**Text

Description automatically generatedFaculty of Biology, Medicine and Health**

**Programme Amendment addendum**

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| Degree Qualification and Programme Title (current title) |  | | |
| Undergraduate or Postgraduate Taught |  | | |
| School |  | | |
| Please note that the ‘interim’ programme amendment form should be completed and can be found at the following link: <https://www.staffnet.manchester.ac.uk/tlso/quality/development-programmes/corona-updates/>  *\*Note that not all boxes will be applicable and will depend on the type of programme amendment.* | | | |
| STUDENT CONSULTATION/CO-CREATION | | | |
| Please provide further evidence on how/when current students have been consulted about the proposed amendment.   * Can you provide evidence of consultation / student partnership? * Did students initiate the amendment request? * Have students been involved in the design of any content/assessments/delivery?   (evidence might include minutes of programme committees where students are involved, or SSLC) | | | |
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| DIVERSITY and INCLUSION | | | |
| Does the proposed change impact inclusivity and how will this be mitigated? | | |  |
| How does the proposal demonstrate diversity and inclusivity? (e.g., through the use of inclusive language, context, recommended reading, imagery, avoiding stereotypes) | | |  |
| How does the proposal enhance the engagement and inclusivity of programme delivery and/or assessments?  (e.g. using adopting teaching and assessment methods that provide students with equal opportunities to demonstrate their learning) | | |  |
| BLENDED LEARNING and DIGITAL LITERACY | | | |
| How does the proposal enhance blended learning within the programme? (e.g., are new methodologies being introduced for example TBL; communities of teaching) | | |  |
| Have discussions with the eLearning teams been undertaken? | | |  |
| How is student digital skills development being supported within the curriculum? | | |  |
| How are students being supported to recognise the value of the digital skills they are developing, for their studies and employability? | | |  |
| How would you support student progression of digital capabilities? and how would you monitor this? [Guidance](https://www.staffnet.manchester.ac.uk/umitl/resources/delivering-blended-learning/digital-capabilities/) on embedding/enhancing support for digital capability development in the curriculum. | | |  |
| Are expectations of students clearly outlined in programme handbooks and how will be any changes be clearly communicated? (e.g., synchronous/asynchronous, workload hours for blended material; proportion of face-to-face vs online material; assessment type, duration and fit within programme assessment regime; formative assessment opportunities; methods and timing of feedback) | | |  |
| How are students provided with the opportunity to familiarise themselves with novel activities? (e.g., 1st time presentation, introduction or new software or delivery platforms such as pebble-pad, new assessment activities or assessment delivery platforms). | | |  |
| How does the proposal provide opportunities for students to enhance their digital literacy? (e.g., are students supported to recognise the value of the digital skills they are developing, for their studies and employability) | | |  |
| Are there any changes to the programmes aims or intended learning outcomes? *If yes, please outline the changes and submit updated corresponding documentation (e.g., programme specification)* | | |  |
| STUDENT WELLBEING | | | |
| How is the proposal likely to have any impact on student well-being? *If yes, please provide further details and proposed support to maintain student wellbeing?*  *Consider, for example, student mental health; the potential impact on attendance requirements; additional assessments requirements.* | | |  |
| How likely are the proposed changes to have an impact on a student’s personal situation? *Consider, financial costs; travel*; *care responsibilities* | | |  |
| How will the proposal affect student continuity? *Consider, continuity of student-tutor relationship; continuity of peer group relationships.* | | |  |
| Does the proposal affect student outcomes and employability? If so, how are they affected? | | |  |
| Name and signature of Programme Director | | Date | |