# Understanding Programme Improvement Request Types

The following table presents guidance on preparing programme improvement changes. It is intended to explain what category type each change request falls under, as well as the minimum evidence of support that is required to each. Evaluation and consideration of all proposed Programme Improvements are managed by School based Programme Development Groups (PDG).

All Type 2 changes must be approved by NZQA prior to implementation. If there are a significant number of changes made to the programme, NZQA may decline the application and require a new programme approval application to be submitted.

All Type 1 changes are approved internally by Unitec and reported to NZQA. NZQA reserves the right to overturn approval for Type 1 changes if they deem them to be too extensive and request them to be resubmitted as a Type 2 application.

| Change Request | NZQA Change Type | The approving committee considers the following for all proposed improvements. | Minimum evidence of support required |
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| **Course Design** | | | |
| Changes to the **Name** of a Course | Type 1 | A new name must not change the meaning of the existing course. Course names should be considered for their ability to explain immediately what a course is about. These should be student focussed and be clear and concise. A maximum of 30 characters. Name changes cannot be made after enrolments have opened. | Support from  Stakeholders (Educators, Industry and Students) |
| Changes to **Assessment Elements** | Type 1 | May include changes to:<br><br>• assessment type/methodology<br>• assessment weightings<br>• the number of assessment | Evidence of need to change which may include: Moderation outcomes, Teacher self-assessment of course outcomes, Feedback, Student success and feedback |

| | | Assessment type/methodology must be drawn from those approved for the Programme. The addition of new type/methodology may be regarded as a Type 2 change by NZQA. In all cases such changes must meet Unitec guidelines and take into account external requirements.<br><br>Changes to the content only to an existing assessment, such as the elements in a portfolio, may be changed without a Type 1 approval when considered and verified via the Internal Pre-Moderation process. | |
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| Changes to the **Assessment Grading basis** of a course | Type 1 | Allowed if the grading basis is approved for the programme. If grading basis is not already approved a Type 2 application to add/change a grading basis must be made.<br><br>Consideration must be given to the effect any change may have for existing students, especially those who may have failed the course and need to repeat. | Evidence of requirement usually from Moderation (Internal/External) or Teaching staff and consultation with Students |
| Updates of Course **Topics** | Type 1 | Minor change that updates course topics to industry standards are OK. If substantial changes are requested then this may be regarded as a Type 2 change. | Evidence of need to change from industry and academic trends |
| Updates of **Texts** or other **Learning Resources** | Type 1 | Minor change that updates course topics to industry standards are OK.<br><br>It is recommended that courses remove reference to texts and resources from course descriptors and redirect this to the Moodle platform. Internal Moderation will be employed to validate updates to Texts and Resources.<br><br>If substantial changes are requested then this may be regarded as a Type 2 change. | Evidence of need to change from industry and academic trends |

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| Changes in **Course Requisites** (*pre-requisites, co-requisites, restrictions, exclusions*) | Type 1 | Requisites allow or block enrolments in courses depending on the nature of the requisite. A change to a requisite in one course could also affect a number of other courses and unintentionally block enrolments. This requires very thorough checking across the whole system.<br><br>Consideration must be given to the effect any requisite change may have for existing students.<br><br>Changes in requisites that affect entry criteria are regarded as Type 2. | Evidence of change requirement for requisite<br><br>Evidence of transition arrangements for existing students |
| Changes to **Course Contact hours** | Type 1 | Course contact hours (Tutor Directed/Work Based/Student Directed) must align with the totals approved by NZQA for the Programme. Changes to individual courses may affect this total so careful checking is required to ensure that the approved totals are not compromised. | Evidence of effect of change on programme totals<br><br>Evidence of need to change (Teaching Staff, Te Puna Ako and Institutional Policy) |
| *Addition/Removal* of **Assessment Standards** (Unit or Achievement) attached to a course | Type 1 | Minor change that updates course to industry standards are OK. Transition arrangements need to be considered for existing students who may not be able to undertake the revised standard.<br>If substantial changes are requested then this may be regarded as a Type 2 change. | Evidence of need to change relating to industry/ITO stakeholder requirements<br><br>Transition arrangements for existing students |
| *Update* of **Assessment Standards** that have been changed by external bodies | Type 1 | From time to time standards are updated by NZQA. These changes need to be communicated to teaching staff so they are teaching to the correct version. Transition arrangements need to be considered for existing students who may not be able to undertake the revised standard. | External approval body notification<br><br>Transition arrangements for existing students |

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| Changes to the **Aim (Outcome Statement)** of a Course | Type 2 | Minor change that help clarify understanding or updates industry changes are OK.<br><br>Substantial change that alters the original intention of the course may result in a new course needing to be created to replace the old one. | Evidence that the Aim has not changed substantially from the original intention |
| Changes to **Course Learning Outcomes** | Type 2 | Minor change that help clarify understanding or updates industry changes or incorporate new topics are OK.<br><br>Alterations to assessment to measure the new L/Os will have to be considered.<br><br>Substantial change that alters the original intention of the course may result in a new course needing to be created to replace the old one. | Evidence of need to change from industry and academic trends<br><br>Mapping of revised Learning Outcomes to Graduate Profile to ensure they are still meeting requirement |
| Addition of a new **Topic Title** to a **Special Topic** course | Type 1 | Special Topic courses may have Topic Titles appended to the course for a limited time, usually only for one year. Topic Titles should be considered for their ability to explain immediately what the course offers. | Evidence of requirement |
| Change the **Subject Code/Course Number** of a course | Type 1 | Must follow Unitec Course numbering conventions and consider affect on timetabling and student information.<br><br>Changes to Main Programme which may result in a change in cost centre must have additional sign-off of School(s) Leadership. | Evidence of School Leadership & Decision Support sign off |
| Change the **Pattern of Delivery** of a course | Type 1 | May include:<br><br>&#9632; an additional course offering;<br><br>&#9632; a change to the semester in which a course will be taught; | Evidence of requirement from APMs and Teaching staff |

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| | | ▪ a change from semester based to full-year or block<br><br>Transition arrangements need to be considered for existing students who may be affected by the proposed change. This is seen to be operational and requires the sign off of the HoS and Decision Support. | Evidence of need from stakeholders<br><br>Transition arrangements for existing students |
| Add an **APL designated course** | Admin | This is administrative and is completed as required when an APL has been approved | None |
| **Programme Design** | | | |
| *Addition/ Suspension/ Removal* of a **Compulsory Course** | [Type 2](#) | Compulsory courses are regarded as key to meeting the Graduate Profile and are core to any Major or Specialisation. Any change request will be measured against the change in the mapping of Learning Outcomes to Graduate Profile and the effect on the requirements to achieve the award of the programme. Change in resource requirements will also be considered.<br><br>Consideration must be given to the effect of any change on current students and their ability to complete the programme. | Support from  Stakeholders (Educators, Industry and Students)<br><br>Mapping of Learning Outcomes to Graduate Profile<br><br>Transition Arrangements for existing students |
| *Addition/ Suspension/ Removal* of an **Elective course** | [Type 2](#) | In some programmes, elective courses are regarded as key to meeting the Graduate Profile and may be core to any Major or Specialisation. Any request will be measured against the change in the mapping of Learning Outcomes to Graduate Profile and the effect on the requirements to achieve the award of the programme. Change in resource requirements will also be considered. | Support from  Stakeholders (Educators, Industry and Students)<br><br>Mapping of Learning Outcomes to Graduate Profile<br><br>Transition Arrangements for existing students |

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| | Type 2 | Consideration must be given to the effect of any change on current students and their ability to complete the programme. This includes student expectations around the availability of electives. | |
| Major changes to the **Compulsory/Elective mix** of the programme | Type 2 | This situation needs to be taken into account for the above two actions. Any request will be measured against the change in the mapping of Learning Outcomes to Graduate Profile and the effect on the requirements to achieve the award of the programme. Change in resource requirements will also be considered.<br><br>Consideration must be given to the effect of any change on current students and their ability to complete the programme. | Support from  Stakeholders (Educators, Industry and Students)<br><br>Mapping of Learning Outcomes to Graduate Profile<br><br>Transition Arrangements for existing students |
| Change the **Practical and work-place requirements** | Type 2 | Includes and practical or work-based components in the programme (including research and the supervision of research) that are based away from the stated delivery site. It also relates to the support provided to learners by the education organisation and employer during a work placement, and evidence of formal arrangements made with employers and other organisations to meet these requirements.<br><br>Consideration must be given to the effect of any change on current students and their ability to complete the programme. | Support from  Stakeholders (Employers, Industry and Students)<br><br>Transition Arrangements for existing students |
| Change the **Level of a Course** | Type 2 | This may alter the requirements to complete a programme and all ramifications for progression must be considered and any regulatory flow on effects. It may also alter the relationship between Learning | Support from  Stakeholders (Educators, Industry and Students) |

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| | | Outcomes and Graduate Profile. Consideration must be given to transition arrangements for existing students.<br><br>Changing the level of a course will require a new course to be created and the old one to be deactivated. All language in the new course will need to be modified to be at the desired new level. A new course number will need to be used to differentiate the new from the old. | Mapping of Learning Outcomes to Graduate Profile<br><br>Transition Arrangements for existing students |
| Change the **Credit Value** of a course | Type 2 | This change may alter the total credits in a programme and effect the way that current students must complete their programme. It may also alter the relationship between Learning Outcomes and Graduate Profile. Consideration must be given to transition arrangements for existing students.<br><br>Changing the credit value of a course will require a new course to be created and the old on to be deactivated. A new course number will need to be used to differentiate the new from the old. | Support from  Stakeholders (Educators, Industry and Students)<br><br>Mapping of Learning Outcomes to Graduate Profile<br><br>Transition Arrangements for existing students |
| Changes to Programme **Contact Hours** | Type 2 | Contact hours (Tutor Directed/Work Based/Student Directed) for the whole programme have been approved by NZQA and are used by TEC to establish funding.<br><br>Consideration must be given to the effect of any change on current students and their ability to complete the programme. | Support from  Stakeholders (Educators, Industry and Students)<br><br>Transition Arrangements for existing students<br><br>Evidence of support from HoS, TPA and Decision Support |
| *Addition/ Suspension/ Removal* of an **internal pathway or specialisation** | Type 2 | Request will be measured against the change in the mapping of Learning Outcomes to Graduate Outcomes and the effect on the | Support from  Stakeholders (Educators, Industry and Students) |

| | | requirements to achieve the award of the programme. Change in resource requirements will also be considered.<br><br>Consideration must be given to the effect of any change on current students and their ability to complete the programme. | Mapping of Learning Outcomes to Graduate Profile<br><br>Transition Arrangements for existing students |
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| Change of **name of programme, major or endorsement** | [Type 2](#) | This is regarded as a significant change by NZQA and any request must have significant stakeholder support. Requires discussion with TKK. | Evidence of significant stakeholder consultation and support |
| *Addition/ Suspension/ Removal* of a **major or formal endorsement** | [Type 2](#) | This may be regarded as a significant change by NZQA depending on the scale of the proposed change, and any request must have significant stakeholder support. NZQA may regard it as a 'new programme development' and require an external panel to evaluate the request. Requires discussion with TKK.<br><br>Consideration must be given to the effect of any change on current students and their ability to complete the programme. | Evidence of significant stakeholder consultation and support<br><br>Transition Arrangements for existing students |
| Changes to **Programme aims or outcome statement** (graduate profile) | [Type 2](#) | This is regarded as a significant change by NZQA and will require significant stakeholder support. Depending on the scale of the proposed change, NZQA may regard it as requiring a 'new programme development' NZQA may regard it as a 'new programme development' and require an external panel to evaluate the request. Requires discussion with TKK. | Evidence of significant stakeholder consultation and support |
| Change in the overall **Number of Programme Credits** | [Type 2](#) | This is regarded as a significant change by NZQA and will require significant stakeholder support. Depending on the scale of the proposed change, NZQA may regard it as requiring a 'version change' or a 'new | Evidence of significant stakeholder consultation and support |

| | | programme development' NZQA may regard it as a 'new programme development' and require an external panel to evaluate the request. Requires discussion with TKK.<br><br>Consideration must be given to the effect of any change on current students and their ability to complete the programme. | Transition Arrangements for existing students |
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| Additions/Changes to **Delivery Sites** | Type 2 | Unitec courses, programmes or qualifications may not be delivered or awarded at any Additional Delivery Site without the prior approval. See Adding / Changing a Delivery Site for more guidance.<br><br>NZQA may regard it as a 'significant change or risk and require an external panel to evaluate the request. | Evidence of requirement and/or completed Partnership Agreement<br><br>or |
| Changes to **Delivery Mode or Method** for a Programme | Type 2 | Delivery Modes and Methods (eg: Part-time/Block/Full-time) must be drawn from those approved for the Programme. The addition of new type/methodology may be regarded as a Type 2 change by NZQA. Significant change may be regarded by NZQA as a 'new programme development' and require an external panel to evaluate the request. In all cases such changes must meet Unitec guidelines and take into account external requirements.<br><br>Must be supported by HoS & Commercial Services. Request must have significant stakeholder support. | Evidence of significant stakeholder consultation and support incl. Te Puna Ako (TPA) |
| **Regulations** | | | |

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| Changes to **Admission requirements** | Type 2 | This is regarded as a significant change by NZQA and will require significant stakeholder support. Any proposed change must align with Unitec Policy and Procedure. Requires discussion with TKK. | Evidence of significant stakeholder consultation and support |
| Changes to **Admission Selection requirements** | Type 1 | Must comply with Unitec Policy and Procedure for admissions. | Evidence of internal process oriented stakeholder support. |
| Changes to **Assessment Procedures** | Type 1 | Must adhere to Unitec policy and procedures. These include Restricted pass, conduct of examinations, late submissions, resubmission, conditions, etc. | Evidence for change usually from Feedback from Moderation (External and Internal) & Student Feedback |
| Changes to **Assessment Grading basis** of a Programme | Type 2 | This is regarded as a significant change by NZQA and will require significant stakeholder support. Any proposed change must align with Unitec Policy and Procedure. Requires discussion with TKK. | Evidence of significant stakeholder consultation and support |
| Changes to **Credit recognition & exemptions** | Type 1 | Must adhere to Unitec policy and procedures. Request must have significant stakeholder support. | Evidence of stakeholder consultation and support |
| Changes to **Transitional arrangements/Modified programmes of study** | Type 1 or Type 2 | The type of change will be determined by the specifics of the request. Must adhere to Unitec Policy and Procedure. | Evidence of stakeholder consultation and support |
| Articulation of method to allow students to **exit a programme early** | Type 2 | NZQA no longer recognise nested exit programmes. The requirement is to map achievement in the host programme against another programme that may serve as a relevant exit. Requires discussion with TKK. | Evidence of significant stakeholder consultation and support<br><br>Mapping of Learning Outcomes to Graduate Profile |