and Programme Approval).
23. The University recognises that each proposal will require different levels of consultation and scrutiny process. The levels required will depend upon the complexity of the proposal and its variation from existing provision. All proposals should seek input from the School Marketing Business Partner.
24. Supporting documentation should be completed by the nominated proposers within the School, with the support of their School Director of Teaching and Learning. The Teaching and Learning Dean should be consulted during the process and additional guidance can be supplied by CQSD (Dean's Office in the case of Henley programmes). All documentation can be found on the Centre for Quality Support and Development (CQSD) website, or via the relevant Senior Quality Support Officer (Programme Specifications and Programme Approval).

Notes on teaching partnerships

25. The University wishes to support proposers seeking to develop programmes involving delivery with other institutions within the UK and overseas, which are purposeful, strategic and aligned with the University's strategies. It is the responsibility of the University to ensure the academic standards and quality of learning delivered for all awards granted in its name, including programmes delivered with a partner.
26. All proposals for taught programmes to be delivered with a partner institution (such as jointly-awarded Degrees, Foundation Degrees, Degree Apprenticeships and articulation and progression arrangements), either domestically or internationally, must pass through the University Approval of a New Programme process. In addition to the

⁹ Including possible impacts on the market for courses in other Schools.

standard process, partnership programmes will also undergo additional investigations due to the higher level of associated risk. As an additional layer of ‘due diligence’ check, proposers of such programmes will normally complete the *Working with Partners: Due Diligence Template*¹⁰ at an early stage of programme development (usually at the Idea Development stage).

27. The development of partnership programmes involves additional steps which are outlined in Appendix 1. The development and management of Degree Apprenticeship client relations are outlined in Appendix 2. Schools proposing a partnership programme should follow these and consult with the Partnerships Team (ISLI) at the earliest opportunity (ie during the Idea Development stage). In recognition of the different levels of risk inherent with partnerships, University-level approval is normally required for all Partnerships, including Progression and Articulation arrangements.
28. The definition of Progression and Articulation arrangements, as well as a wider typology of partnerships, can be found in Section 11c of the *Guide to Policies and Procedures for Teaching and Learning*¹¹. Whilst the University has a process for individual students to transfer credit to be counted towards a University award (*Policy and Procedure for the Recognition of Prior Learning (RPL)*)¹², where it is expected on a regular basis that groups of students from the same institution will wish to transfer credit, it is advisable to set up a Progression or Articulation arrangement. Normally, the same limits on credit transfer and exemption apply to Progression and Articulation arrangements as for students being considered for individual RPL; a maximum of two thirds of an undergraduate programme and one third of a postgraduate programme can be gained via transfer/exemption.
29. The process in respect of Postgraduate Research Programmes is described in Postgraduate Research Programmes: Collaborative arrangements framework, which is published under section 9 of the *Guide to Policies and Procedures for Teaching and Learning*¹³.

Approval Stages

30. There are four stages for the University-level approval of new programmes, which are summarised in the table at (31), mapped out in the approval process flowchart at (33) and detailed in (34-67). As noted above, variations to this process will apply for programmes which involve delivery with a partner. For additional requirements for the approval of such programmes, proposers should refer to Appendix 1 of this document. Additional steps for the approval of Degree Apprenticeships and clients for those activities are listed in Appendix 2.
31. Approval stages and associated activities:

Stage	Characteristics/activities
1. Idea development	<ul style="list-style-type: none"> • Discussion of initiative within School. Approval of SDTL and HoS. TLD determines whether other Schools need to be consulted at this stage. TLD may bring ideas forward from UPB. Schools should seek the views of UPB on proposals at an early stage where possible. • The proposing School will wish to conduct an initial

¹⁰ www.reading.ac.uk/web/files/qualitysupport/Annex-8-Working-with-Partners-Due-Diligence-template.docx

¹¹ www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx

¹² www.reading.ac.uk/web/files/qualitysupport/RPL.pdf

¹³ www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx

	<p>business scoping exercise to indicate the financial viability of the proposal (including completion of the <i>Working with Partners: Due Diligence Template</i> in the case of programmes to be delivering in partnership with another body¹⁴).</p> <ul style="list-style-type: none"> • The initial views of Marketing, Communication and Engagement (MCE) should be sought, via the relevant School Marketing Business Partner, at this stage, and the Planning and Strategy Office (PSO) might be able to supply supporting data. • The idea should be taken to SBTL for approval to progress further. For non-contentious proposals, or where School-level approval is envisaged, SDTL may decide to progress by Chair’s Action. • The SDTL, acting with the authority of the SBTL, will identify a ‘programme lead’ or appoint a ‘Programme Development Team’ to progress the proposal. <p>By the end of the idea development stage the TLD, with the support of the Senior Quality Support Officer (Programme Specifications and Programme Approval), will determine which approval level is appropriate and therefore what paperwork needs to be submitted. The TLD will decide whether an outline of the proposal should be presented to the Board before further development.</p>
2. Consultation	<p>Two discrete consultation ‘groups’ are normally required, although it is recognized that ongoing conversation between the two may be required in order to arrive at efficient programme solutions:</p> <ol style="list-style-type: none"> i) The HoS, Finance Business Partner and Marketing Business Partner must determine a rationale in readiness for the preparation of a full business case underpinning the proposal and development of the initial business scoping undertaken at (1) above. ii) Key stakeholders, as advised by Senior Quality Support Officer (Programme Specifications and Programme Approval), be consulted and evidence of their input collected eg: <ul style="list-style-type: none"> • Other contributory Schools through their Head or SDTL • CQSD (or Henley Dean’s Office) • Admissions • Offshore delivery sites eg UoRM • Careers Centre • The University Library • IT • Student Academic Services • Technology Enhanced Learning team • Accommodation Contract Management Office • Relevant Accreditation bodies • Relevant External bodies, including placement partners • Relevant External Examiner <p>A third consultation group will be needed where the proposal involves a third party as a partner (see also Appendix 1: Additional Steps for Partnership Programmes).</p>

¹⁴ www.reading.ac.uk/web/files/qualitysupport/Annex-8-Working-with-Partners-Due-Diligence-template.docx

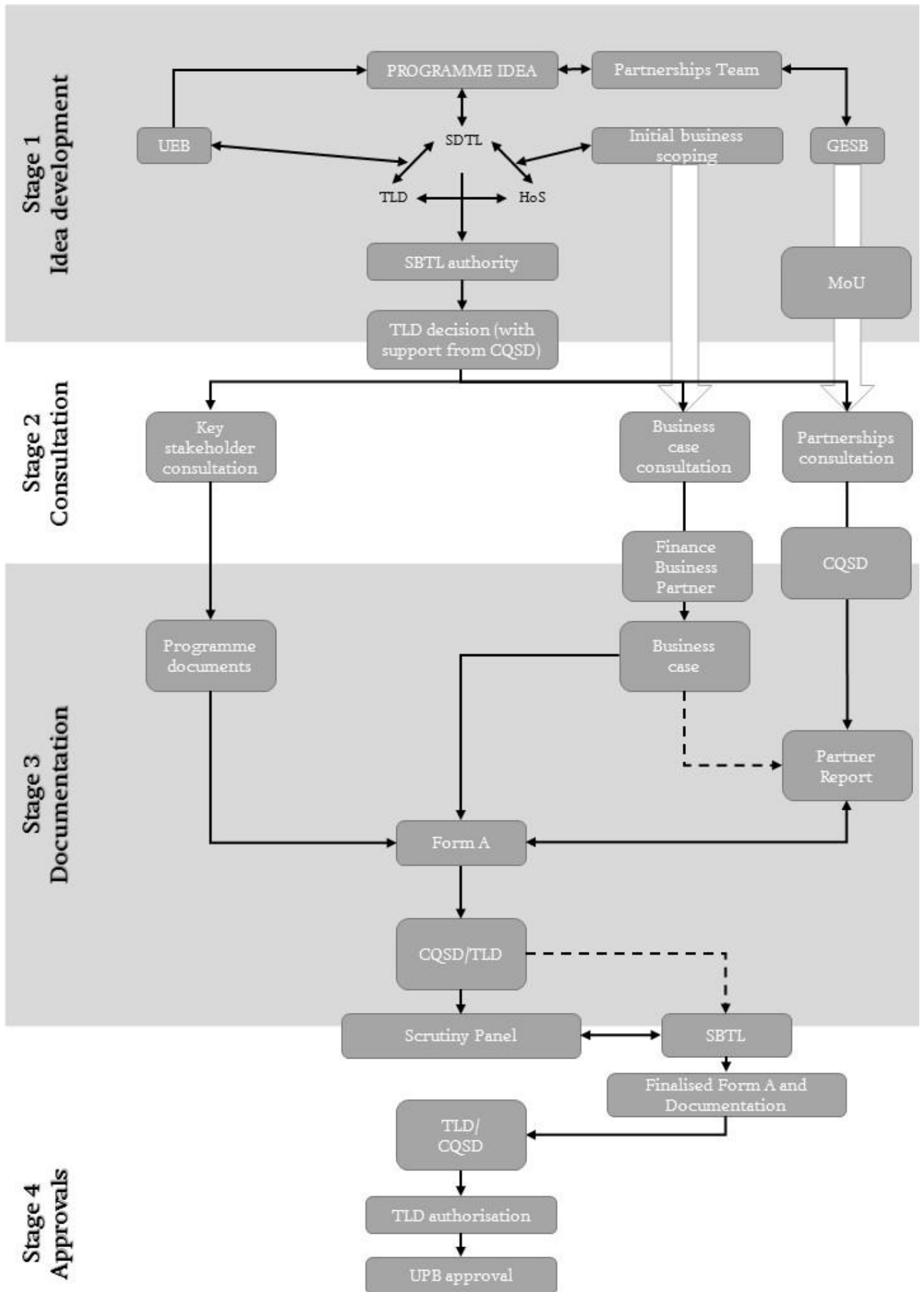
	<p>iii) Evidence of input from the following is required for international activities:</p> <ul style="list-style-type: none"> • Global Engagement Strategy Board • Legal Services • CQSD • The Partnership Team (ISLI) • The TLD (International) or TLD (Quality)
3. Documentation and Scrutiny	<p>The TLD, acting with the authority of UPB will appoint a Scrutiny Panel (and commission a site visit to the partner where applicable). The Scrutiny Panel is responsible for considering the academic case for the proposal. The Scrutiny Panel can have sight of the reports generated from the Business Case consultation and any relevant site visits.</p> <p>The academic case should consist of the Programme Specification and supporting academic documents, including module descriptions.</p> <p>The Scrutiny panel may ask the Programme Lead or the SDTL for clarification on any matters or to provide further information.</p> <p>In parallel with academic scrutiny the proposer will need to prepare, in consultation with CQSD:</p> <p>a) the Business Case, formulated by the proposer in consultation with the relevant Marketing Business Partner and Finance Business Partner (and any other stakeholder deemed appropriate).</p> <p>b) If appropriate, documentation relating to any partner activity, including for example, an MoU and a site visit report.</p> <p>The SDTL, on behalf of the SBTL, and in consultation with the Senior Quality Support Officer (Programme Specifications and Programme Approval) will collate and review the documentation before submission to the next stage.</p>
4. Approval	<p>The TLD will approve the submission of all relevant documentation to the University Programmes Board for final approval, including:</p> <ul style="list-style-type: none"> • Form A and attachments; • Scrutiny Panel report and School response; • Business Case; and, where appropriate, • Documentation relating to partner activity

32. Schools, in consultation with CQSD, should set out an indicative timeframe for each stage of the process, taking into consideration the timing of groups and Committees that will scrutinise the proposal, the resources available across the University and within the School, as well as the time needed to market properly the programme before its planned commencement. The timeframe will vary depending on the complexity of the proposal and resource available.

Schools should note that under the new Programme Specification guidelines the process needs to be completed no less than **24 months before the programme changes are due to commence**. There is an indicative timeline for the delivery of proposals which Schools should follow.

Schools should liaise with their relevant Marketing Business Partner to ensure that sufficient time is available to market the programme (ie that prospectus and/or Open Day deadlines can be met). See (74 and Appendix 4) below for indicative marketing timescales.

33. See next page for the approvals flowchart. Note that the Senior Quality Support Officer (Programme Specifications and Programme Approval) and TLD will be able to help guide you through the process, and should be consulted throughout.



Stage 1: Idea Development

34. The Proposer, School Director of Teaching and Learning and Head of School should discuss the proposal and reach an agreement as to whether they consider it to be worth developing further. This is likely to include an initial business scoping exercise to determine the likely financial viability of the programme, or to establish firmly an alternative rationale for its inclusion in the programme portfolio.
35. Where the School wishes to proceed with the proposal, the SDTL and Head of School should consult with the relevant TLD. If the proposal is for a partnership programme then the Partnerships Team (ISLI) should also be consulted (refer to Appendix1).
36. The TLD will consider the programme idea and will consult with the other TLDs and the Chair of UPB to ensure that there is no conflict with initiatives in other parts of the University, this will normally happen at UPB but may take place via email. The TLD may take an outline of the proposal to the Board for fuller consideration. The TLD may refer the proposal back to the School for further clarification or development.
37. It is important to conduct a preliminary business scoping exercise, including working with the relevant School Marketing Business Partner to check market viability at this early stage. This business scoping activity should also include consultation with Legal Services and the completion of the *Working with Partners: Due Diligence Template*¹⁵ in the case of programmes that will be delivered in partnership with another body.
38. Where there is agreement to move the proposal forward, the SDTL will seek the authority of the relevant SBTL to develop Programme Documents and a full Business Case.
39. The proposal should be shared with the relevant Senior Quality Support Officer (Programme Specifications and Programme Approval), who, along with the TLD, will determine the necessary consultations/approvals required.
40. The SDTL will determine whether the proposal should be progressed by an individual academic (the 'Project Lead') – who may well have been the originator of the idea, and may become the eventual Programme Director – or whether to establish a small steering group (a 'Programme Development Team').
41. The establishment of a Programme Development Team will facilitate the sharing of experience and aid the development of innovative ideas. With particularly complex proposals Schools should give serious consideration to the formation of such a team, in order to share workloads and help promote best practice within the School.

Stage 2: Consultation

42. The level and extent of consultation required will be determined by the TLD with the support of the Senior Quality Support Officer (Programme Specifications and Programme Approval). There is likely to be difference between the level of consultation required by different proposals: for example, entirely new programmes will normally need full consultation, and other activities may require input from fewer parties.
43. However, in all cases the views of the relevant Board of Studies, and of other contributing schools are essential.
44. The Project Lead or Programme Development Team (hereinafter referred to as 'the proposer') will ensure that full consultation with all of the appropriate stakeholders is undertaken and properly evidenced. TLDs will not approve the establishment of an

¹⁵ www.reading.ac.uk/web/files/qualitysupport/Annex-8-Working-with-Partners-Due-Diligence-template.docx

academic Scrutiny Panel until they are satisfied that all consultations have been satisfactorily completed and that the proposal takes account of all comments received. Where proposals involve new resource, or the reallocation of existing resource, it is the University's expectation that these will normally be raised initially in the relevant School Operating Plan, for submission into and discussion within the University's annual Three Year Operating Plan process in the Autumn and Spring Terms of each academic year. Schools will be informed of the outcome of the Three Year Operating Plan process towards the end of the Spring Term. For proposals involving a partner institution, it is recommended that consultation under Appendix 1 below is conducted as a precursor to other consultations.

45. The Business Proposal will be drawn up following consultation with the Head of School, relevant Finance Business Partner, and Marketing Business Partner. Proper account needs to be taken of the projected revenue, resource implications, likely market, and associated risks of the project. Proposers should consider the academic, operational and commercial reasoning when developing the programme proposal. Proposers should complete a Business Case using the *Standard Template for Business Proposal*¹⁶ and hold discussions with relevant colleagues across the University as indicated in the template.
46. All proposals for new programmes must be accompanied by a Business Case. The detail required in the Business Case may vary in the case of proposals resulting in changes to the programmes currently offered (eg changes to titles/awards of programmes, new variants). The TLD and Senior Quality Support Officer (Programme Specifications and Programme Approval) will advise in such cases.
47. The preparation of the Business Case will take place in tandem with the preparation of the programme documents, and a degree of communication between the two consultation groups is expected.
48. Whilst the Business Case should be a reflective document consisting mainly of free text, the Proposer will also be required to provide a financial summary which will come directly from the information outlined in the main body of the Case.
49. The proposer will need to consult widely in order to prepare a sound academic case for Scrutiny underpinning the proposal (an indicative list of key stakeholders can be found in the relevant form) and will need to provide evidence that the views of the following key stakeholders have been taken account of in the proposal:
 - a. Other contributing Schools (via their Head or SDTL);
 - b. CQSD (or Henley Dean's Office)
 - c. Admissions;
 - d. Careers and Employability Services;
 - e. Finance;
 - f. Marketing Business Partner
 - g. The University Library;
 - h. IT;
 - i. Student Academic Services;
 - j. Technology Enhanced Learning team;
 - k. Accommodation Contract Management Office;
 - l. Relevant Accreditation bodies; and,
 - m. Relevant External Examiners.
50. Where a proposal affects the delivery of programmes by existing partners, or offshore

¹⁶ www.reading.ac.uk/web/FILES/qualitysupport/annex6businessproposal.pdf

- sites (eg UoRM), further input may be sought from the partner and the TLD (International) or TLD (Quality).
51. For programme proposals involving an external partner refer to Appendix 1 below; it is recommended that the TLD and SDTL jointly facilitate appropriate consultation with the following:
 - a. Global Engagement Strategy Board
 - b. Legal Services
 - c. CQSD (Senior Quality Support Officer (Partnerships))
 - d. Partnership Team (within ISLI)
 52. In most cases of delivery involving a third party institution a site visit will be necessary. This will usually be conducted by the relevant TLD (or a nominated alternate) and a Senior Quality Support Officer from CQSD. The visit will result in a Site Visit Report.

Stage 3: Documentation and Scrutiny Stage

53. In order to provide independent internal and external scrutiny, the TLD will appoint, on behalf of the UPB, an academic Scrutiny Panel to consider the proposal.
54. The TLD will appoint a Chair for the Scrutiny Panel, which will be convened to review the academic case for the programme. The Chair will be responsible for ensuring that the proposed initiative is scrutinised fairly and rigorously and should be a member of senior academic staff from outwith the School making the proposal.
55. The constitution of, and process for, Scrutiny Panels is set out in appendix 3 below.
56. Scrutiny Panels will consider the delivery and quality assurance of programmes, and the student experience of them, as set out in the Form A, the Business Case and other pertinent documentation. The version of the Business Case supplied to external panel members may be redacted to remove commercially sensitive information.
57. The Scrutiny Panel should have access to any documentation relating to the collaborative partnership which is pertinent to the academic case.
58. The Chair of the Scrutiny Panel can refer back to the proposer or the SDTL for clarification or for further information.
59. The SDTL, on behalf of the SBTL, will review all final documentation, including the Scrutiny Panel Report and response, before submission to the next stage.

Stage 4: Approval stage

60. For all new programme approvals, the SDTL will submit the completed documents to the relevant SBTL which will consider the programme and make a recommendation for the TLD to take the proposal to UPB.
61. The decision to proceed with the proposal will be based on a number of factors, including, but not limited to:
 - a. the programme's fit with the School's and University's strategic priorities;
 - b. the programme's design and its capacity to provide students with a rich learning experience;
 - c. the School's ability to deliver the intended learning outcomes; and,
 - d. the programme's proposed place within the market.
62. The SBTL (via the relevant Senior Quality Support Officer (Programme Specifications and Programme Approvals)) will provide UPB with:
 - a. Form A and associated documents (ie consultation reports);
 - b. Programme Specification;

- c. Module descriptions for all compulsory, and a selection of optional modules; and,
 - d. Report of the Academic Scrutiny Panel and the School's response
- 63. The SDTL should submit the business case report and any partnership documentation to the Senior Quality Support Officer (Programme Specifications and Programme Approval) in CQSD. It is their role to ensure that the documents are complete before sending them to UPB for consideration alongside the academic case.
- 64. The SDTL should ensure that, as appropriate, the Form A: Approval of a New Programme Form includes details of any proposed variations to the normal University policies and procedures (such as the University Credit and Qualifications Framework or the Classifications Framework) or external reference points.
- 65. UPB will consider all documentation and the SBTL recommendation; it may send the programme back to the Proposer for further development or report approval of the new programme to UBTL. UPB will be mindful of the need for Schools to present a compelling business case and clear evidence that quality and enhancement matters have been considered. The proposal will be judged on its ability to meet the criteria laid out in (61) above and compliance with other appropriate University policies.
- 66. Where the programme has been approved by UPB, UBTL will note its approval of the programme to the Senate.
- 67. Throughout the Stage 4, the relevant TLD will act as advocate for the proposal and be responsible for keeping the proposer and School informed of developments.

Post approval

- 68. Stakeholders shall be informed of UPB approval of the programme, as follows:
 - a. SDTLs;
 - b. Marketing, Communication and Engagement;
 - c. Admissions Office;
 - d. Teaching and Learning Operations;
 - e. Subscribers to the mailing list: programmeapproval@lists.reading.ac.uk. Staff wishing to subscribe to the mailing list should contact the Secretary to UPB (Richard Sandford at r.j.sandford@reading.ac.uk) for further details. (See appendix 5 for a full list of stakeholders).
- 69. Such notification will normally take place within two weeks of the decision being made. If the approval of the programme is subject to conditions, then the aim should be to address those conditions within this timeframe.
- 70. CQSD (or the Henley Dean's Office) will request that the programme code is set up by the RISIS Team. The RISIS team will set up the programme code, informing the following stakeholders of the outcome:
 - a. Senior Quality Support Officers (Programmes)
 - b. Admissions
 - c. Marketing, Communication and Engagement
 - d. Student Financial Support
 - e. Planning & Strategy Office
 - f. Technology Enhanced Learning Team
 - g. Teaching and Learning Operations
- 71. On receipt of confirmation that the programme code has been set up, the relevant Senior Quality Support Officer (Programme Specifications and Programme Approval)

will:

- a. Inform the School and programme proposer of new programme code
 - b. Set up new module shells on RISIS ready for future cohorts
 - c. Liaise with the Teaching and Learning Operations teams to ensure that new module structure is set up ready for future cohorts
72. Proposers should note that the set-up of programmes will be dependent on the size, complexity and number of Schools or Departments involved in the new programme. In addition, times of peak activity within the areas responsible for programme set up may impact upon turnaround time.
73. CQSD (or the Henley Dean's Office) shall be responsible for:
- a. Inputting the programme specification onto the RISIS web portal
 - b. Liaising with the appropriate parties to ensure that module description information is input onto RISIS web portal
 - c. Informing relevant professional, statutory or regulatory bodies (PSRBs)
74. Marketing of the programme (online and in printed materials) cannot begin until UPB has formally approved the programme¹⁷. Work on prospectuses takes place up to two years in advance of the relevant recruitment cycle. Proposers should liaise with their School Marketing Business Partner on the appropriate marketing for a new programme.
- Please note** that work starts on the undergraduate prospectus 24 months in advance of the relevant recruitment cycle. For a new programme to be included in the prospectus in time for it to be available to the markets for use by recruitment staff, the programme must be approved and detailed course information ready by November two years before the proposed start date eg November 2016 for October 2018 entry. The prospectus is published in February each year. For the postgraduate prospectus, work starts 18 months in advance of the relevant recruitment cycle therefore information on new programmes must be available by March to be included in the following year's prospectus (eg by March 2017 to be included in the October 2018 entry prospectus).
- Schools should note that the prospectus plays a key role in the marketing of new programmes. Schools may decide to submit proposals which will fall outside of the prospectus timeline, but this should be undertaken on the understanding that this limits the opportunities to market and promote the programme.
75. The School will be responsible for implementing and operating the programme according to guidelines prescribed under the *Guide to Policies and Procedures in Teaching and Learning*¹⁸.
76. A copy of the final documentation and the report of the Scrutiny Panel should be kept by the School for audit and accreditation purposes.

¹⁷ Formal marketing of the programme will not normally commence until the course records have been created on RISIS.

¹⁸ www.reading.ac.uk/internal/qualitysupport/guide/qual-guidehome.aspx

AMENDMENTS TO PROGRAMMES

Introduction to the Programme Amendments process

77. The University recognises that in seeking to provide an up to date, relevant and engaging educational experience Schools may, from time to time, need to amend their programmes.
78. There are three levels of amendments:
 - a. those that, in effect, result in a new programme (and are therefore covered by the *Approval of a New Programme* process);
 - b. those that constitute a **major** amendment to a programme, by virtue of their impact on the programme specifications and/or the programme's learning outcomes; and,
 - c. those that constitute a **minor** amendment to a programme, through changes to optional modules and/or the documentation associated with the programme.
79. Examples of major amendments include:
 - a. Changes to compulsory modules
 - b. Amendment to the module structure of the programme
 - c. Changes to progression requirements
 - d. Changes to admissions requirements (including IELTS scores)
 - e. Removal of an optional module that is a compulsory module in another School
 - f. Changes affecting programmes delivered at branch campuses or in conjunction with a partner
 - g. Changes to programme intake dates (or the introduction of new intake dates)
 - h. Inclusion of a compulsory module which is delivered by another School
80. Examples of minor amendments include:
 - a. Changes to the Further Programme Information (in consultation with CQSD/School Office HBS)
 - b. Changes to the availability of optional modules offered within the programme structure
 - c. Changes to existing module descriptions
81. Major amendments require approval at a University-level (via UPB) whilst minor amendments require approval at the School-level (via SBTL).
82. This document provides guidelines for Schools to use in relation to the initiation and consideration of proposals for making amendments (which do not constitute material changes leading to a 'New Programme' as detailed in (11 and 18) above.
83. This document is intended to guide the Programme Director proposing amendments to a programme to the simplest and quickest way of ensuring that the proposal is fully considered and for confirming that it conforms to the University standard.
84. The Senior Quality Support Officer (Programme Specifications and Programme Approval)¹⁹ will play a key role in helping determine the appropriate approval route for the proposed amendment.

¹⁹ References to Senior Quality Support Officer (Programmes) shall, in the case of HBS programmes, be read as the Teaching and Learning Officer, HBS

85. Specific guidance on the design of programmes can be found in the *Guidelines on the Design of Undergraduate and Taught Postgraduate Programmes*²⁰.
86. There are four stages for the approval of amendments to programmes, summarised in the table below:

Stage	Characteristics
1. Idea development	The initial idea should be discussed with the Programme Director. The TLD and Senior Quality Support Officer (Programme Specifications and Programme Approval) determine at which approval level the proposal can proceed (ie via the School-level or University-level).
2. Consultation stage	The SDTL and Programme Director consult with the HoS and, for major amendments only, TLD, and the relevant Marketing Business Partner. In light of these initial discussions the TLD may decide that further consultation with other key stakeholders may be appropriate. The endorsement of the relevant Board of Studies should also be sought at this stage.
3. Document preparation stage	The SDTL and Programme Director prepare necessary documentation as determined by the TLD and Senior Quality Support Officer (Programme Specifications and Programme Approval), and seek the views of External Examiners/External Accreditation Bodies.
4. Approval stage	<p>In the case of major amendments the SBTL will approve the submission of documentation, via the TLD. The TLD will approve the submission of all relevant documents, including a Form B to UPB for approval.</p> <p>In the case of minor amendments the SBTL will approve the proposal. The TLD will approve the submission of all relevant documents to SBTL for approval and note.</p>

87. Schools should note that proposed changes to a Programme Specification must be completed and approved before any offer is made to a student to undertake the programme set out in that Programme Specification, unless the University is permitted by its terms and conditions to make a change to an existing Programme Specification. In most cases, changes to Programme Specifications should not apply until the cohort for whom the amended Programme Specification formed part of the University's offer. There is an indicative timeline for the delivery of proposals which Schools should follow. Where Schools wish to make an amendment to a Programme Specification to take effect for an existing cohort of applicants or students, the reasons for this should be made clear as part of the amendment application. Schools should liaise with their relevant Marketing Business Partner to ensure

²⁰ www.reading.ac.uk/web/FILES/qualitysupport/programmedesign.pdf

that sufficient time is available to market the programme (ie that prospectus and/or Open Day deadlines can be met). See (74) above, and appendix 4, for indicative timescales.

Idea Development

88. At the idea development stage, the Programme Director should contact the relevant School Director of Teaching and Learning. The SDTL play a key role, as follows:
- a. to advise whether the proposed initiative is advisable (before the Programme Director has assembled the relevant documentation);
 - b. to make an initial recommendation (which will be approved by the TLD) as to whether the initiative requires School or University-level approval. If the amendments constitute material changes leading to a 'New Programme', please refer to *Approval of a New Programme*²¹ process;
 - c. to advise the Programme Director on the approval process that their initiative will undergo. In particular this will involve how to put a proposal together and also an indication of the important dates and deadlines within the process which may depend on marketing events (such as the preparation of the Prospectus);
 - d. to pass on proposals requiring approval at University-level; and,
 - e. to identify any issues of resource, and specifically in relation to the Five Year Plans under the Sustainable Planning process and the outcomes of the School Planning and Enhancement of Learning and Teaching (SPELT) process;
89. Once it has been established which level of approval is required (see Flowchart at (12) in the Programme Lifecycle Policies document), the following stages should be followed. Although some amendments can be approved quickly, the approval of significant amendments to a programme, from conception to the admission of the first cohort of students, is likely to take some time and planning should be undertaken accordingly.
90. It should be noted that changes to compulsory modules, or any other changes which impact on the Programme Specifications, from 2016/16 forward will have implications for the Student Contract.

Minor Amendments Requiring School-level Approval

91. Where it has been determined that the programme initiative requires School-level approval only, the Programme Director may choose to complete Form C: *School-level only Approval Form*. Programme Directors are guided in the Form regarding which sections to complete. The School may decide to record changes via an alternative means, but must ensure that all relevant data is recorded and reported to SBTL.
92. Where a proposer wishes to create a new credit-bearing module which is either a compulsory or an optional part of an award-bearing programme, a draft Module Description Form should be prepared and submitted to a Board of Studies. It should be referred to the relevant Board of Studies for that subject area and level of award for approval.
93. The proposal will be considered by the appropriate Board of Studies and the School Director of Teaching and Learning. Such consideration must be informed

²¹ See 16ff above

by the views of relevant External Examiners and Partner Institutions (if any) as to whether the initiative provides for a coherent and worthwhile programme. Where the proposal affects other Schools, the agreement and signature of relevant School Director(s) of Teaching and Learning should be obtained (if the proposal is for the withdrawal of a compulsory module affecting another School then University-level approval must be sought).

94. Careful consideration must be given to whether the changes to the programme affect the existing delivery at an offshore site (eg at the UoRM) or with a partner. In these instances the views of the TLD (International) or TLD (Quality), along with those of the relevant cluster TLD, must be sought, and confirmation obtained that the changes can be made. In so doing the TLD (International) or TLD (Quality) will consult the Academic Director for T&L (UoRM). Any change affecting programmes delivered at UoRM will need to be checked against the Malaysian Qualification Agency's (MQA) Programme Change Analyser²², and made in consultation with staff at UoRM. Where changes affect delivery in branch campuses the proposal will be considered as a Major Amendment (see below).
95. The School Board for Teaching and Learning will approve the proposals and keep the paperwork on record. The approval may be granted by Chair's Action. The SBTL should record the nature of the changes approved, the date when the changes will be effective and the cohort(s) to which the changes will apply. These records may be requested by UPB.

Major Amendments Requiring University-level Approval

96. Where it has been determined that the programme initiative requires University-level approval (short of the *Approval of a New Programme*), the Programme Director should complete Form B: *Programme Amendment Form*. Programme Directors are guided in the form regarding which sections to complete.
97. The proposal will be considered by the TLD, in consultation with the School Director of Teaching and Learning. Such consideration must be informed by the views of relevant External Examiners and Partner Institutions (if any) as to whether the initiative provides for a coherent and worthwhile programme. In the case of new programmes which largely consist of existing modules, at least one external examiner from each of the contributing disciplines should be consulted on the proposed programme. A larger panel may be appointed if the circumstances warrant it.
98. For major amendments the SDTL and the Senior Quality Support Officer (Programme Specifications and Programme Approval) should consult with the appropriate Marketing Business Partner, as required. Any change affecting programmes delivered at UoRM will need to be checked against the Malaysian Qualification Agency's (MQA) Programme Change Analyser²³, and made in consultation with staff at UoRM.
99. Normally, the proposal will be reviewed by SBTL and then submitted to UPB (via the TLD and relevant Senior Quality Support Officer) for approval (noting the nature of the changes approved, the date when the changes will be effective and the cohort(s) to which the changes will apply). In most cases the TLD may approve the proposal, on the delegated authority of UPB. Complex decisions (eg if another School is involved, changes to admissions requirements, and changes impacting on activities at branch campuses, including UoRM) the decision will always be made at UPB. Proposals where the Programme Specification with contractual status is altered may be approved by TLDs, under delegated authority of the Board,

²² Contact the Secretary of UPB at r.j.sandford@reading.ac.uk

²³ Contact the Secretary of UPB at r.j.sandford@reading.ac.uk

if the TLD is satisfied that Marketing and Admissions have been consulted to check the possible impact of the changes (eg how many applicants may be affected).

Post Approval

100. Decisions made under delegated authority will be reported at the meeting of UPB. Following the meeting of UPB, the Secretary of UPB shall inform stakeholders across the University Directorates of the outcome of any proposals via the mailing list: programmeapproval@lists.reading.ac.uk.
101. UPB will report to UBTL the outcome of any proposals for changes to programmes approved at University-level.
102. UBTL will report to the Senate the outcome of any proposals for changes to programmes approved at University-level.
103. The School will be responsible for implementing and operating the programme according to guidelines prescribed under the *Guide to Policies and Procedures in Teaching and Learning*²⁴.

²⁴ www.reading.ac.uk/internal/qualitysupport/guide/qual-guidehome.aspx

WITHDRAWAL AND SUSPENSION OF PROGRAMMES

Scope of guidelines

104. These guidelines indicate the procedures to be followed and the level of approval required where Schools wish to withdraw permanently, or suspend temporarily, programmes from their portfolio of programmes. The document also specifies the procedure and indicates the considerations to be taken into account on the withdrawal or suspension of modules.
105. The University recognises that it may, from time to time, be desirable to remove programmes from delivery. This may be in a response to reduced demand for a programme, changing resource availability, or in order to concentrate on other school priorities.
106. Programmes which are withdrawn are deemed to be permanently removed from the University's portfolio of programmes. The date of removal will be determined by the University Programmes Board in consultation with the School.
107. Programmes which are suspended are, unless otherwise determined, deemed to be closed for entry for a 12 month period commencing from a date to be determined by the University Programmes Board in consultation with the School. Suspensions of over 12 months will only be granted in exceptional circumstances.
108. Progression arrangements where partnership students join an existing UoR Programme with advanced standing should also follow this process, even where the UoR Programme will continue to be offered.

Process

Proposal stage

109. The proposal to withdraw or suspend a programme will normally come from the Programme Director, Board of Studies, School Director for Teaching and Learning (SDTL) or Head of School.
110. Recommendations that a School should consider withdrawing or suspending programmes may also be made during the three-year planning process and the SPELT process. Additionally, such advice may also come from the Teaching and Learning Strategy Board, the University Programmes Board, the University Executive Board, or via persons acting under the delegated authority thereof.
111. Proposals to withdraw or suspend programmes should initially be discussed with the SDTL and with the Teaching and Learning Dean (TLD).

Consultation stage

112. The SDTL should advise the proposer to consult with appropriate key stakeholders in order to form a consistent and compelling rationale for the proposal. This might include:
 - current external examiners or accreditation bodies;
 - other contributing (or affected) Schools and Departments;
 - Marketing, Communication and Engagement;
 - Admissions;
 - external partners involved in delivery;
 - the International Partnership Team and the Senior Quality Support Officer

- (Partnerships); and,
 - any accrediting bodies.
- 113. Evidence of consultation with RUSU or students will be required in some cases, especially in the event of large-scale closures.
- 114. The SDTL should seek the approval of the relevant Board of Studies and/or Programme Director to proceed with the proposal.
- 115. The SDTL will need to complete Form D for submission to the TLD via the Quality Support Officer (Programmes)²⁵.

Approval

- 116. The completed form and supporting documentation will provide:
 - A clear and compelling rationale for the withdrawal or suspension of the programme;
 - a detailed account of the expected provision for students currently enrolled on the programme (for those programmes where delivery extends over more than 12 months, or has suspended students on roll);
 - evidence of recent recruitment performance and market demand; and,
 - evidence of how existing applicants and/or offer holders will be supported (if the programme is being withdrawn or suspended mid-recruitment cycle).
- 117. The TLD will submit the Form D, and supporting documentation, to UPB for consideration and approval.
- 118. Normally, UPB will only approve a suspension for a single period of 12 months. Thereafter the University would expect the programme either to be withdrawn or reinstated. UPB will require compelling evidence of the rationale for a suspension as opposed to withdrawal, which may for instance be:
 - Temporary unavailability of resources (especially academic staff)
 - Temporary reduction in application numbers
- 119. Requests to withdraw or suspend a programme must consider the impact on the recruitment cycle. It should be noted that where the delivery of a programme has been suspended the marketing and applications for the next intake will automatically continue in the normal way, unless UPB determine otherwise. Marketing may be suspended and there is an expectation that the programme team will provide a follow-up case for a further suspension (in exceptional cases) or formal withdrawal of the programme.
- 120. The formal approval of the withdrawal or suspension of undergraduate programmes should normally be granted before the deadline for the prospectus and no later than the Open Days for the affected incoming cohort. It should be noted that this deadline will mean that the Student Recruitment Team will have already been promoting the course (to an incoming cohort for that cycle) for approximately four months (eg at UCAS fairs and overseas). As such, decisions to withdraw or suspend a programme should ideally take place as early as possible.
- 121. This would normally imply an absolute minimum of 18 months prior to the programme start date for undergraduate programmes.
- 122. The formal approval of the withdrawal or suspension of postgraduate programme should normally be granted no less than 12 months ahead of the proposed withdrawal date.
- 123. The suspension of programmes is usually as a response to less predictable

²⁵ Or Teaching and Learning Officer, in the case of Henley Business School.

circumstances, and it may be expedient to suspend at relatively shorter notice. UPB will then be seeking further assurances concerning any current students on the programme, and for arrangements for any current applicants or offer holders. Such assurances may include deferred or changed course offers, or the offer of assistance to find places on similar programmes at other institutions.

Post-Approval

124. Stakeholders shall be informed of the decision of UPB, normally within two weeks of the decision being made. Stakeholders will include:
 - The SCTL
 - Admissions
 - RISIS
 - Marketing, Communication and Engagement
 - Other parties subscribing to the mailing list (see appendix 5):
programmeapprovals@lists.reading.ac.uk
125. The relevant Senior Quality Support Officer (Programme Specifications and Programme Approval) will oversee the closure of the programme on University systems.
126. Where the impact of a withdrawal is judged to be ‘major’, UPB (on behalf of UBTL) may decide to form a Group to oversee the withdrawal of the programme. Such a Group would normally be charged with protecting the academic interests of those students remaining on the programme, ensuring that they have a positive student experience, and support the operational elements at play. The Group would normally be Chaired by a TLD.

Withdrawal of modules

127. Schools should be especially mindful of the potential impact of the withdrawal of modules (either individually or as a consequence of the removal of a programme) on other Schools and Departments. The Senior Quality Support Officer (Programmes) will be able to confirm whether the modules are being used in other areas. Any change affecting modules delivered at UoRM will need to be checked against the Malaysian Qualification Agency’s (MQA) Programme Change Analyser²⁶, and made in consultation with staff at UoRM.
128. Where modules are either compulsory as part of a programme owned by the same School as the module, or a compulsory part of a programme outwith the School, approval for the withdrawal of the module should be sought from UPB via the submission of a Form B. This will be completed in line with the guidance on the *Amendments to Programmes (Major amendments)*.
129. It should be noted that the preceding paragraph applies in the case of all programmes for which a programme specification has been published, whether or not the programme is currently running. Approval in all such cases will only be granted in exceptional circumstances.
130. The approval of the withdrawal of a module from a new programme which has been approved, and where the programme specification has not been published, will be granted by UPB as an amendment to that proposal under Form A.
131. In the case of the removal of modules from School-owned programmes where alternative provision has been made for the affected programmes (and where the published Programme Specification is not impacted) the School can grant approval on the submission of a Form C, or other recording mechanism, to the

²⁶ Contact the Secretary of UPB at r.j.sandford@reading.ac.uk

SBTL (in line with the guidance on the *Amendments to Programmes (Minor amendments)*).

APPENDIX 1: PARTNERSHIP PROGRAMMES –ADDITIONAL STEPS

Memorandum of Understanding

132. Where a teaching partnership is under consideration, proposers should investigate if a Memorandum of Understanding²⁷ is in place with the partner; the Partnerships Team can advise on this. Where an MoU does not exist and initial approval for the partnership is granted, Schools should normally follow the process for obtaining an MoU as set out in *Request for a Memorandum of Understanding (MOU)*²⁸ and as directed by the Chair of the Global Engagement Strategy Board. The Chair of GESB will make a decision on the need for an MoU based on the University's prior relationship with the proposed partner and knowledge of their standing in the academic community. Where a decision is taken not to obtain an MoU the proposers should ensure that due diligence activities have been undertaken and that, where necessary, confidentiality clauses are put in place (Legal Services will be able to provide guidance in both instances).
133. The Global Engagement Strategy Board is responsible for considering each proposed MoU request and will only approve an MoU if there are arguments for how the new partnership will enhance the University of Reading. The Proposer will be required to comment upon the academic standing of proposed partner, the name of the proposed partner's current partner institutions, the nature of any existing links with proposed partner, benefits of proposed partnership and any risks associated with partnership. The Partnerships Team will advise and support Schools in the development of their idea and through the MoU approval process.
134. The Global Engagement Strategy Board will inform the Proposer of the outcome of their request and if supportive, will approve the development of the MoU. The MoU will be written and signed in consultation with the Partnerships Team and Legal Services.

Initial meeting and site visit decision

135. Proposers should convene a meeting with the School's SDTL, the appropriate TLD, the PVC International, a representative of CQSD, a representative from the Partnerships Team and any other internal members of staff who will play a key role in the development of the academic partnership. This meeting will build on discussions held at the MoU stage and allow stakeholders to discuss whether the proposal should be progressed. The PVC and TLD will decide if a site visit is required. These discussions should address the time frame in which the proposal will be developed and submitted for approval. Discussions should consider a range of factors as outlined in Section C-E of *Annex 6: Standard Template for Business Proposal*²⁹.

²⁷ An MoU is a statement that two or more institutions intend to explore engaging in particular activities such as teaching, research or student or staff exchanges. It is not legally binding (although parts of it relating to confidential information and intellectual property may be enforceable) but can be a precursor to discussions that give rise to a formal agreement. www.reading.ac.uk/web/FILES/qualitysupport/MoU_request_form_V4_blank.docx

²⁸ A new process for obtaining an MoU is under development and should come into effect in the Spring Term 2017.

²⁹ www.reading.ac.uk/web/FILES/qualitysupport/annex6businessproposal.pdf

136. The meeting will further consider the level of investigations required for the programme based upon the scale and complexity of the proposed activity, the type of partner and the experience of the partner in the academic area and in partnerships.
137. Once the meeting has taken place, the TLD will consider the programme initiative and will consult with the Head of School. If they support the proposal, the TLD will consult the other TLDs, normally via an exchange of emails. This will act as an opportunity to link up initiatives with the same partner from across the University or ensure that there is no conflict with initiatives in other parts of the University. The TLD may request further information from the Proposer as part of these initial considerations.
138. The decision on whether a site visit is required will be based on the level of risk inherent in the unique context of the proposed programme and partner. Section C & D of *Annex 6: Standard Template for Business Proposal* should form the basis of discussions regarding risks. The following table broadly indicates the level of risk for certain types of academic partner programmes in relation to typology³⁰:

Nature of arrangement	Likely range of level of risk
Joint award	High
Validation	High
Franchise	Medium-high
Off campus delivery	Medium
Dual awards	Low-medium
Progression/Articulation	Low-medium

139. Where there is initial approval of the programme initiative, the TLD will inform the School and grant approval for the School to develop Programme Documents and Business Proposal. The TLD, in consultation with CQSD, will also inform the School if a site visit is required.
140. The TLD will inform the Proposer and SDTL if a site visit is required.
- a. Where a site visit is required, the visit team will work with the School in order to make arrangements for the visit and discuss a timeframe for this element of the approval process.
 - b. Where a site visit is not required, a desk-based review will be conducted by CQSD in collaboration with the TLD. In this situation, the same type of investigations should be conducted, utilising video conferencing to conduct discussions with key stakeholders at the partner.
141. For progression and articulation proposals, the same process should be followed as 131-139 above, noting that site visits will not normally be required for these types of agreement.

³⁰ The full *Typology for Academic Partnerships* can be found at www.reading.ac.uk/web/FILES/qualitysupport/Typology.pdf

Partnership Investigations

142. In addition to the standard requirements of the University-Level Approval process, Partnership Investigations are required for all programmes which involve delivery with a partner. Partnership Investigations will take place as early as possible during the consultation stage of the approval process in order to inform the development of Programme Documents and the Business Proposal. Results of Partnership Investigations will provide key details for the Business Proposal. Partnership investigations should always take place prior to Scrutiny.
143. Whilst the procedures described in this document relate to the requirements of the University of Reading, it is anticipated that the proposed partner will also wish to undertake reciprocal investigations. Any request by the partner regarding the University's status or policies should be directed to CQSD.
144. The University recognises that delivering a programme with a partner carries risks and it has developed its requirements in relation to Partnership Investigations for new programmes in accordance with Chapter B10: Managing higher education provision with others of the QAA's UK Quality Code for Higher Education³¹ which states that:

‘Whether the benefits presented by a potential arrangement for delivering learning opportunities with others are outweighed by the challenges depends on the nature of the delivery organisation or support provider and on the activity. Delivering learning opportunities with others inevitably carries risks. Arrangements that break down can present difficulties for students and can damage the reputation of participant organisations, as well as that of UK higher education more generally. They can also give rise to high human, financial and legal costs. It is therefore incumbent on degree-awarding bodies (and higher education providers without DAPs that are making arrangements with a third party) to assess the risks involved and manage them appropriately.

Adopting a risk-based approach to commissioning, developing and managing arrangements for delivering learning opportunities with others mitigates these dangers. This approach ensures that the effort invested is commensurate with the complexity of the proposed collaboration, the status of the delivery organisation or support provider, the level of experience of the degree-awarding body, and the risks associated with each of these.’

145. The University therefore anticipates that the scale of Partnership Investigations will vary depending upon the nature of the proposed programme as indicated in the table of risk above. There will be some flexibility in the application of detail and design of the investigations to ensure that they are appropriate to the different timescales and contexts in operation for each proposal. Nonetheless, scrutiny will be equally robust for all programmes to assess thoroughly and mitigate the risks involved.
146. The University will wish to satisfy itself that it has adequately assessed the financial, legal, academic and reputational risks as part of its Partnership Investigations. It will need to satisfy itself that the conditions are such that the programme is likely to succeed.
147. For proposed partnerships with UK institutions, it will normally be appropriate to adopt a light touch approach to Partnership Investigations, given that they are subject to robust scrutiny including internal and external governance arrangements, and from statutory bodies such as the Higher Education Funding Councils and the Quality Assurance Agency, and professional accreditation bodies

³¹ Can be accessed via links here - www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b

and that most of these reports are in the public purview. Investigations will normally be based on these publicly available reports and will not normally require a partnership visit.

148. The University should formally approve the curricula vitae of all relevant partner institution staff in advance of their commencing teaching on University programmes. This is a continuing obligation throughout the life of the programme.

Undertaking the Site Visit

149. The visit will normally be undertaken by the TLD, or their delegate, and a member of CQSD. The objectives of the visit are to:
 - a. Gain a greater understanding of the partner and proposed programme through an evaluation of human and material resources:
 - b. Strengthen the bi-lateral relationship to ensure the success of the partnership: and,
 - c. Establish the strengths and areas for development of the partnership.
150. Prior to the partnership visit the Proposer will provide, in liaison with CQSD, the visiting team with:
 - a. the MoU:
 - b. any other MoAs with the proposed partner:
 - c. draft programme specification:
 - d. draft Business Proposal:
 - e. reports of any previous visits:
 - f. Form A and associated reports: and
 - g. copies of any important correspondence.
151. The *Guidance for the partnership visit*³² covers the responsibilities of those involved, a list of suggested meetings and key questions to address. A schedule should be agreed by the Proposer, visiting team and colleagues at the proposed partner institution. The visit will typically include meetings with Senior Management, teaching, support and quality assurance staff and a group of students. The visiting team will normally undertake a tour of the partner's facilities.
152. Following the partnership visit, CQSD will draft a partnership report on behalf of the visiting team. The report will be submitted to the relevant staff in the School and its contents should inform the further development of the Programme Documents and the Business Proposal. The final Business Proposal should include the partnership report as an annex and the Proposer should provide an account in their Proposal of how the partnership investigations had shaped their proposal. Reports of any other visits to the partner should also be appended to the Business Proposal.
153. Where a desk based due diligence exercise takes place, the same investigations should be conducted, utilising video conferencing to conduct discussions with key stakeholders at the partner. CQSD will draft a partnership report which shall undergo the same follow-on actions as described in (154ff).
154. The resulting partnership report will identify recommendations for the Proposer to consider and Proposers may wish to amend other documentation in light of recommendations made in the partnerships report. The Partnerships Report must be submitted with other documentation to the Scrutiny Panel.

³² www.reading.ac.uk/web/FILES/qualitysupport/annex7partnershipvisit.pdf

Business Proposal

155. Programmes developed with a partner will be required to complete the appropriate sections of the Business Proposal, as advised by the Partnerships Team. Completion of this section should include:
- a. The results of the Partnership Investigation.
 - b. Guidance from the Home Office Compliance Officer in respect of the status of the proposed partner with the UK Border Authority and any potential visa issues for incoming students.
 - c. Consultation with CQSD, Academic Legal Services and Finance to assess Partner status by drawing on annual reports, annual accounts, details of Professional Indemnity insurance cover and reports by external bodies such as QAA or funding councils.
 - d. A clear indication of the quality assurance arrangements for the programme, including the operation of the Board of Studies and Examinations Board and arrangements for monitoring the programme and Periodic Review/revalidation. Particular detailed commentary should be included where any quality management functions have been delegated to the partner.
156. Proposals for progression and articulation agreements should be passed to UPB using a *Curriculum Mapping Form*³³. These should be completed by the Proposer who should use the Form to provide an account of the proposed programme(s) and partnership. A draft Programme Specification and Business Proposal will still normally be required.

Post Approval

157. Post approval, CQSD will liaise with the School and the partner to prepare a Memorandum of Agreement (MoA) which will act as the contract for the partnership programme. The MoA will set out the rights and obligations on both parties and will normally have an expiration date of six years from the date of signature. Where partners request that the MoA be in a second language in addition to the English language version, the document will be formally translated, or a translation verified, by an external body. The School will be responsible for the cost of any translations. The MoA will be signed by an appointed member of the University Executive Board for the University and by an appropriate and authorised representative for the partner. This contract will be legally binding and original copies will be held by CQSD. Recruitment and advertising will not take place until the MoA has been signed.
158. Any further documentation required by the partner, for the purposes of accreditation in the partner's country for example, will be completed at this stage.
159. Schools are responsible for notifying CQSD of projected student numbers and discussing requirement of any training for partnership staff with CQSD.
160. The School will be responsible for day-to-day operation of the programme in accordance with the MoA and develop an Operational Handbook for both University and partner staff. CQSD can provide support in developing the handbook, which should be completed as soon as possible after the programme is approved.

³³ www.reading.ac.uk/web/FILES/qualitysupport/form2curmapping.doc

161. The School will be responsible for implementing and operating the programme according to guidelines prescribed under the *Guide to Policies and Procedures in Teaching and Learning*³⁴.
162. The School will be further responsible to operate the programme in accordance with policy and procedure relating to the monitoring and review of academic partnership programmes which can be found in the *Procedure for Partner Programme Review*³⁵ and *Procedure for Partner Programme Monitoring*³⁶.
163. In addition, the School will ensure all marketing materials in relation to the partnership and programme are correct and kept up to date, with the support of Marketing, Communication and Engagement.

³⁴ www.reading.ac.uk/internal/qualitysupport/guide/qual-guidehome.aspx

³⁵ www.reading.ac.uk/web/FILES/qualitysupport/cpreviewandrenewal.pdf

³⁶ www.reading.ac.uk/web/FILES/qualitysupport/Monitoring_process_v4.pdf

APPENDIX 2: DEGREE APPRENTICESHIPS

164. The University is committed to developing good working relationships with local and national businesses and organisations in order to provide high quality apprenticeship programmes in a suitable setting.
165. The introduction of a new Apprenticeship Programme should follow the normal guidelines for Programme Approval, as stated in the University's Programme Lifecycle Policy.
166. Approval of Apprenticeship Programmes, amendments to those programmes, and the addition of new employers will be subject to additional approval steps:

Scenario	Additional Steps
New Programme for an Apprenticeship Standard against which the University has not previously delivered	Usual programme approval process as outlined in sections 16-76 above. Where this proposal is for a different level or from a part of the University which is not already delivering Apprenticeship Programmes, additional approval via the Apprenticeship Levy Board / University Executive Board (ie level 4 or 5 from Henley Business School or any level from elsewhere in the University).
Adaptation of an existing programme, to align with an Apprenticeship Standard and open the programme to levy funded students/apprentices	Usual programme approval process as outlined in sections 16-76 above. Proposer should consult CQSD re: requirement for academic scrutiny, which may be limited to mapping to the appropriate standard, if there is no significant change to the approved university programme.
Non-credit bearing apprenticeship programmes, with no University Award	Usual programme approval process as outlined in sections 16-76 above. (following the caveats stated in the above 2 scenarios)
Customisation of material for a previously approved apprenticeship programme, which will include new modules or changing learning outcomes of existing modules, but will not include sector or employer bespokeing where learning outcomes do not change	Usual programme amendment process as outlined in sections 77-103 above. Referral to the University Programmes Board (via the TLD) should be made by the School Director for Teaching and Learning with the Programme Director, where appropriate.
Where there is no customization or we run an open cohort or we have a new employer for an otherwise approved Programme	No additional academic programme approval. (Completion of the Employer Contract Requirement Form (signed by TLD) and returned to Legal Services).

Where there is deviation from the approved method of delivery or other factors that may impact on academic delivery (for example, significantly increased cohort size or different locations for delivery)	Approval by the TLD. (Completion of the Employer Contract Requirement Form (signed by TLD) and returned to Legal Services).
For all new employers (as the employer will be considered a partner organization under Chapter 10 of the Quality Code)	Adequate due diligence (as outlined in sections 167-181 below)

167. The guidelines below relate to the approval and monitoring of Partnerships/ Employers for approved apprenticeship programmes.
168. These guidelines have been informed by *Chapter B10: Managing Higher Education Provision with Others of the QAA UK Quality Code for Higher Education*³⁷, which was published in December 2012 and the *QAA Characteristics Statement for Higher Education in Apprenticeships* published in July 2019³⁸.
169. The University encourages Schools to consider new, appropriate Employer Organisations with whom they can deliver their apprenticeship programme(s) and welcomes proposals from Schools and Departments.
170. The University will wish to satisfy itself that it has adequately assessed the financial, legal, academic and reputational risks of working with the Employer.
171. The investigations will be largely composed of desk-based due diligence, however where facilities and equipment are being used at the Employer Organisation, those reviewing should satisfy themselves in relation to the quality and any safety aspects of the facilities being used.
172. The Proposers will be asked to complete the *Apprenticeship Client Contract Requirement Form (Annex 9)*³⁹, with assistance from the University Finance Team, CQSD and Legal Services which will cover the following aspects:
- a. Client / Employer Details
 - b. Reputational and financial due diligence
 - c. Any significant variations on the standard delivery as noted in the Programme Specifications and the original Programme Business Case
 - d. Measures in place to support the students and the delivery of the Programme
 - e. Contract information
173. Where the introduction of delivery on different sites or parts of the organisation leads to substantive changes in relation to (c), (d) and (e) above, the relevant Teaching and Learning Dean will need to consider whether that element of the provision is required to go through the programme approval process.
174. Responsibility for internal approval of the proposed employer lies with the School Director of Teaching and Learning and the Head of School. The SDTL should satisfy themselves that the programme for any given employer will meet the University's requirements for academic quality and student experience.
175. Significant variations on the approved programme (see sections 164 and 165 above) or specific customisations for an employer will need to be discussed with the relevant

³⁷ www.qaa.ac.uk/publications/information-and-guidance/uk-quality-code-for-higher-education-chapter-b10-managing-higher-education-provision-with-others1

³⁸ https://www.qaa.ac.uk/docs/qaa/quality-code/characteristics-statement-apprenticeships.pdf?sfvrsn=12dac681_8

³⁹ www.reading.ac.uk/web/files/qualitysupport/Annex-9-Apprenticeship-client-contract-requirement-form.docx

Teaching and Learning Dean and may be referred to UPB for consideration in accordance with the Programme Lifecycle Policy.

176. Completed Employer forms will be returned to Legal Services who will undertake Contract drafting and negotiations and will escalate any concerns to the Apprenticeship Levy Board.
177. Where the University is bidding for an Apprenticeship delivery under a procurement process, as much of the Approval form should be completed as possible and returned to Legal Services to review alongside the proposed Contract.
178. The Contract between the University and the Employer will be approved and signed by a member of UEB, normally the PVC (Academic Planning and Resource). In addition, students, the Employer Organisation and the University will be required to sign a Learner Commitment Statement.
179. At least six months prior to the expiration of the term of the Contract with the Employer or as otherwise agreed in the Contract, a review of the arrangement should take place in order to consider its future viability and to decide if there is a desire to renew the arrangement by both Parties. If both Parties agree, the Contract may be extended or a further contract entered into. This will be monitored by the Legal Services Department.
180. The process for requesting re-approval of an Apprenticeship Employer will be largely based on the initial approval process, whereby Schools will be asked to review the partnership and consider any changes that may affect the ability or desire to renew the Agreement. Proposers should complete the *Apprenticeship Employer Contract Renewal or Variation Form (Annex 10)*⁴⁰.

The School will be responsible for ensuring the monitoring and review processes are carried out in accordance with University Procedures.

⁴⁰ www.reading.ac.uk/web/files/qualitysupport/Annex-8-Working-with-Partners-Due-Diligence-template.docx

APPENDIX 3: (ACADEMIC) SCRUTINY PANELS

181. The Scrutiny Panel will look at the academic elements of the programme proposal and will be convened by the Teaching and Learning Dean.
182. The typical membership of a Panel should be:
- a. Three members of academic staff, to include:
 - One member from a cognate programme⁴¹; and,
 - two further members from other Schools (one of whom will be the Chair);
 - b. One external subject specialist from outside the University of Reading (two if one external member does not cover the full subject area of the proposal or if the proposal relates to a new joint honours programme. In the latter case, there should be an external subject specialist for each discipline), to whom a fee, subsistence allowance and travel expenses will be paid;
 - c. One student member from outside the proposing School who shall be a School or Course Representative or Student Officer of the Students' Union; and,
 - d. A Panel Secretary, who will normally be provided by the Centre for Quality Support and Development (or School Office, in the case of HBS).

Whilst this will be the standard composition of a Scrutiny Panel, SBTL may suggest variations, which would require the approval of the TLD, dependent on the nature and breadth of the content of the programme. Where the programme will include a partnership, blended learning or distant learning, a further external specialist in the appropriate field could be invited onto the Panel.

All members of a Scrutiny Panel should have relevant experience and, where necessary, undergone training to fulfil their role. All panel members should be approved by an appropriate TLD.

183. School and Course Representatives will apply to be a student panellist via an application process co-ordinated by the Students' Union annually in the Autumn Term. Student members will be expected to fulfil the duties outlined in the *Job Description and Selection Criteria for Student Member of a New Programme Scrutiny Panel*⁴² and will need to complete the *Nomination Form for a Student Member of a New Programme Scrutiny Panel*⁴³.

Those students who apply will be invited to attend a Scrutiny Panel training session run by the Students' Union during the Autumn Term. The Academic Representation Co-ordinator, RUSU, will maintain a record of all eligible Student Reps, following their attendance at training, and will provide a list to the relevant School on request. A student panellist for each scrutiny panel will be appointed by the relevant TLD in consultation with the School Board for Teaching and Learning and RUSU, in accordance with the published selection criteria.

184. The Chair of the Scrutiny Panel will liaise with the student member prior to the meeting of the Panel to provide guidance on the documentation to be provided and

⁴¹ A cognate programme will normally be but from within the cluster of Schools which formally formed the Faculty. All panel members will be from outside the School developing the proposal.

⁴² www.reading.ac.uk/web/FILES/qualitysupport/ann1scrutinyjobdescriptionstudent.docx

⁴³ www.reading.ac.uk/web/FILES/qualitysupport/annex2scrutinynominationformstudent.doc

the areas to be considered by the student. The Secretary will provide the student member with any further guidance in advance of the meeting. Further guidance for Chairs and Secretaries is included in the *Student Membership of Scrutiny Panels: Good Practice and Guidance for Chairs and Secretaries*⁴⁴ document.

185. The student panellist can allocate the hours undertaken as part of a scrutiny panel to the 35 hours of core activity as part of the RED Award. The student panellist will be required to obtain the signature of the Chair of the Panel/Education Officer (RUSU) on their RED activity checklist⁴⁵.
186. The Scrutiny Panel's terms of reference are:
 - a. to consider the aims and objectives of the programme and how these are to be achieved;
 - b. to ensure that the programme is coherent and well-constructed;
 - c. to check that the programme articulates with the aims of the University's Curriculum Framework (in the case of undergraduate programmes);
 - d. to ensure that the programme meets the University's requirements for quality and standards, and complies with its policies;
 - e. to ask fundamental questions about the academic rationale and structure of the programme; and,
 - f. to assist eventual Boards of Studies and Module Providers to prepare for periodic review, subsequent external assessment, and where appropriate, professional accreditation.
187. As appropriate, the Scrutiny Panel will consider:
 - a. the structure and content of the proposed programme(s);
 - b. arrangements for teaching, learning and assessment;
 - c. academic workloads of staff and students;
 - d. the evidence and documents from key stakeholders as submitted under paragraph (49) above⁴⁶;
 - e. any additional requirements to facilitate access to the programme by a varied student body (including, for example, differences in educational, cultural and social backgrounds and experiences, as well as the presence of any physical or sensory impairment and their mental well-being);
 - f. procedures for quality management and enhancement, where non-standard;
 - g. the likelihood of the graduates from the programme being successful in finding employment; and,
 - h. feedback from students consulted as part of the programme design phase.
188. The Scrutiny Panel should be supplied with all documentation relating to the proposal (including Form A, Programme Specification, Module Descriptions and the Business Case⁴⁷ and a Partnership report where relevant (see appendix 1)) and any supplementary materials⁴⁸, at least one week before a physical meeting or one week

⁴⁴ www.reading.ac.uk/web/FILES/qualitysupport/annex4guidanceforchairs.pdf

⁴⁵ www.reading.ac.uk/internal/readingexperienceanddevelopmentaward/reda-doingtheaward.aspx

⁴⁶ Colleagues from these Central Services may be invited to attend the meetings, or provide further information, if necessary

⁴⁷ Which may be redacted to remove commercially sensitive information before being supplied to external panellists

⁴⁸ Including information on the Curriculum Framework and the University's Teaching and Learning Strategy

before the deadline for responses if the meeting takes place virtually. Normally the business of the Panel is conducted via email, but may be completed in a single physical meeting with the requirement for follow-up electronic discussions.

189. Scrutiny will involve three elements:
 - a. considering the documentation and identifying general points and specific issues needing further discussion with the Programme Development Team or Project Lead. A set of 'questions' is supplied in the *Suggested Questions to Guide Scrutiny Panels Members*⁴⁹ document;
 - b. discussion with the Programme Development Team or Project Lead of any reservations or concerns of the Panel. The aim throughout the procedure is to facilitate the development of the programme and it may be necessary for the Panel to propose alternative approaches or solutions, which may not have occurred to the proposer, in order to resolve any difficulties and agree how to handle concerns; and,
 - c. discussion and identification of the items for inclusion in the final report along with recommendations to be made to the School Board for Teaching and Learning.
190. The Scrutiny Panel will produce a report of the Panel's findings following the standard template⁵⁰. The report will be evaluative in tone and should extend beyond the answering of the questions laid out in the *Suggested Questions to Guide Scrutiny Panel Members*. The Panel is not expected to comment on the detail of the Business Case (unless it relates to the delivery of the programme) but is encouraged to report any concerns, especially with regards the need for further 'due diligence' of the proposal.
191. The report should include:
 - a. A recommendation either that the programme be approved, or agreement that it not be approved; and,
 - b. A brief summary of the issues dealt with by the Scrutiny Panel and, where approval is recommended for the proposal, confirmation of satisfactory revisions.
192. The report should be sent to the relevant TLD, SDTL and the proposer.
193. The Proposer should write a response to the Scrutiny Panel report, providing comment on each of the Panel's recommendations. The Proposer should also amend any programme documentation in line with the recommendations of the panel.
194. Once the proposer has responded to the Panel's recommendations and made the required amendments, the relevant paperwork will be submitted to the Chair. If appropriate, the Chair of the Panel will confirm that the recommendations have been met and approve the programme to be submitted to the School Board for Teaching and Learning.
195. All final documentation including the Scrutiny Panel Report and response should be reviewed by the SDTL, on behalf of the SBTL, before it is submitted with the proposal for approval. The proposal and Scrutiny Panel Report must be submitted to the Programmes Board within one year of delivery of the Report. If the Board is asked to consider the report after this point, but within two years, then it should be supplemented with further documentation indicating that the Scrutiny Panel members (especially external panellists) are happy that the contents of the report are still relevant. Any further changes to the proposal which occur post-scrutiny should

⁴⁹ www.reading.ac.uk/web/FILES/qualitysupport/annex3scrutinypanelquestions.pdf

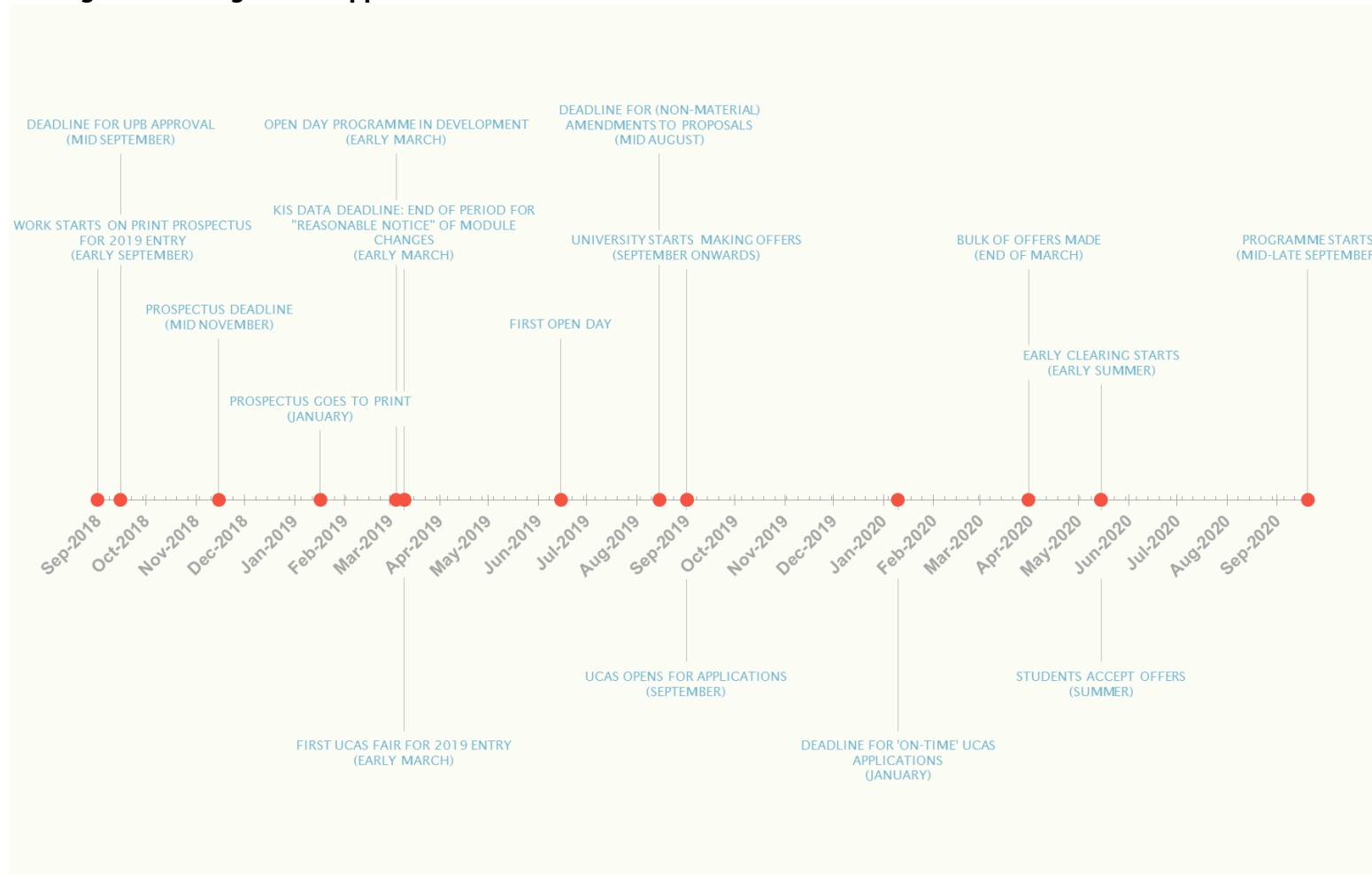
⁵⁰ www.reading.ac.uk/web/FILES/qualitysupport/annex5templatereportnewprogsp.doc

be accompanied by comments from either the Scrutiny Panel members or the External Examiners.

APPENDIX 4: TIMELINES

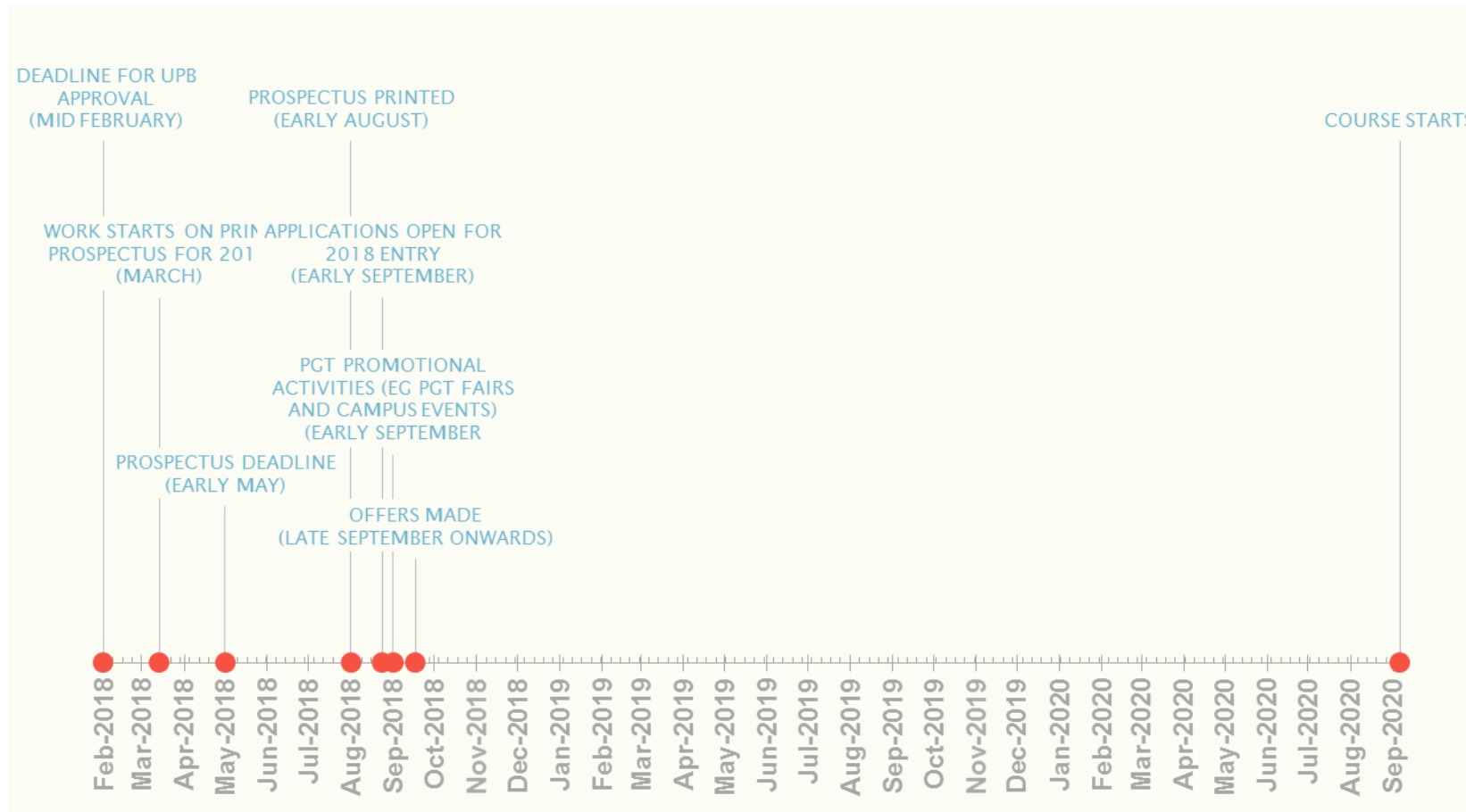
196. Below are a series of charts setting out indicating timeframes for programme development and approval.

Undergraduate Programme Approval timeline⁵¹



⁵¹ Please note that the University Programmes Board meets on a monthly basis.

Postgraduate Programme Approval timeline



APPENDIX 5: STAKEHOLDERS

197. Below is a table outlining key contacts for the various stakeholder groups mentioned in the Programme Lifecycle Policies:

STAKEHOLDER GROUP/AREA OF INTEREST	PRIMARY CONTACT	SECONDARY CONTACT
Accommodation	Accommodation Contract Management Director	Accommodation Partnership & Liaison Manager
Admissions	Senior Admissions Managers	Director of Admissions
Careers	Senior Placement and Development Manager	Director of Careers and Employability Services
Centre for Quality Support and Development	Senior Quality Support Officer (Programme Specifications and Programme Approval)	Director of Quality Support and Development
Erasmus and Study Abroad Office	Erasmus and Study Abroad Manager	
Finance	Finance Business Partner	
IT	IT Business Partner	Assistant Director of IT Services (Business Engagement)
Library	Liaison Librarian	Head of Academic Liaison and Support
Marketing, Communications and Engagement	Marketing and Engagement Business Partner	Head of Marketing Operations
Partnerships Team	Head of International Partnerships	International Partnership Manager
RISIS Development and Support	Senior Support Officer	Applications Manager
Student & Applicant Services	Director of Student Support Services	Head of Exams
Study Advice and Maths Support	Head of Academic Liaison and Support	Study Adviser
Technology Enhanced Learning	Head of Technology Enhanced Learning	
Trans-national Education	Teaching and Learning Dean (International)	Senior Quality Support Officer (Partnerships)

198. Below are the current subscribers to the Programme Approvals email list (managed by CQSD)⁵²:
- a. Teaching and Learning Deans
 - b. Senior Admissions Managers
 - c. Senior Quality Support Officers (Programme Specifications and Programme Approval)
 - d. Teaching and Learning Officer (HBS)
 - e. Content and News Team
 - f. Marketing Operations
 - g. Strategy and Space Management Director
 - h. Planning and Strategy Office
 - i. Head of Exams
 - j. Head of Academic Liaison and Support (Library)
 - k. Head of Systems and User Services (Library)
 - l. RISIS Development and Support
 - m. Head of University Museum and Special Collections Services
 - n. Study Advisers
 - o. Assistant Director of IT Services (Business Engagement and Transformation)
 - p. Senior IT Business Partner
 - q. Vice Provost, Malaysia Campus

⁵² As of September 2016

APPENDIX 6: SCHEDULE OF DELEGATIONS

199. The responsibility for decisions with regards the approval, amendments and withdrawal of programmes ultimately lie with the University Programmes Board.
200. The Board has delegated authority to some parties to make decisions and take actions on its behalf. The Board has also designated that some activities are to be undertaken by certain parties in order to ensure the smooth and effective application of the Programme Lifecycle Policies (ie by not overburdening the University Programmes Board with business).
201. Below is a table outlining some of the delegated responsibilities associated with the Programme Lifecycle Policies:

ACTION	TO WHOM	TYPE	SECTION
Final decisions regarding Schools under the purview of the Chair	Vice-Chair	Chair's Action	By custom
Identifying approval route	TLD & SQSO	Designated decision	10
Identifying approval route for international and partnership activities	TLD (International) or TLD (Quality) & SQSO	Designated decision	10
Determine the level of approval for the initiative	TLD & SQSO	Designated decision	14 & 22
Approval of ad hominem degrees	TLD	Chair's Action/ Delegated authority	18 note 6
Authorising 'light-touch' approval	TLD	Designated decision	23
Decisions on transfer/ recognition of credits as part of 'mass RPL'	TLD	Delegated authority	28
Determine whether other Schools need to be consulted	TLD	Designated decision	31 (1) & 36
Appoint a Programme Lead or Programme Development Team	SDTL	Designated decision	31 (1) & 41
Identify which stakeholders need to be consulted	TLD & SQSO	Designated decision	31 (2) & 39
Appoint a Scrutiny Panel (& site visit)	TLD	Delegated authority	31 (3), 52 & 53
Content and extent of Business Case	TLD	Designated decision	46
Determine approval route for amendments	SQSO & TLD	Designated decision	84 & 86 (1)
Authorising the noting of minor amendment approvals by UPB	TLD & SQSO	Delegated authority	86 (4)
Approval of major amendments, except changes impacting other Schools or Branch Campuses, and changes to entry requirements.	TLD	Delegated authority	99

*SQSO= Senior Quality Support Officer (Programme Specifications and Programme Approvals)

202. The above listing is not exhaustive, but is indicative of the kinds of decisions which can be made outside of the University Programmes Board.

Version control

VERSION	KEEPER	REVIEWED	APPROVED BY	APPROVAL DATE
1.0	CQSD	Bi-annually	UPB&UBTL	Sep/Oct 2016
1.1	CQSD	Bi-annually	UPB	Oct 2017
1.2	CQSD	Bi-annually	UPB	Jan 2019