

**2031 Learning Framework**

**Undergraduate Programme Adjustment Template: Stage 1, 2 and 3 Adjustments**

This template should be used to log and request any stage 1, 2 and 3 programme adjustments. Please refer to the [Operationalising the Principles Part 1](https://www.intra.mdx.ac.uk/media/intranet/resources/learning-teaching-and-students/2031-learning-framework/Operationalising-the-Principles.pdf) and [Programme Adjustments Part 2](https://www.intra.mdx.ac.uk/media/intranet/resources/learning-teaching-and-students/2031-learning-framework/Operationalising-the-Principles-2.pdf) when completing this. All stage 1, 2 and 3 adjustments should be discussed and agreed through robust discussion at the relevant Faculty quality committee and/or validation/review event. This template can be completed for an individual programme or group of programmes; it will be combined at the cognate group level prior to sign off.

Sections 1 -6 of this form can be completed in advance of the relevant Faculty quality committee and/or validation/review event by programme teams and should be done so in consultation with CAPE colleagues.

Following the discussion, any agreed Stage 2 and/or Stage 3 adjustments will also require sign off by the Faculty Dean /Deputy Dean and approved by the PVC Education and Student Experience and Director of Quality and thus logged as a recommendation. Section 7 should be used to log those recommendations. Once signed, this form should be submitted to your Faculty Quality Business Partner(s).

**Section 1: Programme information**

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| **Director of Programmes** |  |
| **Date of Faculty Quality Committee and/or Validation/Review Event** |  |
| **Programme title(s) to which this request applies:** | |
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**Section 2: Rationale (stage 1)**

Please identify any stage 1 adjustment/s being requested. Stage 1 adjustments can be approved at the validation/review event.

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| **Type of adjustment** | | **Required** | | **Rationale** | | | **Agreed** |
| **Principle 3: Module Structure** | | | | | | | |
| **Feature 3.1: Four 30 credit modules**  *Standard: Four 30 credit modules* | | | | | | | |
| Level 3 inclusion of two 15 credit modules | |  | |  | | |  |
| Level 4, inclusion of two 15 credit modules for programmes without a common first year | |  | |  | | |  |
| Level 5,inclusion of 15 credit modules | |  | |  | | |  |
| **Feature 3.2: Two modules each semester for full time UG**  *Standard: Two 30 credit modules each semester across levels 3-6* | | | | | | | |
| At level 5, one 30 credit and two 15 credit modules (in one semester only) | |  | |  | | |  |
| **Principle 4: Student Groups** | | | | | | | |
| **Feature 4.1: Student clusters**  *Standard: Students taught in cluster groups of between 20-25* | | | | | | | |
| Merging two student cluster groups |  | | |  | | |  |
| Splitting student cluster groups |  | | |  | | |  |
| Merging more than two student cluster groups (larger cohort) |  | | |  | | |  |
| **Principle 5: Integrated Curriculum Design** | | | | | | | |
| **Feature 5.1: Principles for curriculum design**  *Standard: Representation of inclusive, flexible, personalised, and impactful principles within the curriculum* | | | | | | |  |
| One or more curriculum principle not evident within the design |  | | |  | | |  |
| One or more curriculum principle poorly evidenced within the design |  | | |  | | |  |
| **Feature 5.2: Embedded practices**  *Standard: Representation of all practices embedded within the curriculum* | | | | | | | |
| Co-leadership no /limited evidence within the curriculum |  | | |  | | |  |
| Digital literacy no /limited evidence within the curriculum |  | | |  | | |  |
| Employability no /limited evidence within the curriculum |  | | |  | | |  |
| Employer engagement no /limited evidence within the curriculum |  | | |  | | |  |
| Graduate competencies no /limited evidence within the curriculum |  | | |  | | |  |
| Inclusive curriculum no /limited evidence within the curriculum |  | | |  | | |  |
| Internationalisation no /limited evidence within the curriculum |  | | |  | | |  |
| Practice-led learning no /limited evidence within the curriculum |  | | |  | | |  |
| Sustainable Development no /limited evidence within the curriculum |  | | |  | | |  |
| Research-informed teaching no /limited evidence within the curriculum |  | | |  | | |  |
| **Principle 6: On Campus and Online Teaching** | | | | | | | |
| **Feature 6.2: Engaging and interactive on campus and online activities**  *Standard: Directed timetabled activities should be engaging and interactive across all programmes* | | | | | | | |
| Guest lecture | |  | | | |  |  |
| **Principle 7: Assessment** | | | | | | | |
| **Feature 7.1: Programme-based and authentic assessment**  *Standard: Programme-based and authentic assessment should be evident within all programmes* | | | | | | | |
| Programme-based assessment not evident within the design | | |  | |  | |  |
| Programme-based assessment poorly evidenced within the design | | |  | |  | |  |
| Authentic assessment not evident within the design | | |  | |  | |  |
| Authentic assessment poorly evidenced within the design | | |  | |  | |  |
| **Feature 7.3: Formative feedback throughout module**  *Standard: Formative feedback will be expected within all programmes* | | | | | | | |
| Formative feedback not evident within the design | | |  |  | | |  |
| Formative feedback poorly evidenced within the design | | |  |  | | |  |

**Section 3: Justifications (stage 2)**

Please indicate which adjustment/s are being requested and provide a justification for each one. Your justification should include as much detail as possible detailing why you are making this request, such as pedagogic, campus capacity, cross-campus collaboration and any benefits for students, discipline and/or the University. Following discussion and agreement at the relevant Faculty quality committee and/or validation/review event that the adjustment is required, a recommendation will be put forward in line with the deadline set at the meeting/event. This should be signed off by the Faculty Dean /Deputy Dean ahead of being submitted for approval by the PVC Education and Student Experience and Director of Quality. Programme teams will be notified of the outcome.

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| **Type of adjustment** | **Required** | **Justification** | | | **Agreed/**  **recommend** |
| **Principle 2: Programme Structure** | | | | | |
| **Feature 2.2: Limited module options for levels 5 and 6** | | | | | |
| More than two optional modules at levels 5 and 6 |  |  | | |  |
| Inclusion of optional modules at levels of study, other than 5 and 6 |  |  | | |  |
| Level 5,inclusion of 60 credit modules |  |  | | |  |
| **Principle 3: Module Structure** | | | | | |
| **Feature 3.1: Four 30 credit modules**  *Standard: Four 30 credit modules* | | | | | |
| Level 6, inclusion of 15 credit modules |  |  | | |  |
| Level 3 inclusion of 60 credit modules |  |  | | |  |
| **Feature 3.2: Two modules each semester for full time UG**  *Standard: Two 30 credit modules each semester across levels 3-6* | | | | | |
| At level 3, one 30 credit and two 15 credit modules (in one semester only) |  |  | | |  |
| At level 4, with a common first year, one 30 credit and two 15 credit modules (in one semester only) |  |  | | |  |
| At level 4, without a common first year, one 30 credit and two 15 credit modules (in one semester only) |  |  | | |  |
| At level 6, one 30 credit and two 15 credit modules (in one semester only) |  |  | | |  |
| **Principle 4: Student Groups** | | | | | |
| **Feature 4.1: Student clusters**  *Standard: Students taught in cluster groups of between 20-25* | | | | | |
| Use of non-standard sized student cluster groups (outside of tolerance provided 15-35) |  |  | | |  |
| Merging more than two student cluster groups (standard cohort) |  |  | | |  |
| **Principle 6: On Campus and Online Teaching** | | | | | |
| **Feature 6.1: Three days on campus and online teaching**  *Standard: No more than three days of on-campus/online timetabled activity across the working week for all level 3-6 programmes, of which no more than 10% should be online.* | | | | | |
| At level 3 and 4, timetabled hours scheduled to fall below 10 hours per week |  |  | | |  |
| At level 6, the number of timetabled hours scheduled to be below 6 hours per week. |  |  | | |  |
| Programme timetabled activity will be taught over more than three days on campus |  |  | | |  |
| Online timetabled hours of more than 10% |  |  | | |  |
| **Feature 6.2: Engaging and interactive on campus and online activities**  *Standard: Directed timetabled activities should be engaging and interactive across all programmes* | | | | | |
| Routine large group, engaging and interactive, teaching sessions |  | | |  |  |
| **Feature 6.3: Key concept videos recorded and shared online**  *Standard: Regular key concept videos made available to students in advance of timetabled activities* | | | | | |
| Recordings of whole lectures or exceeding 15 minutes in length |  | |  | |  |
| One off key concept videos planned |  | |  | |  |
| **Principle 7: Assessment** | | | | | |
| **Feature 7.2: Assessments are limited to two per 30 credit module; one mid-semester**  *Standard: No more than two assessments per 30 credits will operate across all programmes at any level.  Where two assessments are required, one should be mid-semester* *or module.* | | | | | |
| More than two assessments per 30 credits |  | |  | |  |
| More than one assessment per 15 credits |  | |  | |  |
| Two assessments deadlines scheduled towards the end of the semester |  | |  | |  |
| **Feature 7.5: 20-point scale phased out to be replaced by a percentage scale**  *Standard: All programmes will mark using a percentage scale, to be converted to the 20-point scale for 2024/25* | | | | | |
| Continue to use the 20-point scale |  |  | | |  |

**Section 4: Adjustment(s) requested (Stage 3)**

Please tick which Stage 3 adjustment/s are being requested and provide the case for the adjustment/s requested.

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| **Principle 1: Our Academic Year** | |
| **Feature 1.1: Three semesters (incorporating teaching, assessment, feedback, and independent study/enrichment weeks)**  Standard: Operating within the published academic year calendar | |
| Operating outside of the academic year calendar | ☐ |
| **Feature 1.2: Three potential entry points** | |
| Introducing an additional entry point per academic year | ☐ |
| **Feature 1.3: Two consecutive semesters of study for full time students**  *Standard: Two consecutive semesters of study (FT)* | |
| Operating across non-consecutive semesters | ☐ |
| **Principle 2: Programme Structure** | |
| **Feature 2.1: Common first year across cognate groups (where relevant)** | |
| Programmes within a cognate group wanting to be excluded from a common first year | ☐ |
| **Principle 3: Module Structure** | |
| **Feature 3.1: Four 30 credit modules**  *Standard: Four 30 credit modules* | |
| Level 4, inclusion of two 15 credit modules for programmes with common first year | ☐ |
| Inclusion of more than two 15 credit modules (across any level) | ☐ |
| Level 4, inclusion of 60 credit modules for programmes with common first year | ☐ |
| Level 4, inclusion of 60 credit modules for programmes without a common first year | ☐ |
| Modules larger than 60 credits (across all levels of study) | ☐ |
| **Feature 3.2: Two modules each semester for full time UG**  *Standard: Two 30 credit modules each semester across levels 3-6* | |
| More than three modules in one semester | ☐ |
| More than three modules in both semesters | ☐ |
| **Feature 3.3: No pre-requisite modules within a level of study**  *Standard: Each module is standalone* | |
| Use of a pre-requisite module within any level of study | ☐ |
| **Principle 4: Student Groups** | |
| **Feature 4.1: Student clusters**  *Standard: Students taught in cluster groups of between 20-25* | |
| Not using student cluster groups | ☐ |
| **Principle 6: On Campus and Online Teaching** | |
| **Feature 6.1: Three days on campus and online teaching**  *Standard: No more than three days of on-campus/online timetabled activity across the working week for all level 3-6 programmes, of which no more than 10% should be online.* | |
| The total number of timetabled hours exceeds three days on campus | ☐ |
| **Feature 6.3: Key concept videos recorded and shared online**  *Standard: Regular key concept videos made available to students in advance of timetabled activities* | |
| No key concept videos planned | ☐ |
| Principle 7: Assessment | |
| **Feature 7.4: Multiple re-sits of mid-semester /module assessments at levels 3 and 4**  *Standard*: S*tudents who fail the mid-semester/module assessment at level 3 and 4 only should be offered more than one re-sit as standard.* | |
| No resubmission opportunity permitted within the module | ☐ |

**Section 5: Rationale for Adjustment (Stage 3)**

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| **Business case**  *Please include the pedagogic rationale, financial benefits, resource implications etc for any Stage 3 adjustments requested.  Reflect on how the adjustment will benefit your students.  Include the ways in which you will ensure the programme is financially viable, efficient, effective, impactful and can be sustained into the future.* |
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**Section 6: Other Adjustments not listed above:**

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| **Adjustment** | **Justification** |
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**Section 7: Recommendations**

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| **Recommendations**  List any recommendations made. If your request is made within a cognate grouping, please indicate whether a recommendation applies to all or to specific programme(s). | |
| **Recommendation** | **Sign off (Dean and/or Deputy Dean)** |
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Once complete, submit this form to the Faculty Quality Business Partner(s) in accordance with the deadlines set at the committee / event.