# **Annex D: Template for a proposal for a major change to an existing course**

Departments wishing to propose a major change to a course should use this template to provide the information required to enable appropriate consideration and scrutiny. Information can either be provided using the template provided (a Word version is available to download from [New Courses and major changes to courses | Academic Support (ox.ac.uk))](https://academic.admin.ox.ac.uk/new-courses) or in a separate Word document. This template has several sections **not all of which will be relevant for all major changes**. Compulsory sections are indicated in bold below. Each section has an indicative word count which is intended to act as a guide to the level of detail required.

1. **Summary of change (compulsory)**
2. **Academic grounds for change (compulsory)**
3. **Overview of change (compulsory)**
4. **Course (programme) design (compulsory)**
5. Course organisation, administration and oversight
6. Teaching (UG & PGT)
7. Teaching resources
8. Assessment (UG & PGT)
9. Summative assessment arrangements and resources
10. Arrangements for suspensions
11. **Transitional arrangements (compulsory)**
12. Facilities and other physical resources
13. Recruitment and admissions
14. Student numbers
15. Tuition fees and additional course costs
16. **Consultation undertaken (compulsory)**
17. **Documentation to be attached (compulsory)**

|  |
| --- |
| 1. **Summary of change (compulsory)**   Provide an overview of the proposed change(s) including:   1. An outline of the change(s) relative to the current course 2. When the change will be effective from 3. Which cohort entry year the change will apply to 4. The year of the course the change affects 5. Whether the change impacts students who have already started the course   **Indicative word count: 500-1000 words** |
| 1. **Academic grounds for change (compulsory)**   Outline the academic grounds for the proposed major change(s), including:   1. The context and rationale for making the proposed major change(s) at this time 2. How the proposed change(s) relates to existing provision, within the University and elsewhere, if appropriate/relevant 3. The strategic fit of the revised programme within the department/faculty, division and University 4. How, if at all, the proposed change(s) may affect demand for the course 5. If relevant, is there an awarding gap(s) for this programme (Yes/No/Not known)? If yes, please provide a brief overview of how, if at all, the proposed change(s) may have an impact on this.   **Indicative word count: 500-1000 words** |
| 1. **Overview of change (compulsory)**   Please provide a comparison of the old and new versions of the course, preferably in tabular format. This should include:   1. Changes to teaching and/or assessment and/or course structure 2. The award-level aims and learning outcomes; this should include reference to relevant subject benchmark statements and professional body or accreditation requirements 3. The award-level [competence standards](https://academic.admin.ox.ac.uk/glossary#collapse1802401) (see also [EAF Annex D](https://academic.admin.ox.ac.uk/examiners)) 4. Whether the proposed change(s) will result in any changes to the current patterns of delivery, particularly if this includes teaching or assessment outside the standard 8-week/3-term structure, or changes to intensity of delivery (e.g. full-time to part-time, distance learning to in-person) 5. Whether the change affects PSRB accreditation (if relevant)   **Indicative word count: 1000-2000 words**  **Guidance and resources**   * [**Writing effective learning outcomes**](https://www.ctl.ox.ac.uk/effective-learning-outcomes) * [**Inclusive teaching and learning at Oxford**](https://www.ctl.ox.ac.uk/included-summary-of-resources-for-staff) * [**An introduction to inclusive teaching at Oxford (Canvas course)**](https://www.ctl.ox.ac.uk/an-introduction-to-inclusive-teaching-course) * [**Examinations and Assessment Framework**](https://academic.admin.ox.ac.uk/sitefiles/eaf-jan-24.pdf) |
| * **Course (programme) design (compulsory)**   Describe the impact of the proposed change(s) on the course design, including:   * The alignment of the proposed change(s) in relation to the overall course-level aims * How the proposed major change(s) relates to inclusive educational practice on this course and the mode(s) of teaching and learning (see[Disability Inclusion Statement](https://academic.admin.ox.ac.uk/disability-inclusion-statement)) * How the proposed change(s) will impact how the course embeds the development of students’ academic skills * How the proposed change(s) will impact how employability is embedded within the design of the course – both within the curriculum and activities specific to the course which sit outside of the curriculum. * In what way(s) the proposed change(s) will impact students’ learning experiences.   **Indicative word count: 1000-2000 words**  **Guidance and resources**   * [**Annex F Glossary of terms**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** * [**Writing effective learning outcomes**](https://www.ctl.ox.ac.uk/effective-learning-outcomes) * [**Inclusive teaching and learning at Oxford**](https://www.ctl.ox.ac.uk/included-summary-of-resources-for-staff) * [**Examinations and Assessment Framework**](https://academic.admin.ox.ac.uk/sitefiles/eaf-jan-24.pdf) * [**Disability Inclusion Statement**](https://academic.admin.ox.ac.uk/disability-inclusion-statement) |
| 1. **Course organisation, administration and oversight**   Will the proposed change(s) require any changes to course organisation, administration, and/or oversight? Yes/No. If yes, provide brief details.  **Indicative word count: 400-8000 words** |
| 1. **Teaching (UG & PGT)** 2. Does the proposed change(s) require associated change(s) to teaching approaches? Yes/No 3. If yes, describe the proposed change(s) to teaching and how this will impact students’ learning. Consider:    1. whether teaching will be synchronous/asynchronous    2. students' access to learning materials    3. how students will interact with their tutors and peers    4. the impact on students of studying in different time zones and how this will be managed through the teaching and summative assessment design   **Indicative word count: 500-1000 words**  **Guidance and resources**   * [**Inclusive teaching and learning at Oxford**](https://www.ctl.ox.ac.uk/included-summary-of-resources-for-staff) * [**Accessible teaching and learning at Oxford**](https://www.ctl.ox.ac.uk/accessibility-teaching) * [**An introduction to inclusive teaching at Oxford (Canvas course)**](https://www.ctl.ox.ac.uk/an-introduction-to-inclusive-teaching-course) |
| 1. **Teaching resources** 2. Does the proposed change(s) impact on teaching resources? Yes/No   If yes:   1. How will the new or altered teaching be provided? 2. Have those expected to supply such teaching been consulted and indicated their willingness and availability to do so in the timescales which are proposed? 3. Will it be necessary to make any adjustments in other parts of the course or syllabus in order to release teaching resources for the proposed change(s)? 4. Are there any implications for the availability of resources for other courses within the division and across the University because of the proposed change(s)? 5. Are there sufficient resources to allow for programmed teaching staff absences i.e. as a result of sabbatical leave? How will unanticipated absences be addressed?   **Indicative word count: 500-1000 words** |
| 1. **Assessment design (UG & PGT)** 2. Does the proposed major change(s) involve a change(s) to summative assessment? Yes/No   If yes:   1. Provide an assessment table/other visual representation for each year of the programme indicating formative & summative assessment points, reassessments points, assessment weightings, exam boards, and progression hurdles and exit awards if applicable, highlighting the points of assessment change(s) (examples available on request) 2. Describe the impact of the proposed change(s) on the assessment structure, including:    1. the overall impact on students’ learning of the proposed change(s) to summative assessment (if relevant)    2. the educational rationale for the summative assessment tasks/timing/conditions and the way(s) in which the proposed change(s) will impact these    3. how the summative assessment aligns with the overall course learning outcomes and the way(s) in which the proposed change(s) will impact these    4. the balance and timing of formative/summative assessment and the way(s) in which the proposed change(s) will impact these    5. how the assessment/feedback design is inclusive and the way(s) in which the proposed change(s) will embed inclusive assessment/feedback further    6. how summative assessments have been designed to minimise academic misconduct and the way(s) in which the proposed change(s) will impact this 3. State whether the reassessment is a re-working of the first assessment attempt or a completely new question/assignment. Describe what support, if any, is available for the reassessment attempt. 4. Describe the opportunities for ‘in year’ re-sits of summative assessment and the impact of any proposed summative assessment change(s) upon re-sits 5. Describe the reassessment arrangements for group work and any other instance where the second attempt assessment may be/is different to the first attempt assessment (e.g. presentations) 6. Describe the marking practice(s) for summative assessments and indicate if the proposed change(s) to summative assessment will include a change(s) to these marking practice(s)   **Indicative word count: 1500-3000 words**  **Guidance and resources**   * [**Designing inclusive assessments**](https://www.ctl.ox.ac.uk/included-designing-inclusive-assessments) * [**Different types of summative assessments at Oxford**](https://www.ctl.ox.ac.uk/included-examples-of-summative-assessment-tasks) * [**Exams and assessment framework**](https://academic.admin.ox.ac.uk/examiners) |
| 1. **Summative assessment arrangements and resources** 2. If changes are being proposed to summative assessment, has the assessment structure been discussed with Education Services (specifically the Assessment Team and Student Records)? Yes/No. See [**Annex H: Guidance on internal consultation**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** for information on expectations and provide a copy of related correspondence. 3. Is there currently appropriate staffing to set and examine the revised summative assessment structure? Yes/No. If no, what steps are being taken to ensure that the revised assessment structure can be robustly examined? 4. Can the revised assessment structure be supported by the department’s current administrative team? Yes/No. If no, what steps are being taken to provide the necessary resource.   **Indicative word count: 500-1000 words** |
| 1. **Arrangements for suspensions** 2. Will the proposed major change have an impact on students who are currently suspended or who may suspend before the change is introduced? Yes/No   If yes:   1. Describe how student suspensions will be managed when assessment is completed over more than one term/requires groupwork/fieldwork/any other instances where a student returning at the point they left is likely to cause difficulties. 2. Will it be possible for a student to suspend for less than three terms at a time? Yes/No. If yes, describe how this will be managed and the impact on the course and assessment structure.   **Indicative word count: 300-600 words** |
| 1. **Transitional arrangements (compulsory)**   Departments are expected to teach and assess according to the course structure that was advertised to students within set limits (generally linked to the maximum period of suspension that a student can take).   1. Describe the transitional arrangements that will be put in place to facilitate this expectation. Particular attention should be given to groupwork, fieldwork and any other aspects of the course that may be more challenging to provide transitional arrangements for. 2. Where a change is being requested for on-course students, describe and provide evidence of student consultation.   **Indicative word count: 400-800 words** |
| 1. **Facilities and other physical resources** 2. Does the proposed major change(s) impact on teaching and learning spaces and/or facilities? Yes/no   If yes, outline, where relevant, the impact of the proposed change(s) on:   1. Students’ study or working space 2. Library provision (including space, books, and other learning resources) 3. Laboratory provision 4. Access to specialist learning facilities 5. Opportunities to work with staff and other graduate students (PGT courses) 6. Online learning provision   **Indicative word count: 500-1000 words** |
| * **Recruitment and admissions** * Will the proposed major changes have an impact on admissions criteria. Yes/no. If yes, please provide brief details. * Will the proposed change require a change to the published course information sheet? Yes/no. If yes, please provide draft amended course information sheet(s) and give an evaluation of the likely Competition and Markets Authority (CMA) implications.   **Indicative word count: 400-800 words**  **Guidance and resources**   * [**Annex F Glossary of terms**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** * [Higher Education Providers:Consumer Law (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411392/HE_providers_60ss.pdf) |
| 1. **Student numbers**   Are changes to student numbers being proposed because of this proposal? Yes/no. If yes, has approval been granted? Yes/no/in progress |
| 1. **Fees and additional course costs**   Are there any additional course costs, e.g. for optional field trips? Yes/no. If yes, please provide brief details.  If any change to the fee is being requested as part of this course change, the PRAC process should be followed.  **Indicative word count: 100-200 words** |
| 1. **Consultation undertaken (compulsory)**   For each form of consultation undertaken for the proposed change(s), please provide evidence and responses to the feedback received, or where a certain type of consultation has not been undertaken, briefly explain why this was not considered necessary.   1. Home department/faculty 2. Students 3. Other Departments/Faculties, as relevant 4. Other professional services, as relevant, including    1. libraries    2. Education Services particularly the Assessment Team and Student Records    3. IT Services 5. Colleges 6. External advisors 7. PSRB   **Indicative word count for explanations (not supporting evidence): 500-1000 words**  **Guidance and resources**   * [**Annex G: Guidance on student consultation**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** * [**Annex H: Guidance on internal consultation**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** * [**Annex I: Guidance on external consultation**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** |
| 1. **Documentation to be attached (compulsory)**   For the proposed change(s) please attach documentary evidence of the (as clearly labelled appendices):   1. Approval of relevant department/faculty/divisional bodies 2. Draft Examination Regulations (in Word) 3. Evidence of all consultations undertaken and responses to the feedback received 4. Any diagrammatic representations to aid clarification, e.g. course structure etc. 5. Draft updated course information sheet (if relevant) 6. Any division-specific additional information, e.g. divisional new paper template |