# External Review of a new programme of study *or* of major amendments to an existing programme of study\*

*Parts 1 and 2 should be completed by the proposing School before sending the form to the external reviewer.   
\* Annex 1 provides the definition of a major programme amendment.*

### 1. The programme being reviewed

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| --- | --- |
| School: |  |
| Faculty: |  |
| Programme(s):  List the full award title(s) including all variants and fallbacks | CertHE/DipHE/BA (Ord and Hons)\*\*  PGCert/PGDip/MA/MSc\*\* |
| School contact:  Please list the name and contact details responsible for the development of the proposal |  |

\*\*delete as appropriate

### 2. The external reviewer

External reviewers should normally:

* be currently employed in higher education at the rank of Professor, Reader or Senior Lecturer
* be from within the European Economic Area
* have significant teaching experience in higher education within the UK
* not currently be, or have been in the past five years, a student, member of staff, or external examiner of the University of Leeds.

Any exceptions to these criteria should be agreed in advance with the Faculty Pro Dean for Student Education.

|  |  |
| --- | --- |
| Name and title |  |
| Institution |  |
| Role e.g. senior lecturer, professor etc. |  |
| E-Mail |  |

### 3. The review

Thank you for agreeing to act as external reviewer for this new programme or major amendments to an existing programme of study. All programmes of study at the University of Leeds are subject to approval of the Taught Student Education Committee of the relevant faculty. The committees work on the premise that the expertise on a subject rests in the proposing academic department and that any judgements it makes on the academic content of a proposed new programme must be limited. For this reason proposers are asked to seek a review from a peer in their subject area. Please comment on:

|  |
| --- |
| Distinctiveness Including the place of the programme within UK higher education and the relationship of the proposals to other subject provision in the same area. |
|  |
| Learning outcomes Including relationship to similar programmes offered elsewhere and the relevant QAA Subject Benchmark Statement(s). Is the relative demand, complexity, depth of study and learner autonomy involved appropriate? Is the level appropriate for the award and aligned to the FHEQ? Are all relevant benchmark statements, Professional, Statutory and Regulatory Bodies (PSRB) requirements, etc., satisfied? |
|  |
| Curriculum design Including programme length, compulsory/optional modules, balances between disciplinary areas. Is there overall coherence within the programme (currency, academic development and opportunities for personal development)? |
|  |
| Core Programme Threads **(For undergraduate programmes only)** The Leeds curriculum requires all students to develop an awareness and understanding of three key topics within the context of their discipline: Employability, Ethics and Responsibility, and Global and Cultural Insight. Comment on how well this is evidenced. |
|  |
| Assessment arrangements Does the assessment regime enable learners to demonstrate achievement of the learning outcomes? Comment on the variety and progressive nature of the assessments and the opportunities for synoptic assessment. |
|  |
| Employability Including the likely destinations and recruitment prospects of graduates. Comment on the development of relevant vocational and/or transferable skills. |
|  |
| Research-based Learning Comment on the extent to which the programme evidences research-based learning for the individual student, progressing from research-led teaching through the development of research skills and culminating in an autonomous piece of research work. |
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### 4. Submission

Please submit your review electronically to the programme proposer listed in section 1.

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| --- | --- |
| Completed by (type name): | Date of completion: |
|  |  |

### 5. Payment

External reviewers are paid a fee of £200 on submission of their report. Payments are subject to UK national insurance and income tax. The payment is made by the proposing School/Faculty.

**Annex 1**

**Major Programme Amendments**

*Following the request of the Taught Student Education Board the Quality Assurance Team has revisited the definition of ‘major programme amendments’ to ensure that only those proposals presenting substantial changes to existing programmes are classified as such. As stated in current policy, approval of minor programme amendments is delegated to the relevant School Taught Student Education Committee (although it is proposed that the annual programme review provides details of any such amendments and reflects on the rationale for their implementation). In clarifying the definition presented below, reference has been made of the QAA Quality Code and current practice in other higher education institutions.*

**Major Programme Amendments** are those that involve ***changes to the structure of a programme which have the potential to impact on the programme level learning outcomes and the programme title,*** i.e***:***

1. Any changes to the structure of the programme via the removal and/or addition of compulsory modules[[1]](#footnote-1)
2. The withdrawal, addition or re-designation of optional modules as co-requisites or pre-requisites (where such changes impact on a substantial number of optional modules - equating to 30% or more of the credit weighting for any single year of study, for example 40 credits at undergraduate or 60 credits at postgraduate level)
3. Changes to the programme title and/or award, where this reflects changes to programme content
4. Significant changes to the mode of delivery (e.g., via introduction of a Flexible and Distributed Learning mode or an alternative programme delivery location)

In the light of any such changes careful consideration must be given to a ***potential impact on the learning outcomes and the title of the programme***, and whether these should be revised in the light of the changes proposed. All such major programme amendments will require an external review and are to be considered by the relevant Programme Approval Group. The Programme Approval Group also has responsibility for the consideration of all new modules.

All other programme changes are to be considered and approved by the relevant School Taught Student Education Committee/s.

Examples include:

1. Change to a programme title (when the change is for marketing purposes and does not reflect any changes to programme content, structure or learning outcomes. In these instances the advice of the Faculty’s Marketing Manager should be sought and the title change agreed with the Dean of the relevant Faculty.) Such changes should only be implemented in advance of any recruitment cycle.
2. Adding or removing optional modules (when these amount to less than 30% of the credit weighting for any one year)

Proposed changes to programmes of study on which students are currently registered (i.e., changes to be introduced for existing as opposed to future cohorts) require the consent of those students registered on the programme as set out in the attached policy document.

QAT/January 2016

1. Replacement compulsory modules, where these do not impact on programme level Learning Outcomes are not included. [↑](#footnote-ref-1)