



**Royal University of Bhutan**

GUIDELINES FOR WRITING PROGRAMME DOCUMENTS

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# 1 Background

All programmes leading to the University award are subjected to validation before they are approved for implementation. A simplified flow chart of programme development process is reflected in Figure 1 for the benefit of the faculty members who are not familiar with. However, the scope of this guideline starts after the stage where programme has acquired planning approval. While there is a comprehensive guideline on the preparation of the programme validation document (F1 of the Wheel of Academic Law), the guideline lacks in-depth details which are required to reflect under each section. Therefore, this paper intends to provide further guidance and more comprehensive information for faculty members who are responsible for writing programme validation document under the Royal University of Bhutan. In particular, the paper intends

- to provide a step by step guidance in writing the programme validation document.
- to specify what information are required under each section of F1 by providing example wherever possible.
- to provide guidance in writing the document in correct logical sequence with a common format across colleges under the Royal University of Bhutan.

## 2 Written style

The written style of the definitive document should be concise and focused with judicious use of short paragraphs, bulleted lists, tables and, where essential, appendices. For uniformity and ease of use, the document should be prepared using the following basic style in MS Word:

- Font Arial, size 11 with single line spacing for English
- Font DDC Uchen, size 11 with single line spacing for Dzongkha
- Margins of 1.5 inches on the left and 1 inch on other 3 sides.
- Footer page numbers on bottom right

## 3 Programme Specification

This section should be followed as per the regulation F1 in the Wheel of Academic Law. The explanations and examples below are for preparing PQC document - submitting new programme, and the adoption of a existing programme.

### 3.1 Basic Information on the Programme

This is the first heading or section that should be seen when writing the programme validation document. Under this section following sub-headings must be included.

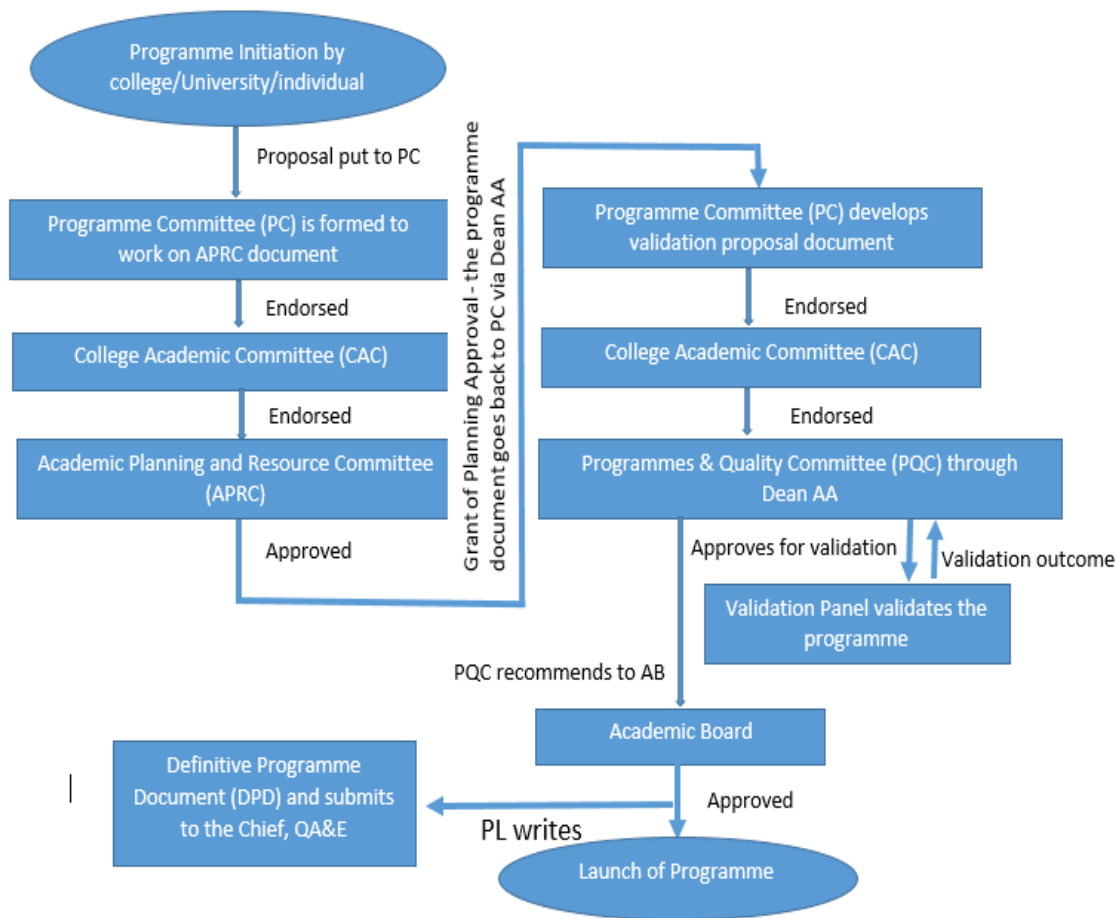


Figure 1: Flowchart of Programme Development Process

### 3.1.1 Name of the Home base College and Name of the college adopting the programme (if applicable)

The name of the home base college is the college who has ownership of the programme and launched/will be launched initially, whereas if any other colleges want to run/use this programme in their colleges, then they will be considered as the college adopting the programme. For example, if sherubtse college has ownership to this programme, then

**Name of the Home Base College:** Sherubtse College

But if Sherubtse College is borrowing/ adopting programme from RTC then the above sub-heading must be written as:

**Name of the Home Base College:** Royal Thimphu College  
**Name of the College adopting the Programme:** Sherubtse College

### 3.1.2 Title of the Award or Awards

The title of the award is the name of the degree which the graduates will be awarded when they complete the programme.

For example:

**Title of the Award:** Bachelor of Arts in Dzongkha

For programmes which lead to more than one awards:

For example

**Title of the Awards:** Bachelor of Arts in Dzongkha

Bachelor of Arts with Honours in Dzongkha

### 3.1.3 Duration and Mode of Study

Duration specifies the minimum number of years the students need to attend the programme to get the award and the mode of study could be either part time or full time.

For example

**Duration and Mode of Study:** 3 years by full time study for Bachelor of Arts in Dzongkha.

**OR**

4 years by full time study for Bachelor of Arts with Honours in Dzongkha.

### 3.1.4 Award Granting Body

For example

**Award Granting Body:** The Royal University of Bhutan

### 3.1.5 Date of initial approval:

(This is not applicable for documentation for validation but while writing the Definitive Programme Document (DPD), mention the date and AB meeting number that granted the approval as new programme)

### 3.1.6 Date of last review:

(This is only applicable when you write review proposal or DPD after review of programme is approved)

## 3.2 Aims and Learning Outcomes of the Programme

This heading can be written under the following three sub-headings:

### 3.2.1 Aims of the Programme

This section should provide brief description on broad purpose and intention of the programme. What educational value the programme is intended to provide to the students?

What knowledge, skills and attitude the programme is intended to develop by the learners? What does the programme seek to achieve? What are the factors that contributed to the decision to introduce this programme? In what ways will this programme benefit the Government and the University? Is the proposed programme align with the government policy or University's Strategic plans? It is recommended to write in paragraph instead of writing in bullets.

### **3.2.2 Learning Outcomes of the Programme**

The purpose and intention of the programme described in section 3.2.1 is more general. Therefore, under this section the statement of objectives mentioned should be more specific and address the following:

- Cognitive Outcomes – What do you want the graduates of this programme to know?
- Affective Outcomes – What do you want the graduates of this programme to think and care about?
- Behavioral Outcomes – What do you want the graduates of this programme to be able to do?

The outcome statements must specify the attributes which the students will be able to demonstrate at the end of the programme as a result of their learning.

The outcome must be achievable by the modules that make up the programme. As an example, if the outcome statement is: "The learning outcome of the programme is to develop the graduates who can demonstrate effective communication, both written and oral". Is there module(s) in the programme which will develop the mentioned competencies *effective communication, both in written and oral*?

The learning outcomes must take into account the general intentions of the award to which the proposed programme leads (either diploma, undergraduate degree, undergraduate degree with Honours or postgraduate certificate/diploma or Masters degree) reflected in the University's Academic Programme Structure (Wheel, B1) and Postgraduate Modular Framework (Wheel, B8). Besides, the learning outcomes should link with the University's graduate attributes (Wheel, B5 Expectations of RUB Graduates).

### **3.2.3 Nested Awards**

If the programme has multiple exit stages, it is termed as 'nested awards'. For example as reflected in section 3.1.2. The programme has two exit points - one at BA level after three years and one at honors level after four years. In such cases, the aims, and learning outcomes specific to each award should be clearly identified and written separately for each award. But if the programme has only single exit, this sub-heading can be ignored.

## **3.3 Career related opportunities**

An outline of expected graduate employment opportunities should be provided.



### 3.4 Justification of the Level of Award and Title

This section should provide a justification of the level of award and of the title of the proposed programme. E.g. what is it that makes the programme a degree rather than a diploma, other than the simple duration of time?

### 3.5 Justification and Demand for the Programme

Information related to the justification for the proposed programme will have been considered at the stage when the programme gained planning approval. At this stage the validation will not re-explore the justification for the programme but will seek to determine the extent to which the curriculum and teaching methods now substantiates the earlier claims as to the purpose of the programme. A summary of the earlier more detailed justification (submitted to the Academic Planning and Resources Committee) will therefore suffice, setting out the need for the programme and the demand for it. This should include evidence such as market analysis and learner demand.

### 3.6 Programme Structure

This should provide a description of the programme structure: the basic curriculum information that includes modules and credits to be completed in each semester and year of the programme; and intermediate awards (if any) available on completion of each stage of the programme. B1 Academic Programme Structure of the Wheel of Academic Law would be useful while writing this section. It should include the programme structure in tabular form showing the inter-relationship between modules, and the position of the modules by year and semester with correct module code (refer B4.1 Module Coding System of the Wheel of Academic Law). The inter-relationships between modules should be identified and any specialization of the programme clearly presented. In a programme where the student is given a substantial degree of choice, the permitted programmes of study should be identified with a clear indication of compulsory modules together with regulations for the choice of options. Where placements/work based learning forms a part of a programme, components of academic studies, placements and vacation periods must be clearly reflected in the write-up. A full description of the mode of study of the proposed programme should be indicated, including the structure in terms of the attendance pattern of students (particularly for part-time programmes).

#### 3.6.1 Sample of Programme Structure in Tabular Form

A sample of programme structure for a 3-year programme with explanation is provided in Figure 2.

##### *Explanation*

Any module shall have a 6 character alphanumeric system in the form ABCXYZ, where ABC (alpha) denotes the discipline and XYZ (numeric) are module identifiers. The alpha characters should not end with "I" or "O", to avoid confusion with the numeric "one" or "zero".

Year	Semester	Modules				
I	I	PLT101 --	APC102 --	DEL101 --	AMT101 --	ACS101 --
	II	ADS101 --	CAE101 --	CAE102 --	CAL101 --	CAE103 --
II	I	CAE204 --	CAE205 --	CAL202 --	AMT203 --	DZG101 --
	II	APC203 --	CAE206 --	PLT202 --	ALG201 --	ACC201 --
III	I	CAE307 --	APC304 --	APC305 --	ACC302 --	AMT304 --
	II	ADS302 --	DEL302 --	PLT303 --	APC306 --	CAL303 --

Figure 2: Sample Programme Structure for a 3-year programme

PLT101: (PLT101 is the module code, -- should be replaced by the title of the module)

PLT: denotes the sub-discipline (category) of the programme where this module is closely related to

1: Specifies that this particular module is offered in first year

01: Specifies that this particular module is the first module in the programme by PLT category.

Therefore, if you closely examine the module coding in the above curriculum map, you will see that all modules codes follow above rules, except APC, AMT and DZG categories.

In particular, APC102 being the first module in the programme should have been coded as APC101. But this is coded as APC102 because the code APC101 is already allocated to one of the modules in other programmes. Therefore, this is the second module by category APC. Same reason for directly coding AMT203 without reflecting AMT202.

If you observe DZG101, by our rule, this module should have been coded as DZG201. This is because, few modules like DZG101, ACS101 are university-wide modules which are offered across all the colleges under the Royal University of Bhutan. Therefore, the module codes for such modules remain same irrespective of their placements in the curriculum structure. *For further information, refer to B4.1 Module Coding System in Wheel of Academic Law, 2015.*

### 3.6.2 Modules categorized by sub-discipline of the programme

CAE: Modules which fall under Computer Architecture

PLT: Modules which fall under Programming Languages

ADS: Modules which fall under Algorithm and Design

APC: Modules which fall under Application

ACS: Academic Skills

DZG: Dzongkha Communication

AMT: Applied Mathematics

DEL: Modules which are related to electronics

ALG: Algebra

ACC: Accounting related modules

### 3.6.3 Modules borrowed from other programmes

This should specify those modules which are not specifically developed for this particular programme but borrowed from other existing programmes. If the module is borrowed from programme running in other college/institute, the name of the college/institute should be mentioned as in example shown below.

Table 1: An example of listing borrowed modules

No.	Module	Borrowed From
1	DEL101 Introduction to Digital Electronics	BSc Physics
2	ACS101 Academic Skills	University-wide Module
3	ACC101 Financial Accounting	B.Com, GCBS

## 3.7 Teaching and Learning Approach

This section should describe what is the range of teaching learning strategies that will be used in the programme. It should provide details of how the programme will be delivered to ensure that the aims and objectives of the programme and its intended learning outcomes can be achieved. The teaching learning approach should ensure a balance between lecturer-centred and learner-centred approaches, and should address the needs of full time, part-time, young/mature, in-situ/distance learners, and should also take into account the use of ICT such as video conference or the VLE.

Some examples of teaching learning approaches include lectures and seminars used normally to develop knowledge and understanding; tutorials, laboratory exercises, assignments, projects, workshops, or field-based activities used normally to practice and demonstrate intellectual skills such as analysis, synthesis, evaluation, and problem solving; while practical skills could be developed by providing opportunities to practice in an appropriate setting i.e. laboratory, or work based placements.

The teaching learning approach must be consistent with the teaching methods specified in the module descriptors.

## 3.8 Placements/Work based Learning

Placements/work based learning normally features in programmes within which experience of a relevant work setting is considered to be important to the development of the learner, or when the experience of, and support and resources in the workplace setting, enables

the learner to develop in ways that are consistent with the programme aims and learning outcomes.

Information for placements/work based learning for a programme must be presented under a separate sub-heading under the programme's teaching and learning approach and should provide the following details:

- Where the work based learning takes place within the programme.
- Types of placements envisaged.
- Evidence of the likely availability of placements of a suitable standard, and the organizations which will provide these placements.
- Evidence that the learning outcomes of the placement can be achieved.
- Where, within the programme, the assessment of work based learning takes place.
- How work based learning opportunities are managed, monitored, and reviewed, and arrangements made for learner support (e.g. identification and quality assurance of placement opportunities, management arrangements, learning engagement, mentoring/supervision arrangements, and support for employers).
- Procedures in place to assess and monitor the quality and standards of placements and level of support received by students (prior, during and following the placement).
- Communication processes in place and information regarding the respective responsibilities of the College/Institute, placement provider and learner.

### **3.9 Assessment Approach**

Assessment for Learning is the process of seeking and finding evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. There are several factors which influence the selection of assessment methods for learning. The most important factor that usually should take into consideration is the intended learning objectives of the programme, i.e. how to assess that the learners have acquired the knowledge and skills the programme intended to impart. Therefore, all assessment methods should reflect the intended learning outcomes and may include formative, summative and diagnostic aspects.

It is also important to describe the assessment methods of the programme, indicating how they will facilitate and enhance student learning and how they will demonstrate that the learning outcomes have been achieved.

Depending on the nature of the programme, the assessment approaches may include written examinations, assignments, projects, dissertation, laboratory practicals, viva voce, and presentations. But it is important that the methods selected should be aligned with your teaching learning approaches described in section 3.7. In teaching learning approach, if you have mentioned that lectures and seminars will be the approach to develop knowledge and understanding, the assessment method should specify how to assess that the learners acquired the knowledge and understanding of the subject.

It is also important that the assessment approach is consistent with the methods of assessment specified in the module descriptors.

### 3.10 Regulations

This section should include regulations related to the programme under the following sections:

#### 3.10.1 Entry Requirements

This section should specify the University's general minimum entry requirement (refer C1 Admission and Registration of Students of the Wheel of Academic Law) and programme specific minimum requirements in identified subjects with detailed ability ratings. The entry requirements should reflect the fit of the applicant's prior knowledge and experience to the programme applied for. The entry requirement will depend on the nature of the proposed programme. If specific entry requirement is demanded by the programme, the entry requirement should specify by groups as reflected in the sample table 2.

Table 2: Sample Entry Requirements

Eligibility Criteria	Ability Rating Points
<b>For BSCE Students</b> Class XII pass students with a minimum of 60% in History, 55% in English and 60% in Dzongkha.	History - 5 Dzongkha - 5 English - 4 2 other subjects - 1
<b>For LCS Students</b> Class XII pass with minimum of 60% in History, 55% in English and 55% aggregate in the four core subjects (Sumtag, Nyengag, Choenjug, Dazhung/Dzongkha)	History - 5 Sumtag/Nyengag/ Choenjug - 5 English - 4 2 other subjects - 1

#### 3.10.2 Assessment and Progression Requirements

The assessment and progression regulations, in general, are described in D1 Assessment Regulations in the Wheel of Academic Law. However, if the programme has assessment and progression regulations go beyond the minimum requirements mentioned in D1, then such requirements should be clearly described here.

This section should briefly describe and mention the roles and responsibilities of Programme Board of Examiners with respect to assessment and progression of students.

### 3.11 Planned Student Number

The planned student intake numbers should be set out in a tabular form with projections for the next five years. A sample is given in Table 3 as an example for a four-year Programme. The student numbers should be reflected inclusive of both self-finance and full scholarship.

Table 3: Planned Student Intake for next five years

<b>YEAR</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Year 1	40	45	50	50	50
Year 2	-	40	45	50	50
Year 3	-	-	40	45	50
Year 4	-	-	-	40	45

### 3.12 Programme Management, Quality Assurance and Enhancement

This section should provide the details of arrangement put in place for healthy management of the programme. What is the role of an individual faculty member who teaches this Programme? What Roles does the Programme Leader, Dean of Academic Affairs and the head of college/institute play in this programme? What will be the roles of students? What will the reporting lines be? E.g. Who should an individual faculty report to?

The section should also provide information on various committees like Programme Committee, Programme Board of Examiners and College/Institute Academic Committee and their roles and responsibilities with regards to the health of the programme.

Information should also be provided on how learners are engaged in quality assurance and enhancement of the programme, including learner representation in committees such as the Programme Committee, feedback and evaluation of modules/programmes.

Under this section, we can also provide any collaborative ventures in teaching, sharing of resources, facilities between this programme and other programmes offered in the college - internal collaboration.

Others – in addition to the above, the programme committee may like to include brief information on what makes the programme distinctive and arrangements for student support.

### 3.13 Academic Staff

The documentation should provide a description of the approach and policy of the College/Institute or the department towards the recruitment, development and evaluation of staff along with the particular staff development needs associated with the programme and plans to meet these needs.

In addition, it should provide a list of the academic staff responsible for teaching the programme including grade, qualifications, experience, posts held, research, consultancy and related activities and publications. Table 4 and Table 5 show how existing faculty members and plan for recruitment could be presented respectively.

In case if some of the faulty members listed in table 4 do not have required competencies in teaching the programme, staff development plan for such staff should also be provided.

*Note: A detailed curriculum vitae should be provided for each academic staff listed in table 4*

Table 4: Existing Academic Staff

No.	Name	Designation	Qualification	Specialisation	Experience
1	Dr. ZZZZZ	Programme Leader	PhD in Physics	Nuclear Physics	10 yrs
2	Dr. XXX	Assoc. Prof.	PhD in Chemistry	Physical Chemistry	15 yrs
.	-	-	-	-	-

Table 5: Academic Staff Recruitment Plan

No.	Qualification	Experience	Specialisation	Year	Type of Employment	Funding Source
1	PhD/MSc	2 Yrs. in Teaching	Thermal Physics	July 2017	Regular	RGoB
.	-	-	-	-	-	-

### 3.14 Resource Needs

The resources, which will be used to support the programme, should be specified according to the headings below. A distinction should be made between those resources already in place, and those still to be obtained.

#### 3.14.1 Overall staff support

This section should provide details of existing support staff for the programme and the plan for recruitment for such staff with qualification and timelines, where such staff are not in place.

#### 3.14.2 Teaching Learning Spaces

This section should provide the details of teaching and learning spaces like classrooms, laboratories space required for the delivery of the programme. For this section, it is recommended to discuss with the Dean, Student Affairs and the College Management.

#### 3.14.3 Equipment

This section should state the equipment, like laboratory equipment or resources which are in place for the purpose of this programme. In case, if additional equipments or resources are required, acquisition plan for such equipments and resources with timelines and source of funding should be clearly stated.

### 3.14.4 Library support

This section should state the resources available in terms of text books and reference books in the college library. It is recommended to provide details as depicted in table 6, at least for the essential readings mentioned in the module descriptors.

Table 6: Essential Reading Materials Available in the Library

No.	Title	Name of Author	Ed. and Yr. of Publication	Quantity(if printed)
1.	An Introduction to Psychology	S.K. Mangal	1st. Ed. 2009	10
2.	General Psychology	S.K. Mangal	1st. Ed. 2009	Digital

*Note: For the digital resources, appropriate plan for distribution (if college does not have digital library), should be clearly stated.*

In addition, it is also recommended to mention the names of journals and periodicals that college has subscription to or is going to subscribe for the purpose of this programme.

### 3.14.5 Computing Support

In this section, the details of the facility in terms of ICT should be stated. The number of workstations available for students' and faculty's use in the college and the Internet facility and the Leased Line capacity available in the college, licensed software package available at college which can be used for this programme should also be mentioned. If dedicated computer laboratory facility is required for this programme, availability of such facility or establishment plan for such facility with timelines and source of funding should be provided.

### 3.14.6 Other Support Facilities

Other facilities which are not directly related to the programme but that will contribute to the development of the College and improve the educational environment like sports and games facilities, student cafeteria, auditorium, student support services, and transportation facilities which are not covered under the above headings could be mentioned here.

## 3.15 The Module Descriptors

This section should include complete module descriptors for each module which constitute the programme. Please make sure that the information mentioned in the programme structure under section 3.6.1 in table 1 matches with the information in the module descriptor like Module code, Title and so on. Refer Wheel, B4 Module Descriptor. The title could be either one word where it is self-explanatory and could generally go up to a maximum of seven words.

A sample module descriptor with the format agreed to be used is provided here.



### **3.15.1 Use of Existing Modules in New Programme**

*Note: This is not the subheading that needs to be included but it is an information to the programme leader who writes the programme*

Whenever a new programme makes use of an existing module, the module should form part of the documentation that is presented for validation. As part of the validation process, it is important to ensure that the existing module is appropriate for inclusion in the new programme. In its scrutiny of the proposal for the new programme, the validation panel will be empowered to recommend changes to new and existing modules, to ensure its suitability as part of the new programme. It is therefore vitally important that the module coordinator together with the programme coordinators of other programmes that use the same module are consulted regarding the possible inclusion of an existing module in a new programme, and that such staff are also aware that this might result in some changes to the module. Module coordinators of existing modules included in a validation proposal for a new programme should be present during the validation event whenever possible. In the event that the validation panel recommends changes to an existing module, the module coordinator will be informed of the recommended changes, and will be required to respond to the recommendations, either by implementing the recommended changes or by providing valid reasons for not doing so.

## A Sample Module Descriptor

**Module Code and Title:** AID202 Anthropology of Identity  
**Programme:** BA in Anthropology  
**Credit Value:** 12  
**Module Tutor:** YYY, XXX  
**Module Coordinator:** YYY

### General objective

This module aims to provide students with an orientation to theories, concepts and phenomena within the field of identity. Identity will be approached as a social construct, and this module will consider the ways in which social, racial, gendered, religious and national components interact in the constructions of the self and social groups in places across the globe. Students will be introduced to cross-cultural variation in how personhood and social identity are formulated, as well as to the form and substance of modern-day identity politics and nationalism.

### Learning outcomes

On completion of the module, students will be able to:

1. Explain the social construction of identity.
2. Examine the relationship between culture, society, and personhood.
3. Evaluate which anthropological perspectives are relevant theoretical frameworks for understanding identity construction.
4. Identify contemporary anthropology's relationship to questions of social group formation, nationalism and identity within a developing historical trajectory.
5. Critically analyse the relationships between politics, state, and identity.
6. Contrast and compare various theories of national and nationalist identities which have been elaborated by anthropologists and other social theorists.
7. Assess the emergence of nationalism as a form of collective organisation in anthropological terms.
8. Discuss the relationship of nationalism to modernity and the state.

### Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	3	75
	Presentation	1	
	Tutorial	1	
Independent study	Written Assignment	2	45
	VLE Discussion	1	
Total			120

**Assessment Approach:**

A. Argumentative Essay: Portion of Final Mark: 15%

Students will be asked to individually write a critical essay about the social construction of identities. They will be required to substantiate their arguments with both theory and ethnographic examples. The essay will be 750-1000 words in length.

- 3% Proposal outlining the selected topic and proposed argument
- 9% Quality of content and argument (includes well stated and original analysis, use of relevant and adequate support for all claims made, quality & relevance of selected ethnographic examples, ties analysis to relevant module concepts)
- 1% Language
- 1% Organization
- 1% References

B. Research Essay: Portion of Final Mark: 15%

Students will explain and theorize nationalism with reference to Benedict Anderson's *Imagined Communities*. They are expected to discuss a specific element of nationalism (e.g. ritual, symbol, practice, or document) and illustrate how from this a wider national consciousness can be produced. Students are required to combine historical sources, contemporary insights, and theoretical paradigms to substantiate their arguments. The essays will be 750-1000 words in length.

- 3% Proposal outlining the selected topic and proposed argument
- 7% Quality of content and argument (includes well stated and original analysis, use of relevant and adequate support for all claims made, quality & relevance of selected ethnographic examples, ties analysis to relevant module concepts)
- 2% Quality of selected references and sources
- 1% Language
- 1% Organization
- 1% References

C. Group presentation. Portion of Final Mark: 10%

Students will be divided into small groups. Each group will be given the task to elaborate and present on a topic discussed in class. Students are required to discuss its theoretical underpinnings, use ethnographic examples, and examine its relevance in relation to Bhutan. The presentation will be 10-15 minutes in length.

- 7% Content (including the use of sources / perspectives not discussed in class, how well does the presentation address specified criteria, quality of overall narrative, all claims relevant and supported)
- 1% Organization and structure
- 2% Delivery (volume, pace, efforts to engage audience)
- 1% Language use
- 1% Time management
- 1% Quality of teamwork
- 2% Individual contribution (process)

D. Class participation and preparedness: Portion of Mark: 5%

Students will be expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. 2.5% of class participation and preparedness will be assessed before midterm, and the remaining 2.5% post midterm.

E. Mid-semester Examination: Portion of Final Mark: 15%

Students will take a written exam of 1.5 hr duration covering topics up to the mid-point of the semester.

F. Semester end examination: Portion of Final mark: 40%

Students will take a written exam of 3 hours duration covering subject matter of the whole module. The exam will be marked out of 100%. This will be converted to 40% while computing the total marks for the module.

Areas of assignments	Quantity	Weighting
A. Argumentative Essay	1	15%
B. Research Essay	1	15%
C. Group presentation	1	10%
D. Class participation and preparedness		5%
E. Mid-semester Examination	1	15%
F. Semester-End Examination (SE)		40%

**Pre-requisites:** AFD101 Introduction to Anthropology

**Subject matter:**

**Unit I: Personhood and Identity**

- 1.1. Introductions and examples of culture in relation to personhood
- 1.2. The relationship between self, categories, and institutions
- 1.3. The relationship between identity, identification, and difference
- 1.4. Debates about race, gender, class, and sexuality

**Unit II: Social group identities**

- 2.1. Approaches to understanding group identities: primordialism, instrumentalism, constructionism
- 2.2. Anthropological conceptions of belonging: key issues and terms
- 2.3. Identities through social belonging, distinctive lifestyles, and social divisions
- 2.4. Group boundaries and transgressions (Barth) : key terms and issues

**Unit III: The Politics of Identity**

- 3.1. Introduction and examples of identity politics
- 3.2. Basics of ethnosymbolism: definition and examples
- 3.3. The inventions of traditions (Hobsbawn and Ranger)
- 3.4. The role of ethnonationalism in today's world
- 3.5. Debates and complexities of indigeneity
- 3.6. Cultural identities through performative practices

**Unit IV: Nation and Nationalism**

- 4.1. Definitions of nation
- 4.2. A brief history of the rise of the nation-state
- 4.3. Anthropological approaches to nationalism
- 4.4. Imagined communities (Benedict Anderson)
- 4.5. The relationship between nationalism, globalization, and modernization

**Reading List:**

#### Essential Reading

Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. London: Verso.

Jenkins, R. (2008). *Social Identity*. London: Routledge.

#### Additional Readings

Balakrishnan, G. (Ed.). (1996). *Mapping the nation*. London: Verso

Barth, F. (1969). *Ethnic groups and boundaries: The social organization of cultural difference*. London: Waveland Press.

Brubaker, R. (2004). *Ethnicity without groups*. Cambridge, MA: Harvard University Press.

**Date:** March 15, 2018

**(Source: Royal Thimphu College's BA in Anthropology programme with minor changes)**

**A Sample Module Descriptor: When more than one tutors are teaching the module**

**Module Code and Title:** PBT303 Administration and Public Policy  
**Programme:** BA in Political Science and Sociology  
**Credit Value:** 12  
**Module Tutor:** XXX, YYY  
**Module Coordinator:** XXX

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**A Sample Module Descriptor: Where a module is borrowed from another programme (Say BA Economics and Geography) but in the same campus**

**Module Code and Title:** MIC101 Microeconomics  
**Programme:** BA in Economics  
**Credit Value:** 12  
**Module Tutor:** XXX, YYY  
**Module Coordinator:** XXX

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**A Sample Module Descriptor: Where a module is borrowed from another programme (Say BCom of GCBS) but at a different campus**

**Module Code and Title:** ACC203 Accountancy Principles  
**Programme:** Bachelor of Commerce (GCBS)  
**Credit Value:** 12  
**Module Tutor:** XXX, YYY  
**Module Coordinator:** XXX

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**A Sample Module Descriptor: When a University-wide module like Academic Skills is used.**

**Module Code and Title:** ACS101 Academic Skills  
**Programme:** University-wide Module  
**Credit Value:** 12  
**Module Tutor:** XXX, YYY  
**Module Coordinator:** XXX

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## B4 Module Descriptor

**Status:** *Endorsed by the 2<sup>nd</sup> Academic Board Meeting in October 2004.*

*Amendments endorsed by the 33<sup>rd</sup> Academic Board in May 2015.*

### 1 Module

A module is a formally structured learning experience with a coherent and explicit set of learning outcomes and assessment approaches. Students are awarded academic credit in respect of their achievement as demonstrated through meeting the learning outcomes for a module. Modules may be practice/work-based or theoretical, or contain elements of both.

The size of a module is indicated by its credit weighting. Credits are used to illustrate how modules fit together in a programme. The number of credits allocated to each module will vary depending on the fraction of programme workload it accounts for.

A standard RUB undergraduate module will consist of 12 credits or its multiples, while a standard postgraduate module will consist of 15 credits or its multiples. (Wheel, B1 Academic Programme Structure).

### 2 Module Descriptor

Each programme is broken down into a number of modules. A module descriptor is a concise description of a module. It should list the learning outcomes and describe the means by which these are achieved, demonstrated and assessed.

- 3 Alignment:** The learning outcomes, the teaching and learning approaches, assessment and subject matter of a module must be in alignment. The subject matter should reflect the learning outcomes while the most suitable teaching learning approaches should be chosen to realize the learning outcomes. Similarly the assessment approaches should be designed specifically to judge if and how well the learning outcomes have been achieved by the students.

E.g. for a learning outcome that states the ability to write a computer program in a particular computer language, the subject matter of the module must include instruction in that language, the teaching learning approaches must include practice in the use of the language such as through problem-solving tutorials or computer laboratory sessions. The assessment approaches must likewise test for competency in the computer language.

- 4** A module descriptor should be used for each module that forms part of a programme leading to an award from the University. The descriptor should comprise of all the 13 components listed in the succeeding paragraphs (terms in bold) in the sequence provided, to ensure a standardized structure.
- 4.1 Module Code and Title:** The module code is the unique identifier for each module. Each module must be assigned a code which is consistent with the module coding system prescribed in B 4.1 of the Wheel of Academic Law. There should be no space between the alpha and the numeric characters.

The module title should provide an indicator of the module's scope and content. It should be as explicit and descriptive as possible, e.g. "Introduction to Economics" is preferred to "Economics I". The title could be either one word where it is self-explanatory and could generally go up to a maximum of seven words.

The module code and title should be written in a single line in the descriptor. For example: ACS101 Academic Skills.

- 4.2 **Programme:** This should mention the programme of which a module is part of. Modules borrowed from existing programmes, should reflect the name of the programme for which the modules were originally approved. University-wide modules should be reflected as “University-wide module/s”.
- 4.3 **Credit:** This represents the volume of learning or academic load students are required to undertake to attain the learning outcomes of a module. A unit of academic credit is equal to 10 hours of notional student effort including the time in and out of the classroom. A module at the undergraduate level should have a minimum of 12 credits or multiples of 12, and 15 credits or multiples of 15 at the postgraduate level.
- 4.4 **Module Tutor:** This should reflect the name of the member of staff responsible for the design and delivery of a module.
- 4.5 **Module Coordinator:** This should identify the name of the member of staff with responsibility for a module where a module is taught by two or more members of staff or by adjunct faculty. The module coordinator must be a staff from within the college/institute for modules that are taught by adjunct faculty.
- 4.6 **General Objective:** This should be a statement of the general teaching intention and coverage of a module in the form of a synopsis. The general objective should be written in narrative form and generally should not exceed a paragraph of five sentences.
- 4.7 **Learning outcomes:** These are statements of what a student is expected to know, understand and/or be able to do on completion of a module (changes in students as a result of the learning process). Learning outcomes should be specific, measurable, achievable, realistic, and time bound.

Learning outcomes should address the cognitive, psychomotor and affective domains of behaviour to include explicit statements of the knowledge and understanding, intellectual skills, the practical and transferable skills, and the conception and attitudes a student is able to exhibit/acquire on completion of a module.

Learning outcomes should be prefaced by the phrase, “*On completion of the module, students will be able to...*” and followed by a verb. The verbs used for module outcomes should be specific and measurable. Assessment provides the evidence that a student has achieved the learning outcomes therefore it must be possible to clearly link assessed work with the learning outcomes. Words such as “understand” or “be knowledgeable about” should not be used since the actions associated with these are difficult to identify and assess.

Learning outcomes must be framed at a level that is appropriate for a programme. For instance, the achievement expected of a student at the bachelors level should differ from that expected of a student at the Masters level. Similarly, learning outcomes should become progressively more challenging to emphasis higher orders of thinking (as in Bloom’s Taxonomy) as the student progresses from one year to the next of a programme.

It is not necessary to specify all of the learning outcomes that might possibly derive from the study of the module. Generally a standard RUB module should identify 7 to 12 learning outcomes (for a 12 credit module, and the equivalent for a 15 credit module) that describe significant and essential learning that a student is expected to achieve if full advantage were taken of the learning opportunities provided in the study of a module.

- 4.8 **Learning and teaching approach:** This should provide information on how a module will be taught in order to achieve the learning outcomes. This component should include a breakup of hours for the different teaching and learning approaches to be used in the



delivery of the module including student self study time the sum of which should be 10 hours for each credit associated with the module. The University encourages the use of student-centred teaching learning approaches and the use of technology in the delivery of a module.

**Sample teaching learning approach (for Ug Programme)**

Type	Approach	Hours per week	Total credit hours
<b>Contact</b>	Lecture	2	<b>75</b>
	Presentation	1	
	Practical	1	
	Tutorial	1	
<b>Independent study</b>	Written Assignment	2	<b>45</b>
	VLE Discussion	1	
<b>Total</b>			<b>120</b>

**Sample teaching learning approach (for Pg Programme):**

Type	Approach	Hours per week	Total credit hours
<b>Contact</b>	Lecture	3	<b>90</b>
	Presentation	1	
	Tutorial	2	
<b>Independent study</b>	Written Assignment	3	<b>60</b>
	VLE Discussion	1	
<b>Total</b>			<b>150</b>

**4.9 Assessment approach:** This is intended to provide information on the formal workload associated with a module in order to demonstrate linkages between the student's attainment of the module's learning outcomes and the assessment approaches and to promote parity among modules of equivalent credit value.

This component should state the assessment approaches to be used to measure achievement of the learning outcomes with the proportion of the marks allocated to each

approach in percentages. (E.g. continuous assessment 40% including assignments (20%), project work (15%), viva (5%); and semester end examinations 60%).

The assessment approaches identified and the proportion of marks for each approach should be based on the nature of the module. E.g. Applied or practical based modules should bear more weighting on the continuous assessment components as compared to the weighting for examinations or, even be entirely based on continuous assessment, while the more theoretical modules should bear more weighting for examinations as compared to the weighting for continuous assessment.

The scope and focus of each assessment approach must be clearly stated by providing the broad parameters, expectations and expected size (length/duration – i.e. 300 words or 30 minutes online test) along with the marking criteria.

It is important to ensure that the assessment approaches used and the marks allocated are commensurate to the time invested by the students for associated units of subject matter being assessed.

### **Sample assessment approach:**

Assessments will be carried out on a continuous basis through the following assignments:

#### **A. Journal Entries: Portion of Final Mark: 40%**

Students will write 4 journal entries each of which should be approximately 250 words in length. The topics will be informed by the class discussions. Journal entries will be marked on the basis of evidence of progress, reflection and analysis. Each entry will be marked out of 10% based on the criteria set.

3% - Content/Situation

4% - Interpretation/analysis

1% - Organisation

2% - Mechanics

#### **B. Research Interests: Portion of Final Mark: (20%)**

Students will develop three questions of 200 words each, based on possible research interests. After receiving feedback from the tutor, students will refine the research question they are most interested in (500 words). Marks will be awarded on:

4% - Clarity of the research question

5% - Aims and objectives

6% - Support for the question from literature and practice

3% - Referencing

2% - Mechanics and overall effectiveness of writing style

#### **C. Critiquing a research article: Portion of Final Mark: (25%)**

Students will critique a research article in about 1000 words based on one of the topics being covered during the study of the module. The critique should communicate the student's understanding of the article's main points and offer an analysis of its strengths and weaknesses. Moreover, the critique should comment on the article's usefulness to the study of the module. The critique will be assessed on the following criteria:

5% - summary of the article (understanding of the general purpose of the article and its target audience)

10% - Critical evaluation of the strengths and weaknesses of the author's claims and discussion of evidence with examples

5% - Implications drawn from the author's argument

3% - Use of proper academic style

2% - Grammar and syntax

D. Action Research: Portion of final marks: 15%

Students will write an action research report of about 1500-2000 words on a topic of interest related to their job in the school. Detailed guidelines will be provided during the session.

6% - Content

6% - Methodology

3% - Grammar and syntax

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Journal Entries: Portion of Final Mark	4 entries (10X4)	40%
B. Research Interests: Portion of Final Mark	1 proposal	20%
C. Final Essay: Portion of Final Mark	1 essay	25%
D. Action Research: Portion of final marks	1 research report	15%

*Source: Adapted from the module "Introduction to Educational Research" (MEd in Educational Leadership and Management programme, PCE)*

4.10 **Pre-requisites:** This should reflect the title and code of a module/s which must have already been studied at an earlier stage of a programme that is required for the study of a specific module within that programme.

4.11 **Subject matter:** This should state the content of a module in sufficient detail to provide a clear view of the subject/topics in terms of depth and breadth of coverage. The level of detail should be sufficient to give the tutors and students an understanding of the content and its relationship to the module's general objective, the learning outcomes and assessment for the module. Subject matter should be arranged in logical order under units and topics as set out in the sample below. Time should not be mentioned under subject matter.

**Note:** For Pg programmes, each unit of the subject matter should provide scope of the unit.

### **Sample subject matter**

#### **Unit I: Introduction**

- 1.1. Define software, hardware, system software, application software, program,
- 1.2. Machine language, assembly and high level languages, assembler, compiler, interpreter, editor, operating system.
- 1.3. Storage units: bits, bytes, kilo, mega, Giga bytes.
- 1.4. Number system: Decimal, binary, hexadecimal, octal conversions.

#### **Unit II: Solution Formulation**

- 2.1. Defining the problem; structuring the solution using the top down approach.
- 2.2. Algorithm: Definition, characteristics, examples.
- 2.3. Flowchart :concept of selection(if, nested if, if else, if else if) and iteration(entry controlled and exit controlled loop)
- 2.4. Pseudo-code: selection(if,nested if, if else,if else if) and iteration(entry controlled and exit controlled loop)

*Source: Module CPL101 Introduction to Programming (C), College of Science and Technology, Royal University of Bhutan.*

## **F1 Validation of a New Programme, and the Adoption of an Existing Programme**

**Status:** *Endorsed by the 2<sup>nd</sup> Academic Board Meeting in October 2004.*

*Amendments to Section 4 “Documentation required for validation of a programme” and “Template for Definitive Programme Document” endorsed by the 36<sup>th</sup> Academic Board in August 2016.*

### **1. Introduction**

- 1.1 The University is responsible to many interest groups (students, external assessment bodies, funding agencies, employers, and the general community) for the quality, standard and relevance of its programmes. This responsibility rests with each individual and group according to function and task. Ultimate responsibility within the University rests with the University Council, and is discharged by the Academic Board.
- 1.2 To fulfill its responsibilities to the community for the quality, standard and relevance of its programmes, the Academic Board has set up policies and procedures that embody good practice and has established a Programmes and Quality Committee to carry them out. In addition to other basic elements of quality assurance, all programmes leading to an award of the University are subject to validation, periodic review and annual monitoring.
- 1.3 Validation is the term used to describe the process that leads to the final decision to approve (or not to approve) a new programme. The same process is used to adopt an existing programme for an award of the University.
- 1.4 This regulation focuses on the processes which deal with the quality of programmes. The University also has policies and procedures which ensure quality in other aspects of the University's work such as staff appointment, staff development, student services, resource allocation, research, which in their turn contribute to the quality and standard of the University's programmes.

### **2. Aims of Validation**

- 2.1 The overall aim of the University's validation process is to establish that the quality, standards and relevance of the programme fulfill the University mission, and are consistent with the programme's own claims. The process will expose and understand the academic rationale for new programmes, seek clarity on the requirements for students to achieve the learning outcomes and ensure adequacy of resources to deliver the programme to standards acceptable to the University.
- 2.2 The process is also intended to:
  - 2.2.1 challenge and stimulate staff by questioning aspects of the proposed programme
  - 2.2.2 encourage staff in the development of new areas of curriculum, new teaching methods, and in areas of scholarly staff activity
- 2.3 The validation process will address:
  - 2.3.1 the rationale and coherence of the admission requirements; the aims and learning outcomes; the programme structure; the subject matter; the learning and teaching approaches; the assessment approaches and regulations.

- 2.3.2 the extent to which the aims of the programme seek to address the demands from the employers and the students
- 2.3.3 the adequacy of resources (staff and materials), and any resource implications for the College and the University for the effective delivery of the programme
- 2.3.4 the quality and experience of staff who will teach the programme, together with plans for staff development and new recruitment
- 2.3.5 the relationship of the programme with the University's policies and regulations, and with any published principles, regulations and guidelines of any professional or licensing body that the programme is associated with.

### 3. **The Process**

- 3.1 After planning approval is granted the Programme Committee at the college should proceed to develop the programme as set out in section 4 of this regulation (Documentation required for Validation of a Programme).
- 3.2 The complete proposal is then considered by the College Academic Committee before it is submitted to Programmes and Quality Committee (PQC) by the Dean of Academic Affairs. The PQC decides whether there is an acceptable basis for the validation of the proposed programme, based on the documentation and preparedness of the college. The Committee will consider and determine:
  - 3.2.1 hidden issues, especially **resource** issues which have not yet been fully addressed, or which need to be resolved before the validation proceeds
  - 3.2.2 whether the staff has thought through all the issues raised by the introduction of the programme
  - 3.2.3 the need for further input and thinking on the development of the documented proposal
  - 3.2.4 whether the document will provide a sufficient basis on which to proceed with the validation. The PQC may in consequence ask for additional documented information, or it may ask for a complete re-submission
  - 3.2.5 the primary issues that it would wish to have addressed during the validation
  - 3.2.6 the membership of the validation panel to examine the proposal in more detail. Normally panel members would have been proposed by the college.
- 3.3 The college revises the document taking into consideration the recommendations of the PQC. The revised document is then sent to members of the panel to study in preparation for the validation.
- 3.4 The panel will visit the college for the validation. The structure of the visit is at the panel's discretion but it will normally last three days, during which the panel will:
  - 3.4.1 meet privately to collate main issues related to the validation proposal
  - 3.4.2 engage in detailed discussion with the staff
  - 3.4.3 meet the management of the college to confirm adequacy and allocation of resources for the programme
  - 3.4.4 meet students to establish their learning and teaching experience at the college
  - 3.4.5 visit the facilities that are proposed to support the delivery of the programme to determine their adequacy
  - 3.4.6 present a written report on the final day of the validation to the college

- 3.5 The possible outcomes of the validation are recommendations that the programme:
  - 3.5.1 be approved without conditions with a review planned to take place within the normal duration for the periodic review of a programme
  - 3.5.2 be approved without conditions with a review planned to take place in a period less than the normal duration for the periodic review of a programme
  - 3.5.3 be approved upon meeting specified conditions
  - 3.5.4 not be approved and the college be invited to reapply taking into account all the comments of the panel
- 3.6 The report shall include:
  - 3.6.1 an executive summary setting out:
    - the title of the award of the programme(s)
    - the start date and timing of the next review
    - conditions to be met
    - recommendations for enhancement of the programme
  - 3.6.2 a full report setting out the main issues arising from the discussion between the panel and staff which led to the panel's decision and conclusions.
- 3.7 If the validation panel recommends the programme for approval, the programme team will work towards fulfilling the conditions and recommendations set out in the validation report.
- 3.8 The PQC will receive the validation report and make a considered recommendation to the Academic Board. The Academic Board will consider the recommendations of the PQC and the validation report to approve the launch of the new programme.
- 3.9 The start date of a new programme is governed by regulation F8 of the Wheel (Timeline between Validation and Commencement of a New Programme).
- 3.10 The revised programme document as an outcome of the validation or review is called the definitive programme document (DPD). This is submitted in electronic form to the Department of Academic Affairs at the Office of the Vice Chancellor.
- 3.11 The definitive programme document will be used for implementing the programme and will form the basis for future changes to the programme.
- 3.12 Any change effected on a programme whether minor or major should be endorsed by the relevant body (refer F7 Changes to Programmes) and amendments incorporated in the definitive programme document. The revised version should be sent to the Department of Academic Affairs at the Office of the Vice Chancellor and a copy retained with the respective Programme Leader.

#### **4. Documentation Required for Validation of a Programme**

The documentation for validation should be set out in two parts, the Programme Specification and the Module Descriptors.

##### **4.1 Programme Specification**

A programme specification is a concise description of the aims and learning outcomes of a programme informed by the learning outcomes of the modules that form part of the programme, and the means by which these are achieved and demonstrated. It relates to the learning and attributes developed by a programme as a whole. A programme specification can show how modules can be combined to form a programme.

A programme specification provides an overview of the programme and will be underpinned by more detailed information found in the module descriptors, and programme handbooks. The programme specification is a source of information to many interest groups seeking an understanding of a programme, particularly for prospective and current learners.

It is mandatory for all taught programmes leading to an award of the RUB to produce a programme specification. The programme specification should reflect the following information in the order presented:

#### **4.1.1 Basic Information on the Programme**

- Name of the home base college of the programme and name of the college adopting the programme
- Title of the award or awards to which the programme leads
- The duration and mode of study
- Award granting Body
- Date of initial approval (mention whether validated or adopted)
- Date of last review

#### **4.1.2 Aims and Learning Outcomes of the Programme**

This section should contain the following sub headings:

##### **4.1.2.1 Aims of the Programme**

This should be a general statement that sets out the broad purpose and intention of the proposed programme. It should briefly state who the programme is aimed at and why prospective learners would want to study it.

The aims should provide a brief, but clear, overall impression of the educational and vocational purposes of the programme. These should summarize what it is that the programme intends to achieve, identifying the core concepts and the rationale behind it. The aims should also bring out the distinctness of the programme from other programmes being offered by the University and other providers in Bhutan in terms of the nature, level of award, and any unique, distinctive and innovative features.

The aims for the programme should be more general than the learning outcomes of the programme.

##### **4.1.2.2 Learning Outcomes of the Programme**

The learning outcomes are more detailed statements of what the proposed programme seeks to achieve. These should specify the attributes which learners are expected to demonstrate or acquire at the end of the programme as a result of their learning in terms of knowledge, understanding, subject related and transferable skills, and values. Transferable skills are those skills which have applicability beyond the confines of a particular academic discipline. Examples include teamwork, leadership, problem-solving and communication skills.

The statement of outcomes should address the following:

- Cognitive outcomes: "What do you want your graduates to know?"
- Affective outcomes: "What do you want your graduates to think or care about?"
- Behavioral outcomes: "What do you want your graduates to be able to do?"

The learning outcomes must take into account the general intentions of the award to which the proposed programme leads (either diploma, undergraduate degree,

undergraduate degree with Honours or postgraduate certificate/diploma or Masters degree) reflected in the University's Academic Programme Structure (Wheel, B1) and Postgraduate Modular Framework (Wheel, B8). Besides, the learning outcomes should link with the University's graduate attributes (Wheel, B5 Expectations of RUB Graduates).

The aims and learning outcomes of the programme should be achievable by the modules that make up the programme.

#### **4.1.2.3 Nested Awards**

For programmes with nested awards, the aims and learning outcomes specific to each award should be clearly identified and written separately for every award.

#### **4.1.3 Career Related Opportunities**

An outline of expected graduate employment opportunities should be provided.

#### **4.1.4 Justification of the Level of Award and Title**

This section should provide a justification of the level of award and of the title of the proposed programme. E.g. what is it that makes the programme a degree rather than a diploma, other than the simple duration of time?

#### **4.1.5 Justification and Demand for the Programme**

Information related to the justification for the proposed programme will have been considered at the stage when the programme gained planning approval. At this stage the validation will not re-explore the justification for the programme but will seek to determine the extent to which the curriculum and teaching methods now substantiates the earlier claims as to the purpose of the programme. A summary of the earlier more detailed justification (submitted to the Academic Planning and Resources Committee) will therefore suffice, setting out the need for the programme and the demand for it. This should include evidence such as market analysis and learner demand.

#### **4.1.6 Programme Structure**

This should provide a description of the programme structure: the basic programme information that includes modules and credits to be completed in each semester and year of the programme; and intermediate awards (if any) available on completion of each stage of the programme. It should include the programme structure in tabular form showing the inter-relationship between modules, and the position of the modules by year and semester. The inter-relationships between modules should be identified and any specialization of the programme clearly presented. In a programme where the student is given a substantial degree of choice, the permitted programmes of study should be identified with a clear indication of compulsory modules together with regulations for the choice of options.

Where placements/work based learning forms a part of a programme, components of academic studies, placements and vacation periods must be clearly reflected in the write-up.

A full description of the mode of study of the proposed programme should be indicated, including the structure in terms of the attendance pattern of students (particularly for part-time programmes).

#### **4.1.7 Teaching and Learning Approach**

This is a statement of the teaching and learning strategy for the proposed programme. It should provide details of how the programme will be delivered to ensure that its aims and learning outcomes can be achieved. The teaching and



learning approaches should ensure a balance between lecturer-centred and learner-centred approaches. These should address the needs of both full time and part-time learners, young and mature learners, and should also take into account the use of ICT such as video conference or the VLE.

Some examples of teaching and learning approaches include lectures and seminars used normally to develop knowledge and understanding; tutorials, laboratory exercises, assignments, projects, workshops, or field-based activities used normally to practice and demonstrate intellectual skills such as analysis, synthesis, evaluation, and problem solving; while practical skills could be developed by providing opportunities to practice in an appropriate setting i.e. laboratory, or work based placements.

The teaching and learning approaches should be consistent with the approaches specified in the module descriptors.

#### **4.1.7.1 Placements/Work Based Learning**

Placements/work based learning normally features in programmes within which experience of a relevant work setting is considered to be important to the development of the learner, or when the experience of, and support and resources in the workplace setting, enables the learner to develop in ways that are consistent with the programme aims and learning outcomes.

Information for placements/work based learning for a programme must be presented under a separate sub-heading under the programme's teaching and learning approach and should provide the following details:

- Where the work based learning takes place within the programme.
- Types of placements envisaged.
- Evidence of the likely availability of placements of a suitable standard, and the organizations which will provide these placements.
- Evidence that the learning outcomes of the placement can be achieved.
- Where, within the programme, the assessment of work based learning takes place.
- How work based learning opportunities are managed, monitored, and reviewed, and arrangements made for learner support (e.g. identification and quality assurance of placement opportunities, management arrangements, learning engagement, mentoring/supervision arrangements, and support for employers).
- Procedures in place to assess and monitor the quality and standards of placements (including resources and staffing) and level of support received by students (prior, during and following the placement).
- Communication processes in place and information regarding the respective responsibilities of the College/Institute, placement provider and learner.

#### **4.1.8 Assessment Approach**

This should explain how the assessment contributes to the learning process and how it gives learners opportunities to demonstrate the achievement of the aims and learning outcomes of the programme. Some examples of assessment approaches include written examinations, assignments, projects, dissertation, laboratory practicals, viva voce, and presentations.

The programme's approach to assessment should be consistent with the assessment approaches specified in the module descriptors.

#### 4.1.9 **Regulations**

A minimum of the following regulations related to the programme should be included:

##### 4.1.9.1 **Entry Requirements**

This should specify the University's general minimum entry requirements (Wheel, C1 Admission and Registration of Students) and programme specific minimum requirements in identified subjects. Details of ability ratings of subjects must be included. The procedures for selection and admission must be presented in detail for programmes where learners are not selected through the University's common annual online process.

The entry requirements should reflect the fit of the applicant's prior knowledge and experience to the programme applied for.

##### 4.1.9.2 **Assessment and Progression Requirements**

All programmes are expected to use the standard University assessment and progression regulations. It is sufficient to state that the programme conforms to the most recent version of D1 Assessment Regulations where this is the case. However, details of the **assessment regulations** that go beyond the minimum requirements of D1 Assessment Regulations set out in the Wheel must be provided. In addition, it should include the minimum criteria, expressed in terms of modules, credits and marks, for proceeding to the next stage or year of the programme, and the requirements to be fulfilled for granting the award or awards.

Reflect relevant information related to the role of the Programme Board of Examiners in the assessment and progression of learners.

##### 4.1.10 **Planned Student Numbers**

Planned student numbers should be set out in a table with projections for five years starting from the proposed year of implementation. The numbers under every year should reflect a detailed breakdown by cohort numbers i.e. Year 1, Year 2, Year 3, etc.

##### 4.1.11 **Programme Management, Quality Assurance and Enhancement**

This section should briefly outline the arrangements in place for the management, operation and monitoring of the programme, including student feedback arrangements, and evaluation mechanisms.

Provide brief information on the role of the Programme Leader, the Programme Committee, the Head of Subject/Department, the Head of the College/Institute, the College/Institute Academic Committee and the relationship between these persons and bodies. The arrangements in place for programme management should be consistent with the RUB regulations. Reference may be made to relevant sections of the Wheel, in particular, regulation F6 Programme Management.

Information should also be provided on how learners are engaged in the quality assurance and enhancement of the programme, including learner representation in committees such as the Programme Committee, and their role in the feedback and evaluation of modules/programmes.

Besides the University's requirements for quality assurance and enhancement, this section should also be used to highlight any innovative approaches to quality assurance and enhancement that individual Colleges/Institutes have instituted for evaluating and improving the quality and standards of educational provision.

The constitution and terms of reference of the Programme Board of Examiners, including any proposals for External Examiner(s) to be appointed to the programme should also be presented.

#### 4.1.12 **Academic Staff**

This should provide details of staff qualifications and experience that is appropriate for effective delivery of the programme. Plans for recruitment of additional staff where required, with timelines and areas of specialization should also be included. Staff development needs associated with the programme should be included with plans for realization with timelines and sources of funding.

#### 4.1.13 **Resource Needs**

This should state the learning resources which will be used to support the delivery of the programme. Learning resources that are in place (existing resources) and those essential resources that need to be acquired for the proposed programme must be specified according to the headings below:

- Overall staff support
- Teaching learning spaces such as classrooms and laboratories
- Equipment such as laboratory resources
- Library support
- Computing support including software
- Other support facilities

The need for resources (where these are essential), should address the requirement for the programme backed up by concrete plans for acquisition that include cost estimates, timelines for procurement and committed sources of funding.

Resources that cannot be met through the proposing College/Institute's annual operating expenses since they require substantial funding should be sourced and committed through the Five Year Plan capital budget.

### 4.2 **The Module Descriptors**

This section should include complete module descriptors for each module which form part of the programme. Refer Wheel, B4 "Module Descriptor".

#### 4.2.1 **Use of Existing Modules in New Programmes**

Whenever a new programme makes use of an existing module, the module should form part of the documentation that is presented for validation. As part of the validation process, it is important to ensure that the existing module is appropriate for inclusion in the new programme. In its scrutiny of the proposal for the new programme, the validation panel will be empowered to recommend changes to new and existing modules, to ensure its suitability as part of the new programme. It is therefore vitally important that the module coordinator together with the programme coordinators of other programmes that use the same module are consulted regarding the possible inclusion of an existing module in a new programme, and that such staff are also aware that this might result in some changes to the module.

Module coordinators of existing modules included in a validation proposal for a new programme should be present during the validation event whenever possible.

In the event that the validation panel recommends changes to an existing module, the module coordinator will be informed of the recommended changes, and will be required to respond to the recommendations, either by implementing the recommended changes or by providing valid reasons for not doing so.

#### 4.3 **Written Style**

The written style for the validation document should be concise and focused with judicious use of short paragraphs, bulleted lists, tables and, where essential, appendices.

For uniformity and ease of use, the document should be prepared using the following basic style in MS Word:

- Font Arial, size 11 with single line spacing
- Margins of 1.5 inches on the left and 1 inch on the other 3 sides.
- Footer page numbers on bottom right

### Criteria for Selection of Chairs & Panel Members (Notes for Guidance)

- 1 Members are selected on the basis of their experience in a number of areas:
  - 1.1 experience in teaching on, or in running a programme similar to that being validated; similar by mode of study; similar by level; or similar by subject area
  - 1.2 experience in being an academic. Most members of academic staff have taught and are therefore able to understand the issues of running and teaching a programme albeit not in their own discipline
  - 1.3 competence in that discipline
  - 1.4 experience in the professional practice of that subject
  - 1.5 experience in the employment of graduates
  - 1.6 experience in the exercise of assessing a programme
  - 1.7 research expertise, especially for Honours degree and Masters degree programmes
- 2 The selection of members is a question of balance amongst the above types of experience. In addition the selection of members should take account of the need:
  - 2.1 to provide experience for staff not versed in programme operation and validation thus, there needs to be a balance between experienced and inexperienced members
  - 2.2 to spread the work out to avoid overloading the same members or chairs or Institutes, but also to try to give chairs repeated responsibility and therefore increasing experience
  - 2.3 to establish a panel large enough to carry out competently the functions of validation, but small enough to carry out that function expeditiously
  - 2.4 generally not to have more than one person from a given Institute on a panel
  - 2.5 to give some overlap in membership between panels looking at related programmes
  - 2.6 to give continuity in membership with earlier validation events so that members' earlier experience of the programme can be put to good use
  - 2.7 to provide an appropriate gender balance within the panel

## **The Role of the Panel Secretary**

## **(Notes for Guidance)**

The secretary to a validation panel acts as academic guide to the panel members in their work as logistics coordinator. The activities include the following:

- 1 Identify the major policy issues that are likely to arise from a consideration of the programme and advise the Chair accordingly.
- 2 Be aware of the outcomes of validation of similar events and seek to establish a consistent framework of decision making by the Committee through its panels.
- 3 Arrange the logistics of the visit with members of the panel, the Programme Leader and Head of Department. Where a particular member is unable to attend the meeting, advise the Chair of the Programmes and Quality Committee on replacement. Try to ensure dates and times are appropriate to individual panelists.
- 4 Send a copy of the programme to the panel members in advance.
- 5 Plan the validation exercise including the need to visit the facilities, to meet staff and students and other logistics.
- 6 Upon confirmation of visit date, issue a formal invitation at least 14 days in advance enclosing the following:
  - programme of the meeting
  - membership of the Panel
  - background paper
  - functions of the validation panel
  - relevant University policy/guideline paper(s)
  - programme validation document(s)
  - other supporting documents (including resources analysis and staff cv's), if any
- 7 Attend the panel meetings as the rapporteur.

## Template for Definitive Programme Document

### Introduction

This template is to be used to prepare a Definitive Programme Document (DPD) for taught programmes leading to an award of the University. This applies to all validated, adopted and reviewed programmes. This should be read in conjunction with F1 “Validation of a New Programme and Adoption of an Existing Programme” and F5 “Periodic Review of a Programme” of the Wheel.

### The Definitive Programme Document

The Definitive Programme Document (DPD) should be set out in two parts, the Programme Specification and the Module Descriptors.

#### 1. Programme Specification

A programme specification is a concise description of the aims and learning outcomes of a programme informed by the learning outcomes of the modules that form part of the programme, and the means by which these are achieved and demonstrated. It relates to the learning and attributes developed by a programme as a whole. A programme specification can show how modules can be combined to form a programme.

A programme specification provides an overview of the programme and will be underpinned by more detailed information found in the module descriptors, and programme handbooks. The programme specification is a source of information to many interest groups seeking an understanding of a programme, particularly for prospective and current learners.

It is mandatory for all taught programmes leading to an award of the RUB to produce a programme specification. The programme specification should reflect the following information in the order presented:

##### 1.1 Basic Information on the Programme

- Name of the home base college of the programme and name of the college adopting the programme
- Title of the award or awards to which the programme leads
- The duration and mode of study
- Award granting Body
- Date of initial approval (mention whether validated or adopted. Reflect date of the AB that approved the programme)
- Date of last review

##### 1.2 Aims and Learning Outcomes of the Programme

###### 1.2.1 Aims of the Programme

This should be a general statement that sets out the broad purpose and intention of the programme. It should briefly state who the programme is aimed at and why prospective learners would want to study it.

The aims should provide a brief, but clear, overall impression of the educational and vocational purposes of the programme. These should summarize what it is that the programme intends to achieve, identifying the core concepts and the

rationale behind it. The aims should also bring out the distinctness of the programme from other programmes being offered by the University and other providers in Bhutan in terms of the nature, level of award, and any unique, distinctive and innovative features.

The aims for the programme should be more general than the learning outcomes of the programme.

#### **1.2.2 Learning Outcomes of the Programme**

The learning outcomes are more detailed statements of what the programme seeks to achieve. These should specify the attributes which learners are expected to demonstrate or acquire at the end of the programme as a result of their learning in terms of knowledge, understanding, subject related and transferable skills, and values. Transferable skills are those skills which have applicability beyond the confines of a particular academic discipline. Examples include teamwork, leadership, problem-solving and communication skills.

The statement of outcomes should address the following:

- Cognitive outcomes: “What do you want your graduates to know?”
- Affective outcomes: “What do you want your graduates to think or care about?”
- Behavioral outcomes: “What do you want your graduates to be able to do?”

The learning outcomes must take into account the general intentions of the award to which the programme leads (either diploma, undergraduate degree, undergraduate degree with honours or postgraduate certificate/diploma or Masters degree) reflected in the University’s Academic Programme Structure (Wheel, B1) and Postgraduate Modular Framework (Wheel, B8). Besides, the learning outcomes should link with the University’s graduate attributes (Wheel, B5 Expectations of RUB Graduates).

The aims and learning outcomes of the programme should be achievable by the modules that make up the programme.

#### **1.2.3 Nested Awards**

For programmes with nested awards, the aims and learning outcomes specific to each award should be clearly identified and written separately for every award.

#### **1.3 Career Related Opportunities**

An outline of expected graduate employment opportunities should be provided.

#### **1.4 Programme Structure**

This should provide a description of the programme structure: the basic programme information that includes modules and credits to be completed in each semester and year of the programme; and intermediate awards (if any) available on completion of each stage of the programme. It should include the programme structure in tabular form showing the inter-relationship between modules, and the position of the modules by year and semester. The inter-relationships between modules should be identified and any specialization of the programme clearly presented. In a programme where the student is given a substantial degree of choice, the permitted programmes of study should be identified with a clear indication of compulsory modules together with regulations for the choice of options.

Where placements/work based learning forms a part of a programme, components of academic studies, placements and vacation periods must be clearly reflected in the write-up.



A full description of the mode of study of the programme should be indicated, including the structure in terms of the attendance pattern of students (particularly for part-time programmes).

## **1.5 Teaching and Learning Approach**

This is a statement of the teaching and learning strategy for the programme. It should provide details of how the programme will be delivered to ensure that its aims and learning outcomes can be achieved. The teaching and learning approaches should ensure a balance between lecturer-centred and learner-centred approaches. These should address the needs of both full time and part-time learners, young and mature learners, and should also take into account the use of ICT such as video conference or the VLE.

Some examples of teaching and learning approaches include lectures and seminars used normally to develop knowledge and understanding; tutorials, laboratory exercises, assignments, projects, workshops, or field-based activities used normally to practice and demonstrate intellectual skills such as analysis, synthesis, evaluation, and problem solving; while practical skills could be developed by providing opportunities to practice in an appropriate setting i.e. laboratory, or work based placements.

The teaching and learning approaches should be consistent with the approaches specified in the module descriptors.

### **1.5.1 Placements/Work Based Learning**

Placements/work based learning normally features in programmes within which experience of a relevant work setting is considered to be important to the development of the learner, or when the experience of, and support and resources in the workplace setting, enables the learner to develop in ways that are consistent with the programme aims and learning outcomes.

Information for placements/work based learning for a programme must be presented under a separate sub-heading under the programme's teaching and learning approach and should provide the following details:

- Where the work based learning takes place within the programme.
- Types of placements envisaged.
- Evidence of the likely availability of placements of a suitable standard, and the organizations which will provide these placements.
- Evidence that the learning outcomes of the placement can be achieved.
- Where, within the programme, the assessment of work based learning takes place.
- How work based learning opportunities are managed, monitored, and reviewed, and arrangements made for learner support (e.g. identification and quality assurance of placement opportunities, management arrangements, learning engagement, mentoring/supervision arrangements, and support for employers).
- Procedures in place to assess and monitor the quality and standards of placements and level of support received by students (prior, during and following the placement).
- Communication processes in place and information regarding the respective responsibilities of the College/Institute, placement provider and learner.

## **1.6 Assessment Approach**

This should explain how the assessment contributes to the learning process and how it gives learners opportunities to demonstrate the achievement of the aims and learning outcomes of the programme. Some examples of assessment approaches include written examinations, assignments, projects, dissertation, laboratory practicals, viva voce, and presentations.

The programme's approach to assessment should be consistent with the assessment approaches specified in the module descriptors.

## **1.7 Regulations**

A minimum of the following regulations related to the programme should be included.

### **1.7.1 Entry Requirements**

This should specify the University's general minimum entry requirements (Wheel, C1 Admission and Registration of Students) and programme specific minimum requirements in identified subjects. Details of ability ratings of subjects must be included. The procedures for selection and admission must be presented in detail for programmes where learners are not selected through the University's common annual online process.

The entry requirements should reflect the fit of the applicant's prior knowledge and experience to the programme applied for.

### **1.7.2 Assessment and Progression Requirements**

All programmes are expected to use the standard University assessment and progression regulations. It is sufficient to state that the programme conforms to the most recent version of D1 Assessment Regulations where this is the case. However, details of the **assessment regulations** that go beyond the minimum requirements of D1 Assessment Regulations set out in the Wheel must be provided. In addition, it should include the minimum criteria, expressed in terms of modules, credits and marks, for proceeding to the next stage or year of the programme, and the requirements to be fulfilled for granting the award or awards.

Reflect relevant information related to the role of the Programme Board of Examiners in the assessment and progression of learners.

## **1.8 Planned Student Numbers**

Planned student numbers should be set out in a table with projections for five years starting from the proposed year of implementation. The numbers under every year should reflect a detailed breakdown by cohort numbers i.e. Year 1, Year 2, Year 3, etc.

## **1.9 Programme Management, Quality Assurance and Enhancement**

This section should briefly outline the arrangements in place for the management, operation and monitoring of the programme, including student feedback arrangements, and evaluation mechanisms.

Provide brief information on the role of the Programme Leader, the Programme Committee, the Head of Subject/Department, the Head of the College/Institute, the College/Institute Academic Committee and the relationship between these persons and bodies. The arrangements in place for programme management should be consistent with the RUB regulations. Reference may be made to relevant sections of the Wheel, in particular, regulation F6 Programme Management.

Information should also be provided on how learners are engaged in the quality assurance and enhancement of the programme, including learner representation

in committees such as the Programme Committee, and their role in the feedback and evaluation of modules/programmes.

Besides the University's requirements for quality assurance and enhancement, this section should also be used to highlight any innovative approaches to quality assurance and enhancement that individual Colleges/Institutes have instituted for evaluating and improving the quality and standards of educational provision.

The constitution and terms of reference of the Programme Board of Examiners, including any proposals for External Examiner(s) to be appointed to the programme should also be presented.

#### **1.10 Academic Staff**

This should provide details of staff qualifications and experience that is appropriate for effective delivery of the programme. Plans for recruitment of additional staff with timelines and areas of specialization should also be included. Staff development needs associated with the programme should be included with plans for realization with timelines and sources of funding.

#### **1.11 Resource Needs**

This should state the learning resources which will be used to support the delivery of the programme. Learning resources that are in place (existing resources) and those essential resources that need to be acquired for the proposed programme must be specified according to the headings below:

- Equipment
- Library support
- Computing support
- Other support facilities

The need for resources (where these are essential), should address the requirement for the programme backed up by concrete plans for acquisition that include cost estimates, timelines for procurement and committed sources of funding.

Resources that cannot be met through the proposing College/Institute's annual operating expenses since they require substantial funding should be sourced and committed through the Five Year Plan capital budget.

The nature of funding for the programme (tuition fees through government funding, fees from self funded students both domestic and foreign) should be specified. This should be accompanied by an overview of expected revenue against estimated expenditure for the programme.

### **2. The Module Descriptors**

This section should include complete module descriptors for each module which form part of the programme. Refer Wheel, B4 "Module Descriptor".

### **3. Written Style**

The written style of the definitive document should be concise and focused with judicious use of short paragraphs, bulleted lists, tables and, where essential, appendices.

For uniformity and ease of use, the document should be prepared using the following basic style in MS Word:

- Font Arial, size 11 with single line spacing
- Margins of 1.5 inches on the left and 1 inch on the other 3 sides.

- Footer page numbers on bottom right

## **HEADINGS FOR VALIDATION DOCUMENT (BASED ON F1)**

### **1. Programme Specification**

#### **1.1 Basic information on the Programme**

#### **1.2 Aims and Learning Outcomes of the Programme**

##### **1.2.1 Aims of the programme**

##### **1.2.2 Learning Outcomes of the Programme**

##### **1.2.3 Nested Awards (if applicable)**

#### **1.3 Career Related Opportunities**

#### **1.4 Justification of Level of Award and Title**

#### **1.5 Justification and Demand for the Programme**

#### **1.6 Programme Structure**

#### **1.7 Teaching and Learning Approach**

##### **1.7.1 Placement/Work Based Learning (if applicable)**

#### **1.8 Assessment Approach**

#### **1.9 Regulations**

##### **1.9.1 Entry Requirements**

##### **1.9.2 Assessment and Progressions Requirements**

#### **1.10 Planned Student Numbers**

#### **1.11 Programme Management, Quality Assurance and Enhancement**

#### **1.12 Academic Staff**

#### **1.13 Resource Needs**

##### **1.13.1 Overall Staff Support**

##### **1.13.2 Teaching Learning Spaces**

##### **1.13.3 Equipment**

##### **1.13.4 Library Support**

##### **1.13.5 Computing Support**

##### **1.13.6 Other Support Facilities**

### **2. Module Descriptors**

## **HEADINGS FOR DEFINITIVE PROGRAMME DOCUMENT (BASED ON APPENDIX 3)**

### **1. Programme Specification**

#### **1.1 Basic information on the Programme**

#### **1.2 Aims and Learning Outcomes of the Programme**

##### **1.2.1 Aims of the programme**

##### **1.2.2 Learning Outcomes of the Programme**

##### **1.2.3 Nested Awards (if applicable)**

#### **1.3 Career Related Opportunities**

#### **1.4 Programme Structure**

#### **1.5 Teaching and Learning Approach**

##### **1.5.1 Placement/Work based Learning (if applicable)**

#### **1.6 Assessment Approach**

#### **1.7 Regulations**

##### **1.7.1 Entry Requirements**

##### **1.7.2 Assessment and Progressions Requirements**

#### **1.8 Planned Student Numbers**

#### **1.9 Programme Management, Quality Assurance and Enhancement**

##### **1.10 Academic Staff**

##### **1.11 Resource Needs**

###### **1.11.1 Equipment**

###### **1.11.2 Library Support**

###### **1.11.3 Computing Support**

###### **1.11.4 Other Support Facilities**

### **2. Module Descriptors**

## **F5            Periodic Review of a Programme**

**Status:**    *Endorsed by the 2<sup>nd</sup> Academic Board Meeting in October 2004.*

*Amendments to the title of the regulation from “Review of Programmes in Operation to Periodic Review of a Programme,” and the inclusion of a new section “Timing of the Review” outlining the frequency of periodic reviews of programmes (Section 4) have been endorsed by the 36<sup>th</sup> Academic Board in August 2016 with immediate effect.*

### **1.            Introduction**

- 1.1        Programme review is an ongoing process which includes practices such as the consideration of annual programme monitoring reports, external examiner reports, semester end feedback from students and tutors, and consultations with stakeholders, all of which form part of the quality assurance mechanisms at the University.
- 1.2        The Periodic review of a programme is a peer review process which provides an opportunity for in depth scrutiny and quality enhancement of all aspects of a programme at the Royal University of Bhutan, informed by the ongoing process of programme review. It is an important aspects of the University's quality assurance procedures, and serves to ensure that programmes are of acceptable quality, appropriate academic standard and relevant to the needs of society.

### **2            Aims of Periodic Review of a Programme**

- 2.1.1     The periodic review should focus upon a living programme, its academic health and its relationship with the community. The review will allow a panel, together with the staff on the programme team, to discuss how, in the light of the staff's experience, the programme might develop in the future in order more fully to meet its aims, the demands of the community and to ensure the ongoing maintenance of its standards.
- 2.2        The purpose of the periodic review is different to that of the initial validation of a programme. It is not only to ascertain the likelihood of the programme achieving intended aims and standards, but it is also to:
  - 2.2.1     evaluate the continuing effectiveness of the curriculum and of assessment in relation to the achievement of learning outcomes
  - 2.2.2     consider the continuing relevance of a programme for prospective students, including student numbers as well as the likely future demand for the programme
  - 2.2.3     ensure that a programme remains current and valid in the light of:
    - 2.2.3.1    developing knowledge in the discipline, and practice in its application
    - 2.2.3.2    changes in student demand, employer expectations and employer opportunities (as appropriate).

- 2.2.4 review feedback from students, staff, external examiners, professional bodies and other external stakeholders
- 2.2.5 develop improvements to the programme structure and curriculum
- 2.2.6 consider how a college is implementing its teaching and learning approaches to ensure the currency, coherence and fit with the University's strategy
- 2.2.7 ascertain the extent to which the college has been able to provide an environment in which the programme can flourish, including the effectiveness and efficiency in staff and resource terms
- 2.2.8 ascertain how the programme has been operated and managed
- 2.2.9 identify areas for improvement/enhancement and to ensure that appropriate actions are taken in response to perceived weaknesses
- 2.2.10 ascertain progress and changes in the programme since its validation or last review
- 2.2.11 review the academic validity of proposed changes to the programme, and make an assessment of the associated resource requirements
- 2.2.12 identify any aspects of the provision that are particularly innovative or represent good practice
- 2.2.13 ensure that recommendations for appropriate actions are followed up to remedy any identified shortcomings
- 2.2.14 approve any modifications and an updated programme specification

### **3 The Process**

- 3.1 Once a programme is due for review based on the period of approval stated in the validation/review report, the programme team should proceed to develop the review proposal as set out in section 5 of this regulation (Documentation required for the Periodic Review of a Programme). Changes proposed to the programme should be informed by a tracer study of graduates, performance of students, feedback from external examiners and stakeholders, feedback from students, experiences of the tutors delivering the programme and current developments in the field of study.
- 3.2 The complete proposal is then considered by the College Academic Committee before it is submitted to the Programmes and Quality Committee (PQC) by the Dean of Academic Affairs. The PQC decides whether there is an acceptable basis for the review of the proposed programme, based on the documentation and preparedness of the college. The Committee will consider and determine:
  - 3.2.1 whether the programme team has thought through all the issues arising from the implementation of the programme which have affected the quality of provision such as inadequacy of resources
  - 3.2.2 the need for further input and thinking on the development of the documented proposal



- 3.2.3 whether the document will provide a sufficient basis on which to proceed with the review. The PQC may in consequence ask for additional documented information, or it may ask for a complete re-submission
- 3.2.4 the primary issues that it would wish to have addressed during the review
- 3.2.5 the membership of the review panel to examine the proposal in more detail. Normally panel members would have been proposed by the college.
- 3.3 The college revises the document taking into consideration the recommendations of the PQC. The revised document is then sent to members of the panel to study in preparation for the review.
- 3.4 The panel will visit the college for the review. The structure of the visit is at the panel's discretion but it will normally last three days, during which the panel will:
  - 3.4.1 meet privately to collate main issues related to the review proposal
  - 3.4.2 engage in detailed discussion with the staff
  - 3.4.3 meet the management of the college to confirm adequacy and allocation of resources for the programme
  - 3.4.4 meet students to establish their learning and teaching experience at the college
  - 3.4.5 visit the facilities that support the delivery of the programme to determine their adequacy
  - 3.4.6 present a written report on the final day of the review to the college
- 3.5 The possible outcomes of the review are recommendations that the programme:
  - 3.5.1 be approved without conditions with a review planned to take place within the normal duration for the periodic review of a programme
  - 3.5.2 be approved without conditions with a review planned to take place in a period less than the normal duration for the periodic review of a programme
  - 3.5.3 be approved upon meeting specified conditions
  - 3.5.4 not be approved and the college be invited to reapply taking into account all the comments of the panel
- 3.6 The report shall include:
  - 3.6.1 an executive summary setting out:
    - the title of the award of the programme(s)
    - the start date and timing of the next review
    - conditions to be met
    - recommendations for enhancement of the programme
  - 3.6.2 a full report setting out the main issues arising from the discussion between the panel and staff which led to the panel's decision and conclusions.
- 3.7 If the review panel recommends the programme for approval, the programme team will work towards fulfilling the conditions and recommendations set out in the review report.
- 3.8 The PQC will receive the review report and make a considered recommendation to the Academic Board. The Academic Board will consider

the recommendations of the PQC and the review report to approve the implementation of the reviewed programme.

- 3.9 The revised programme document as an outcome of the review is called the definitive programme document (DPD). This is submitted in electronic form to the Department of Academic Affairs at the Office of the Vice Chancellor.
- 3.10 The definitive programme document will be used for implementing the programme and will form the basis for future changes to the programme. Any change made to the programme until the next periodic review should be affected through regulation F7 Changes to Programmes and a recorded in the definitive programme document. The revised version should be sent to the Department of Academic Affairs at the Office of the Vice Chancellor and a copy retained with the respective Programme Leader.

#### **4 Timing of the Review**

- 4.1 The periodic review of a programme takes place when it has been in operation for a number of years (specified at the time of the previous validation/review), when there has been one or more outputs from the programme, and when the staff and the College have had actual experience in the operation of the programme.
- 4.2 Timing of The periodic review of programmes will be conducted as follows:
  - 4.2.1 1 year programmes will be reviewed after 3 years
  - 4.2.2 2 and 3 year programmes will be reviewed after 4 years
  - 4.2.3 Programmes of more than 3 year duration will be reviewed a year after a cycle of implementation

#### **5 Documentation for the Periodic Review of a Programme**

The documentation for the periodic review of a programme is applicable to all taught programmes leading to an award of the University. It should be read in conjunction with F4 “Critical Self Appraisal of a Programme” and F5 “Periodic Review of a Programme” and F1 “Validation of a New Programme and Adoption of an Existing Programme” of the Wheel of Academic Law.

##### **5.1 Critical Self Appraisal of the Programme**

- 5.1.1 The main component of the documentation for the periodic review of a programme will be a critical self appraisal on the operation of the programme since the programme was last approved either through the validation or review process. (Refer F4 “Critical Self Appraisal of a Programme” in the Wheel). This appraisal should be prepared by the programme team comprising of staff who teach on the programme and who are responsible for its operation and health.
- 5.1.2 The critical self appraisal should cover the extent to which the programme has achieved its aims and learning outcomes, informed by:
  - 5.1.2.1 an analysis of employer reaction and graduate reaction to the programme
  - 5.1.2.2 the views of the relevant Advisory Committee (where such a body exists)
  - 5.1.2.3 a collective reflection by the staff responsible for the delivery of the programme expressing a considered view on how, and to what extent the explicit and implicit aims have been achieved. This should be informed by

the graduate destination data for all cohorts between the validation and review of the programme or between the current and last review.

- 5.1.2.4 the quality and effectiveness of the teaching and learning methods.
- 5.1.2.5 the quality and experience of staff, with particular emphasis on recent activities which support the programme, including scholarly and professional activities and the development of curricula and teaching methods
- 5.1.2.6 the currency and validity of the programme informed by developing knowledge in the discipline and developments in teaching, learning and research.
- 5.1.2.7 an analysis of how the programme overall has operated, the problems encountered, the changes that have been introduced to improve it, to remedy weaknesses and to capitalise on strengths.
- 5.1.3 The appraisal should conclude with a list of actions which are required to be undertaken in the light of this assessment. Amongst others, changes proposed to the programme should form part of the actions.

**Note:** *The critical self appraisal should be supported by data which includes among others, data on admissions, enrolments and examination results; an analysis of cohort progression for a cycle of the programme's implementation between the validation and review of the programme or between the current and last review; initial graduate destination; reports from any external source on the quality and standard of the programme, e.g. external examiners' reports, professional body reports, consultant reports; and the most recent annual programme monitoring report. These could be attached as appendices to the review document.*

## **5.2 Changes to the Programme**

### **5.2.1 Changes made to the Programme**

- 5.2.2 Any change made to the programme between the validation and review of the programme or between the current and last review approved by the Programmes and Quality Committee (PQC) or the College Academic Committee (CAC) should be listed along with the date of approval and the name of the body that has granted the approval. It is not necessary to mention details of changes made if those changes were endorsed either by the PQC or the CAC.

### **5.2.3 Proposed Changes to the Programme**

- 5.2.4 This section should reflect a statement of the changes proposed in the revised programme segregated under subheadings "Major Changes" and "Minor Changes".
- 5.2.5 Any change proposed should be justified with academically valid reasons. It would be useful to set these out in tabular form comparing the existing and proposed module descriptors. Changes could be proposed:
  - 5.2.2.1 As a result of feedback from students, tutors, external examiners, and other stakeholders
  - 5.2.2.2 As a result of issues highlighted in the annual programme monitoring reports for the programme
  - 5.2.2.3 In an effort to keep the programme current and to align with recent changes in the discipline

### 5.3 **The Programme Structure**

5.3.1 This section should include the existing programme structure and the proposed programme structure.

### 5.4 **Resource Implications**

5.4.1 This section should include a statement of resource implications (both material and human) as a result of the changes proposed and continuity of the programme. Where resources are required as a result of the changes and or continuity, details of what these are, and how they will be acquired with timelines and committed sources of funding should be reflected.

5.4.2 A list of academic staff with responsibility for delivering the programme along with their CV's should also be included. The CVs should be attached as an appendix to the review document.

### 5.5 **Programme Specification**

This section should include the following elements:

#### 5.5.1 **Basic Information on the Programme**

- Name of the home base college of the programme and name of the college adopting the programme
- Title of the award or awards to which the programme leads
- The duration and mode of study
- Award granting body
- Date of initial approval (mention whether validated or adopted)
- Date of last review

#### 5.5.2 **Aims and Learning Outcomes of the Programme**

- Aims of the programme
- Learning Outcomes of the programme
- Learning Outcomes for Nested awards (where applicable)

#### 5.5.3 **Career Related Opportunities**

An outline of expected graduate employment opportunities should be provided.

#### 5.5.4 **Continued Demand for the Programme**

This should reflect justifications for the continued need and demand for the programme substantiated by a market analysis and learner demand.

#### 5.5.5 **Programme Structure**

The proposed programme structure

#### 5.5.6 **Teaching and Learning Approach**

- Placements/Work based Learning (Where this forms a feature of a programme) must also be included

#### 5.5.7 **Assessment Approach**

#### 5.5.8 **Regulations**

- Entry requirements
- Assessment and progression requirements

#### **5.5.9 Planned Student Numbers**

Planned student numbers should be set out in a table with projections for five years starting from the proposed year of implementation. The numbers under every year should reflect a detailed breakdown by cohort numbers i.e. Year 1, Year 2, Year 3, etc.

#### **5.5.10 Programme Management, Quality Assurance and Enhancement**

This section should briefly outline the arrangements in place for the management, operation and monitoring of the programme, including student feedback arrangements, and evaluation mechanisms.

Provide brief information on the role of the Programme Leader, the Programme Committee, the Head of Subject/Department, the Head of the College, the College Academic Committee and the relationship between these persons and bodies. The arrangements in place for programme management should be consistent with the RUB regulations. Reference may be made to relevant sections of the Wheel, in particular, regulation F6 Programme Management.

Information should also be provided on how learners are engaged in the quality assurance and enhancement of the programme, including learner representation in committees such as the Programme Committee, feedback and evaluation of modules/programmes.

Besides the University's requirements for quality assurance and enhancement, this section should also be used to highlight any innovative approaches to quality assurance and enhancement that individual Colleges have instituted for evaluating and improving the quality and standards of learning.

The constitution and terms of reference of the Programme Board of Examiners, including any proposals for External Examiner(s) to be appointed to the programme should also be presented.

#### **5.5.11 The Module Descriptors**

This section should include a full set of module descriptors for the reviewed programme. (Copies of the module descriptors of the existing programme should be made available during the time of the review and therefore are not required to be included here).

All module descriptors should be written and presented in the most current version of the Module Descriptor format B4.

*Note: Annual Programme Monitoring Report (latest) should be included as Appendix to the review proposal.*

## **HEADINGS FOR REVIEW PROGRAMME DOCUMENT (BASED ON F5)**

The documentation for the periodic review of a programme is applicable to all taught programmes leading to an award of the University. It should be read in conjunction with F4 “Critical Self-Appraisal of a Programme” and F5 “Periodic Review of a Programme” and F1 “Validation of a New Programme and Adoption of an Existing Programme” of the Wheel of Academic Law.

- 1. Critical Self-Appraisal of the Programme**
- 2. Changes to the Programme**
  - 2.1 Changes Made to the Programme**
  - 2.2 Proposed Changes to the Programme**
    - 2.2.1 Major Changes**
    - 2.2.2 Minor Changes**
- 3. Programme Structure**
  - 3.1 Existing Programme Structure**
  - 3.2 Proposed Programme Structure**
- 4. Resource Implications**
- 5. Programme Specification**
  - 5.1 Basic Information on the Programme**
  - 5.2 Aims and Learning Outcomes of the Programme**
    - 5.2.1 Aims of the programme**
    - 5.2.2 Learning Outcomes of the Programme**
    - 5.2.3 Learning Outcomes for Nested Awards (where applicable)**
  - 5.3 Career Related Opportunities**
  - 5.4 Continued Demand for the Programme**
  - 5.5 Programme Structure**
  - 5.6 Teaching and Learning Approach**
    - 5.6.1 Placement/Work based Learning (where applicable)**
  - 5.7 Assessment Approach**
  - 5.8 Regulations**
    - 5.8.1 Entry Requirements**
    - 5.8.2 Assessment and Progressions Requirements**
  - 5.9 Planned Student Numbers**
  - 5.10 Programme Management, Quality Assurance and Enhancement**
- 6. Module Descriptors**

## **F6      Programme Management**

**Status:** *Endorsed by the 6<sup>th</sup> Academic Board Meeting in November 2005, with the recommendation that member Colleges/Institutes follow a system similar to what is set out in the paper, using either their own nomenclature or the nomenclature set out in the paper.*

*Amendments to the regulation approved by the 42<sup>nd</sup> Academic Board Meeting in July 2018.*

### **1      Introduction**

- 1.1 This regulation sets out the functions and responsibilities of the committees and staff in relation to the operation of programmes that lead to an award of the University.
- 1.2 While there may be some differences with respect to the structures and practices operated by the constituent and affiliate colleges of the University, all colleges must follow the principles set out in this regulation. All colleges must ensure effective and equivalent mechanisms for the management of programmes.

### **2      The Module**

- 2.1 A module is a coherent and self-contained unit of learning, teaching and assessment, which comprises a defined volume of learning activity, expressed in terms of learning outcomes, which are in turn linked to assessment tasks. The volume of educational activity is expressed in hours of student effort which is directly linked to the credit value of the module.
- 2.2 The responsibility for a module will remain with a department. This responsibility will be assigned by the head of department. Module tutors/coordinators will be appointed by the head of department.
- 2.3 The identified host college will be responsible for changes to, and the enhancement of University-wide modules such as the modules on Academic Skills and Dzongkha for Communication, coordinated by the department of Academic Affairs at the Office of the Vice Chancellor.
- 2.4 The module tutor or module coordinator (for modules that are taught by more than one tutor) will be responsible for the overall design, delivery, assessment, quality assurance and enhancement of individual modules in consultation with the programme leader of the programme of which the module forms a part.
- 2.5 A module may contribute to more than one programme. E.g. A first year module could be part of five or ten different programmes. In this case the department to which the module belongs is responsible for providing the staff and the resources to teach that module.
- 2.6 The head of department will appoint a module tutor or a module coordinator where a module is taught by more than one tutor from within the department. Module tutors/coordinators will report to the programme leader of the host programme.
- 2.7 Modules that are delivered by adjunct staff from outside a college will have a module coordinator appointed by the Programme Committee. The module coordinator will liaise with the adjunct staff for the module's delivery and be

responsible to assure the quality of teaching, learning and assessment of the module.

- 2.8 The effective operation of a module rests with the module tutor/coordinator whose responsibilities are as follows:
  - 2.8.1 advise the programme leader on staffing and other resources needed for the module;
  - 2.8.2 ensure the teaching and assessment of the module complies with the approved module descriptor;
  - 2.8.3 maintain the currency of subject matter of the module;
  - 2.8.4 provide students with the module descriptor, reading lists and assessment schedules in the first week of the semester;
  - 2.8.5 be responsible for the assessment of the module including the coordination of marking assessments and the preparation of examination papers;
  - 2.8.6 provide the programme leader with the marks of students on the module well in advance of the Programme Board of Examiners; and
  - 2.8.7 evaluate the delivery of the module and contribute to the monitoring of the programme/s of which the module forms a part.

### **3 The Programme**

- 3.1 A Programme is usually based in an academic department that provides administrative support, a focus for student interaction, the source of information, and easy contact between the programme leader and students. In most cases the department will also look after most of the modules in the programme, but there will generally be some modules that are taught by specialist staff from outside that department.
- 3.2 A programme leader will normally be nominated by the Programme Committee. The programme leader is accountable in day-to-day operational terms to the head of department and will hold office for a full cycle of a programme or longer.
- 3.3 The programme leader will provide the academic and organisational leadership for the programme.
- 3.4 A programme leader's responsibilities are to:
  - 3.4.1 chair the Programme Committee and ensure the effective organisation and conduct of the programme within agreed regulations;
  - 3.4.2 monitor the programme's operation on an ongoing basis, and coordinate its annual monitoring and reporting;
  - 3.4.3 lead quality assurance processes such as validations and periodic reviews of the programme;
  - 3.4.4 negotiate with the HoD/s the recruitment and allocation of appropriate staff and resources including other duties required for the delivery of the programme;
  - 3.4.5 determine the staff development needs of the programme, execute, and monitor the implementation of staff development plans;
  - 3.4.6 coordinate interaction with professional and external bodies related to the programme;



- 3.4.7 ensure the academic welfare and progress of students on the programme, and to be aware of students' views about the programme;
- 3.4.8 coordinate all assessments, and agree on an assessment schedule in consultation with the module tutors/coordinators;
- 3.4.9 present student marks to the Programme Board of Examiners; and
- 3.4.10 update the definitive programme document for the programme after its periodic review or when changes are made, and submit a copy to the Dean of Academic Affairs.

#### **4 Programme Committee**

- 4.1 The Programme Committee shall be appointed by the College Academic Committee and shall consist of:
  - 4.1.1 the programme leader (Chair);
  - 4.1.2 the head of concerned department/s;
  - 4.1.3 all module tutors/coordinators responsible for the delivery of modules of the programme in the semester; and
  - 4.1.4 at least three students for on the programme representing different cohorts.
- 4.2 The Committee will be responsible for the effective conduct, organisation and development of the programme, including its overall academic health and regular monitoring. More specifically, the Committee will:
  - 4.2.1 Submit the necessary documentation for the validation, periodic review or assessment of the programme through the College Academic Committee;
  - 4.2.2 Prepare the definitive programme document for the programme after its approval;
  - 4.2.3 Recommend the appointment of tutors and resources as required to the appropriate HoD/s;
  - 4.2.4 Ensure the mechanisms of operation, including programme/year/module time tabling, classrooms, access to specialist facilities, etc., are organised and effective;
  - 4.2.5 Co-ordinate teaching, learning and assessments including the approval of assessment schedules;
  - 4.2.6 Nominate external examiner(s) for the approval of the College Academic Committee before submission to the Programmes and Quality Committee;
  - 4.2.7 Implement regulations for student progress, academic support, work placements, and other programme related regulations;
  - 4.2.8 Monitor the programme according to the annual monitoring schedule of activities;
  - 4.2.9 Prepare the annual programme monitoring reports for the programme, ensure the external examination of the programme and act on the recommendations of the external examiner/s;
  - 4.2.10 Ensure the maintenance and enhancement of the programme through annual programme monitoring and periodic reviews; reviews of teaching, learning and assessment approaches; assessment of adequacy of resources; and involvement of students in the monitoring of the programme (in the Committee, through student evaluations and feedback) to take their views into consideration;

- 4.2.11 Monitor the progress and conduct of students on the programme; and
- 4.2.12 Consider evidence of extenuating circumstances presented by students in relation to performance in assessments for consideration of the Programme Board of Examiners.

## **5 Student Consultative Meetings**

- 5.1 The University seeks to involve students in the operation of programmes and in improving the effectiveness of their own education.
- 5.2 Student Consultative Meetings will be convened for each programme to facilitate effective dialogue between students and the respective academic leaders regarding their educational experience in a context that permits wide student participation. These meetings will ensure opportunity for students to provide feedback on all elements of their programme such as the delivery of the modules; the subject matter of the modules; the effectiveness of the teaching, learning and assessment approaches; the adequacy of teaching learning resources; progression and achievement; guidance and support as well as examples of good practice.
- 5.3 The membership of the Student Consultative Meetings will include:
  - 5.3.1 The Dean of Academic Affairs as Chair;
  - 5.3.2 The programme leader of the programme; and
  - 5.3.3 At least two student representatives from each year of the programmes.
  - 5.3.4 Colleges that have substantial number of programmes may organise such meetings at the department level for all programmes of the department. In such a case, all the programme leaders of the respective programmes should attend.
- 5.4 Minutes must be maintained for all Student Consultative Meetings and a copy forwarded to the President of the College. Approved minutes of each meeting should be made available to students through the VLE.
- 5.5 The Dean of Academic Affairs will ensure that all programmes convene at least one Student Consultative Meeting in a semester. The Dean will also ensure that all programmes follow up on actions to be taken in the Programme Committee meetings. The follow up should be considered as part of the Annual Programme Monitoring.

## **F7 Changes to Programmes**

**Status:** *Endorsed by the 6<sup>th</sup> Academic Board Meeting in November 2005.*

*Revisions to the regulation to replace “Approval of Individual Programmes of Study” with “Documentation of Changes” and to include details of the magnitude of changes, endorsed by the 43<sup>d</sup> Academic Board Meeting in November 2018.*

### **1. Introduction**

- 1.1 This regulation permits and encourages changes to programmes for their enhancement. Changes could arise out of a response to developments in the subject or in acknowledged practice; to the experience of the programme team in implementing the programme; and to the views of students and employers as to its effectiveness.

### **2 General Principles**

- 2.1 The principles governing change are:
- 2.1.1 All changes must be justified and academically valid.
  - 2.1.2 Consequential resource changes should be addressed.
  - 2.1.3 The views of relevant stakeholders affected by the change should be sought.
  - 2.1.4 The University must hold an accurate record of the changes in the form of a revised definitive programme document.
- 2.2 Changes to a programme are divided into five broad headings
- 2.2.1 Changes to a programme
  - 2.2.2 Changes to mode of teaching, learning & assessment
  - 2.2.3 Changes to programme structure
  - 2.2.4 Changes to admission policy
  - 2.2.5 Changes to entry requirements and procedures

### **3 Minor Changes**

- 3.1 Minor changes to programmes such as modifications to modules (as set out in the module descriptor see section B4) such as changes to the module title, subject matter, teaching learning approaches, and assessment approaches, can be approved within the College provided an up to date record of the changes and the cohorts of students affected by those changes are recorded.
- 3.2 **The following changes under each category may be considered as minor revision.**

Changes to a programme	Restructuring the programme without changes in total credit or adding/deleting any modules (change of module sequence)
Changes to mode of teaching, learning and assessment	Changing mode of assessment without affecting contact hours.

Changes to the structure	Adding new electives or discontinuing current electives, changing pre-requisites or co-requisites.
Changes to entry requirements and procedures	Changing overall aggregate marks and ability rating of subjects
Changes to subject matter	<ul style="list-style-type: none"> <li>Changing title of the module without affecting subject matter, mode of assessment, mode of delivery, contact hours, and resource requirements.</li> <li>Adding, deleting or modifying subject matter to an extent which does not change the nature of the programme.</li> <li>Increasing or decreasing subject matter by less than 25%.</li> </ul>

3.3 Minor changes should be reported in the annual monitoring report for the programme.

3.4 Minor changes will be monitored by, or on behalf of the Programmes and Quality Committee and may be referred back if the sum of repeated changes are seen to involve a major change, or if the relevant stakeholder have not been consulted, or if there are significant resource implications.

#### 4 Major Changes

4.1 Major changes are those, which affect the title of the programme, its awards, its philosophy, its aims and objectives, its structure (including the proposed addition of new modules), its management and its regulations.

4.2 **The following changes under each category may be considered as major revision.**

Changes to a programme	Changing programme duration, title of award, level of award, mode of delivery (regular/part-time), total credits, internship or research experience requirement.
Changes to mode of teaching, learning & assessment	Changing approaches to teaching learning from regular over 15 weeks to one week intensive or vice-versa and associated assessment approaches.
Changes to the structure	Increasing or decreasing total credits, adding or deleting core module/s, adding or removing specialization/s, and adding non-credited components.
Changes to entry requirements and procedures	Changing entry requirements such as including/removing language competency, prior experiences, and pre-university education.
Changes to subject matter	Merger of one or two modules or division of a module into two modules, and increasing or decreasing subject matter by more than 25%.

4.3 For degree programmes, for nested diploma programmes and for postgraduate programmes, all proposed major changes should be submitted to the Chair of the Programmes and Quality Committee. The Chair may decide to refer them to the Committee, or to set up a panel to discuss the proposals with the programme team or to

approve them and seek retrospective approval for this action from the Committee, or he/she may decide that the changes are in effect not major and may be introduced without University level approval.

- 4.4 For other programmes, the decision rests with the College Academic Committee.
- 4.5 For **all** programmes, changes to regulations or structure that do not comply with the University's general regulations and policy must be referred to the Programmes and Quality Committee.
- 4.6 Major changes to programmes that affect students already enrolled should be discussed with students and their views and consensus sought before changes are proposed and introduced.
- 4.7 Documentation to be submitted to seek approval for major changes should include the old version of the relevant section of the programme document together with the revised version, indicating the changes and the justifications for the proposed change. The complete programme document may be required if the changes affect other parts of the programme.

## **5 Documentation of changes**

- 5.1 Any minor or major change effected on a programme should be endorsed by the relevant body set out in sections 3 and 4 of this regulation and amendments incorporated in the definitive programme document (DPD). The revised DPD should be sent to the Department of Academic Affairs at the Office of the Vice Chancellor and a copy retained with the respective Programme Leader.