

New Programmes and Major Modifications

Training for Programme Managers

What is this about?

- PV1 & PV1a forms
- Common issues at approval process
- Working through the PV1

Places you need to know

[AQH](#) [Chapter](#) [4](#)

[AQH Chapter 6](#)

[The PV Appendices](#)

What process do you need?

New programme → PV1, PV2 → CPG → ASC

Major changes to existing programme → PV1a, PV2 → CPG → ASC

Major vs Minor Changes (AQH 4.8)

MAJOR

- Title
- Mode of Delivery
- Location of Delivery
- New pathway
- Material Change**
- Intake Dates
- Major resource changes

MINOR

- Module Learning outcomes
- Module assessments
- Module indicative content
- Module title
- New modules but not Material Change**
- Minor structural changes
- Module change language

Material Change: Triggers

- Significantly changes to assessments (for example, introducing assessment by examination, where previously examinations had not been used at all)
- Significant change between optional vs. compulsory modules
- Changes to the programme specification (including learning outcomes) for an existing programme
- Loss of professional body accreditation

Common CPG Issues

- Approved subject to adding additional intake dates to avoid a major modification in future.
- Why do you need new modules?
- What happens if the partnership terminates?
- Relationship to other programmes?
- Expected student numbers and viability?
- Language of delivery viability
- Validation timing
- Funding model
- Would adding a separate programme be better?
- Relationship to PSRB requirements
- Too many modules and not enough potential students
- Discussed with marketing? Employers? External stakeholders?
- Is the partner contributing or collaborative? Have they been approved?

Remember

ONLY 15% of PV1 are approved without corrections

Teams should ensure that they check forms carefully to avoid having to re-submit to the CPG to request changes.

CPG requested that further details of the modules, student numbers and resources/facilities (in particular additional staff members required) be included on the form.

Working through the PV1

The unfortunate TICK

Never, ever ever, put something in the PV1/PV1a form that you are not sure about.

Never think: we'll put XYZ in now, and fix it at PV2.

Planning for the practicalities

Mode of Attendance (tick all that apply)	☒
Course Length (tick all that apply)	☒
Intake Months	☒
Intakes per year	☒
Proposed Intake Month(s) and number of intakes in first year of delivery	☒
Proposed Start Year	☒

Are you really ready for September?
Not just to do the paperwork, but actually
have a chance to properly plan the
programme?

Does your
programme **have to**
be both f/t and p/t?
How will that affect
delivery?

Flexi? Accelerated?
What are the
requirements?
How does this affect
other delivery?

What will you need in the future?
How will multiple intakes affect your delivery?
→ Think compulsory modules, study skills, etc.
Have staffing arrangements been made or
planned?
YES! Staggering introduction of multiple intakes
is a GOOD idea.

I was a February
starter...
I didn't do study
skills until my last
term....



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Remember! The degree types are for **entry**, not **exit**.

One easy and many difficult

Delivery Location (tick all that apply)	Accredited External Location	☐
	New External Location	☐
	Campus Based	☐
	On-line Only	☐
	Blended	☐

Issues obvious enough

Are you combining
locations?
What are the
consequences?

How does online only relate to your proposed
cohort? Have you talked to marketing?
What do you need to run an online only course?
Think resources, training, access.
Think international → what is recognised?

What type of blended? Do you expect
attendance? What type?



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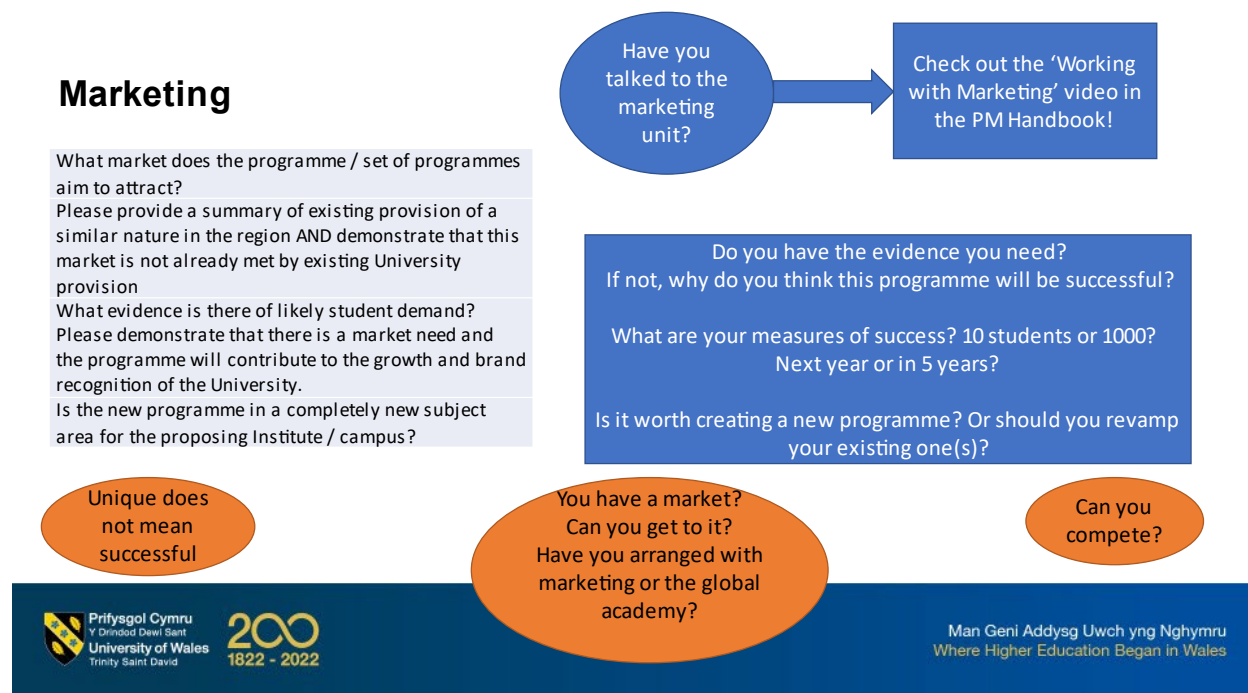
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CMA

CMA implications for applicants and current students:

If the programme is replacing another programme of study, please clarify the process for ensuring **accuracy** of published information and that **applicants** are fully aware of the modules that they will be studying before they accept an offer? Please also clarify the implications for **current students** (if applicable).

CMA 60-second summary is in the PM Handbook



Resourcing

- Honesty is better than not being able to run the programme when you do have a few students on it.
- Is it all HPLs? How many students do you need to recruit for that model to work?
- Not just staff – will you have the non-staffing resources you need next year...in two years...in four years?

Just a tip...or two...

Don't do this alone. Ask an experienced PM for a check and a chat

Talk to your Academic Director

Work with your team. The PV1/PV1a can be as important as the PV2

