



Union
Theological
College

Programme & Module Design & Review

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1. Introduction

- 1.1. It is important to Union Theological College (UTC), and to the Presbyterian Church in Ireland's Council for Training in Ministry, to ensure that all Presbyterian Theological Faculty, Ireland (PTFI) awards are of an appropriate quality, set at the correct level, make use of relevant and up-to-date teaching, learning and assessment methods, and provide learning opportunities which enable students to succeed.
 - 1.1.1. The BA programme is developed and approved in line with St Mary's University's (SMU) programme design guidance and modification process.
- 1.2. The College ensures that proposals for new and revised programmes are scrutinised closely, new modules are introduced appropriately, and that programmes are reviewed on an annual basis. In addition, it is important that modules are reviewed each time they are taught and that this process is easily understood by students, faculty, staff and all those who are stakeholders in the oversight, review and delivery of UTC programmes.
- 1.3. The Faculty acknowledge the need to maintain appropriate threshold academic standards in this process and the review process is designed to ensure best practice.
- 1.4. Obviously no two development or review cycles are precisely alike and in following the principles set out in this document it is also important to allow appropriate flexibility. In all cases, detailed records should be retained and Faculty permission obtained for specific courses of action.

2. New Programme Design

- 2.1. The College needs to ensure that new programmes are consistent with its mission, strategy, and budget. Furthermore, the College must also ensure that the programmes are academically sound and that adequate resources are in place to deliver an appropriate student learning experience. The Faculty, in consultation with relevant stakeholders, agree whether or not to proceed with the development of any new programme.
- 2.2. There are three significant stages to the process of the approval of any new programmes which the Faculty have agreed to consider developing:
 - i. Initial approval by the Faculty is based on strategic consideration of whether a proposal would be academically appropriate, in line with the College's mission statement, and financially viable. This is granted after the Faculty have carried out consultation with students, external examiners, employers and the Management Committee of the Council for Training in Ministry.
 - ii. Interim approval by the PTFI based on the Faculty presenting it with a programme specification and new unit descriptions. External expertise is sought in the preparation of these documents.
 - iii. Full and final approval by the PTFI is based on the Faculty presenting a programme specification and new unit descriptions which have been revised in light of reporting the interim programme to key stakeholders.
- 2.3. Depending on the precise nature of the PTFI award the consultation process may vary slightly.

2.4. Stage One – Initial Strategic Approval

- 2.4.1. In the design of any new programme and in the revision of existing programmes Faculty are committed to taking into consideration matters of externality and employability. For any PTFI



programme which will form part of a ministry training pathway the process involves close co-operation between the College and the church constituency which it seeks to serve.

2.4.2. In this consultation process the Faculty and Management Committee use the following criteria in their decision-making process. In order to secure initial approval a proposed new programme must:

- i. Fit with the College's mission and strategic aims and form a coherent offering with other existing and planned programmes within the College
- ii. Present a business case for financial viability of the programme, taking into consideration market trends, competitor activity, and anticipated student demand
- iii. Designate whether the Faculty or a department will take the lead for the programme development
- iv. Designate a proposed external examiner and other relevant sources of externality
- v. Have the necessary resources to ensure a high-quality student learning experience.

2.5. Stage Two – Interim Approval

2.5.1. This stage begins with the preparation of programme and module documentation. It normally involves consultation with students and draws in external expertise (including but not restricted to proposed external examiner(s) for the new programme). The programme specification with accompanying new module descriptions should be produced using the templates available on the N-Drive. These documents should provide a formal description of the programme and modules which is intended for a general external audience, as well as current and prospective students.

2.5.2. The Faculty will present the final version of the programme specification to the PTFI who may decide whether or not to grant interim approval for the new programme (either with or without conditions).

2.5.3. At this second stage of the process, Faculty, External Experts, and the PTFI should scrutinise the documentation to ensure that:

- i. Standards are appropriate to the level and category of award
- ii. The programme is academically coherent i.e. the component parts link together to meet the overall aims and learning outcomes of the programme
- iii. How the programme fits with the College's Teaching and Learning Strategy
- iv. The intended learning outcomes are clearly defined, appropriate, aligned to the correct level descriptors of the FHEQ, and appropriately engaged with the Theology and Religious Studies Subject Benchmark Statement
- v. The College's Assessment Policies and Procedures have been followed e.g., a range and blend of assessments which are aligned to learning outcomes
- vi. There is appropriate alignment to the research interests of the Faculty
- vii. There are appropriate resources to support the programme
- viii. Due consideration has been given to the mode of delivery
- ix. The entrance requirements are appropriate
- x. The programme meets the expectations of the Council for Training in Ministry, if appropriate other Councils of the Church, and the expectations of other main employers



- xi. The role of ministerial placement or other work-based learning opportunities is, if appropriate, considered

2.5.4. For online programmes the process of scrutiny must further ensure that:

- i. There is appropriate technical and academic support
- ii. Facilities exist for supporting interaction between students (where appropriate)
- iii. Evaluation of systems of communication (including methods of obtaining student feedback) is appropriate
- iv. Mechanisms are in place to ensure assessed work is properly attributable to the appropriate students

2.5.5. Programmes may be advertised after interim approval on the condition that all marketing materials indicate that the programme is 'subject to Full and Final approval by PTFI'.

2.6. Stage Three – Full and Final Academic Approval

2.6.1. Once the PTFI have granted interim approval, the agreed programme specification and module documents should be reported to relevant stakeholders: students; external examiner(s); the Management Committee and, if appropriate, the Council for Training in Ministry. Feedback should be sought with a view to revising and enhancing these documents.

2.6.2. Once the necessary changes to the programme specification and module documents have been agreed by UTC Faculty, then full and final academic approval should be sought from the PTFI. As part of this submission the PTFI should receive the following:

- i. Final programme specification
- ii. New module documents
- iii. A written summary of relevant consultation
- iv. A written statement from the external examiner
- v. A written report of external consultation that has taken place confirming external review and approval of the proposed programme.
- vi. A completed development checklist (appendix 1)

2.6.3. The final programme specification should detail exit awards from the programme pathway. No separate programme specification is required for the provision of an exit award.

2.6.4. Throughout this third stage of the process the same criteria listed in stage two should be used to assess the proposed programme.

2.6.5. The PTFI may approve the programme either with or without conditions. Once these conditions are met, the final approval of any new programme by the PTFI should be reported to relevant stakeholders. At this point the programme may be fully advertised.

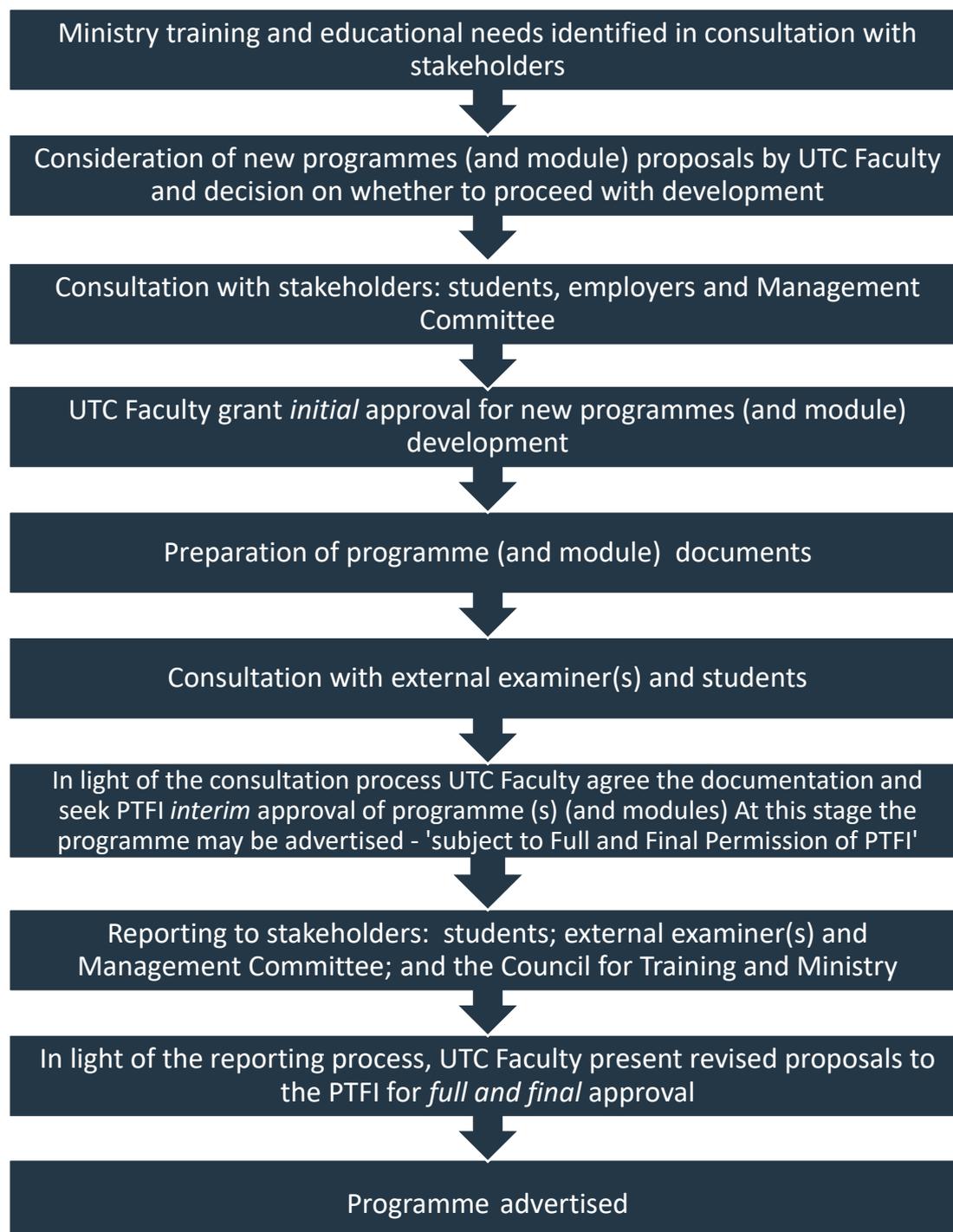
2.6.6. Programme coordinators are responsible for the programme data published in the College Handbook and on the College website and should ensure that that the information on the relevant programme is complete, up-to-date and appropriately consistent.

2.6.7. Once implemented, the programme will be monitored through the processes set out in the Programme Design and Review process.



3. Approval Process for UTC Programmes

3.1. The Approval Process for UTC Programmes with a PTFI award is summarised in the flowchart below.





4. Programme Management and Review

- 4.1. New modules, major changes to existing modules, and withdrawal of modules, impacts the specific modules and the overall programme pathway.
- 4.2. In following the procedures, the Faculty should ensure that in these change to modules (or any other programme level changes) there is documented engagement with stakeholders, especially students.
- 4.3. In referring module change and programme alteration to the Education Committee and Research Committee the Faculty should seek specific input from the external academic members of the panel and student representatives. Programme coordinators may also seek additional external academic guidance and wider student input, depending on the particular circumstances of the changes concerned.

4.4. New Modules

4.4.1. The process of designing and developing new units or modules is part of the overall programme management and should contribute to the enhancement of the programme. Proposals for new PTFI modules should be considered by the relevant department and an outline proposal should be brought to the Faculty at an early stage. Faculty should consider any proposals in the light of a number of factors.

4.4.2. Factors that should be considered in the development of a new module are:

- i. The skills which the student will acquire or develop
- ii. The academic content and level of the unit/module
- iii. The learning outcomes of the proposed unit/module and how it fits with the overall aims and objective of the programme(s)
- iv. How the module fits with the College's Learning and Teaching Strategy
- v. Methods of assessment which are aligned with the College's Assessment Policy
- vi. Appropriate alignment to the research interests of the Faculty
- vii. Appropriate resources to support the module
- viii. Due consideration has been given to the mode of delivery
- ix. If appropriate, that the module aligns with the ministry or training needs identified by the Church

4.4.3. Once provisionally agreed by the Faculty, a module coordinator should be appointed by the appropriate Department for developing the module, completing a new module template (available on the N-Drive).¹ In order for the PTFI to grant final approval to a new module the following must have taken place:

- i. Consultation with external examiner and Faculty
- ii. If the new module is to be a compulsory element of a PCI ministry training or other training pathway, then there should also be consultation with the relevant PCI Council.
- iii. Faculty approve a new module document

¹ In some previous processes this is referred to as a new unit template.



4.4.4. The final approval of any new module by the PTFI should be reported to relevant stakeholders.

4.5. Changes to Existing Modules

4.5.1. Changes to existing modules may be either major or minor:

- i. Major changes to modules include allocation of CATS points, status (compulsory or optional), level, contact hours, and assessment profile
- ii. Minor changes to modules include module title, semesters, minimum or maximum number of students, staff involved, course content, and teaching methods which do not have an impact on the learning outcomes.

4.5.2. Minor changes to existing modules (either compulsory modules or optional modules) should be reported to the Head of the Department and approved by the Internal Examination Board.

4.5.3. Major changes to existing modules should be reported to the Head of Department; agreed by the Internal Examination Board; aligned with the programme(s) to which it contributes, through consultation with the programme coordinator; and forwarded to the Education Committee and Research Committee for scrutiny in advance of preparation to Faculty for approval.

4.6. Module Withdrawal

4.6.1. The withdrawal of individual modules is part of the process of continual review of the range and viability of modules on offer.

4.6.2. Departments may withdraw optional modules but these must be reported to Faculty.

4.6.3. Withdrawal of compulsory modules should be approved by Faculty and reported to the Management Committee.

4.6.4. The withdrawal of a module should not adversely affect the learning outcomes of the programme. Faculty should consult with students on the pathways that may be affected by the withdrawal of any module.

4.7. Module Information

4.7.1. Module coordinators are responsible for the module data published in the College Handbook and on the College website. Each department should ensure that the information on each module is complete, up-to-date, and appropriately consistent.

4.8. Programme Withdrawal

4.8.1. The responsibility for the withdrawal of programmes rests with the Faculty on recommendation from the appropriate department.

4.8.2. In bringing a recommendation for withdrawal the department should ensure that pathway completion for registered students is prioritised. Any process to withdraw a programme should



include a referral to the Education Committee and Research Committee. Their guidance should be considered before the final decision to withdraw.

5. Annual Review Process

5.1. The annual module and programme review provides:

- i. an opportunity to take a holistic view of the quality and standards of the provision;
- ii. a structured opportunity to reflect upon and enhance current provision;
- iii. an opportunity for the student voice to help enhance the College's programmes;
- iv. an opportunity to record external and independent confirmation of the quality and standards of the programmes;
- v. an opportunity for good practice to be identified and shared; and
- vi. evidence of quality assurance processes to help to secure the confidence of external bodies.

5.2. The Annual Review Process (ARP) for all PTFI programmes and modules involves evidence drawn from the following internal and external sources:

- i. Assessment data from Exam Board
- ii. Students' evaluations of modules and tutors
- iii. External examiners' reports and responses
- iv. Student surveys
- v. Reports from representative student bodies
- vi. If appropriate, any reports from placements
- vii. The Strategic Enhancement Plan and all relevant internal policy documents
- viii. Relevant outcomes from action points arising out of programme review last academic year

5.3. Programme coordinators are responsible for the coordination of the monitoring of their programme(s). Programme coordinators should ensure that the required programme and module review forms are completed.

5.4. The ARP process begins with gathering a range of data and reports on all programmes.

5.5. The Student Voice

5.5.1. As listed above, student input to the process of review is especially important. Students should be invited to attend and contribute to the Module Review and Annual Review meetings.

5.5.2. The UK Quality Code expressly recognises that, for optimal annual review of programmes, there must be 'effective collection, collation and analysis of student perspectives and feedback'.

5.6. Programme Coordination

5.6.1. Once such data, reports and other input have been received, and the Internal Examination Board's review of all modules carried out and made available to Faculty, programme coordinators – in consultation, as necessary, with colleagues – compile and present to Faculty a draft programme review, using the programme review template.



5.6.2. In support, a programme review spreadsheet details the number of students:

- i. active on 1 June (full-time and part-time);
- ii. who left the programme in the previous 12 months;
- iii. who completed the programme in the past 12 months, including the awards and degree classification received.

5.6.3. With each subsequent version of the annual spreadsheet, trends in student retention, completion and performance may emerge and merit comment or action.

5.7. Review and Response

5.7.1. In receiving and responding to the programme coordinator's report, and taking account of input from all internal and external stakeholders (such as EEs), Faculty assesses whether threshold standards are being achieved in each programme, modify as necessary the draft programme review and finalise it, including its consequent action points.

5.8. Reporting Out

5.8.1. Faculty's review is reported out to all relevant internal and external stakeholders: the awarding body (PTFI); the Student Committees; and the programme external examiner.

5.8.2. The programme coordinator should draft a response to the programme EE annual review. This draft response should be considered by Faculty and once approved by Faculty the appropriate Departmental chair should send the report to the programme external examiner.

5.8.3. The approved Faculty Programme Review should be made available to students on the VLE.

5.9. Oversight

5.9.1. As the body with ultimate responsibility for academic oversight, PTFI receives, reviews, comments and responds to all programme reviews that it receives, reporting back to Faculty for implementation.

5.10. Strategic planning for enhancement

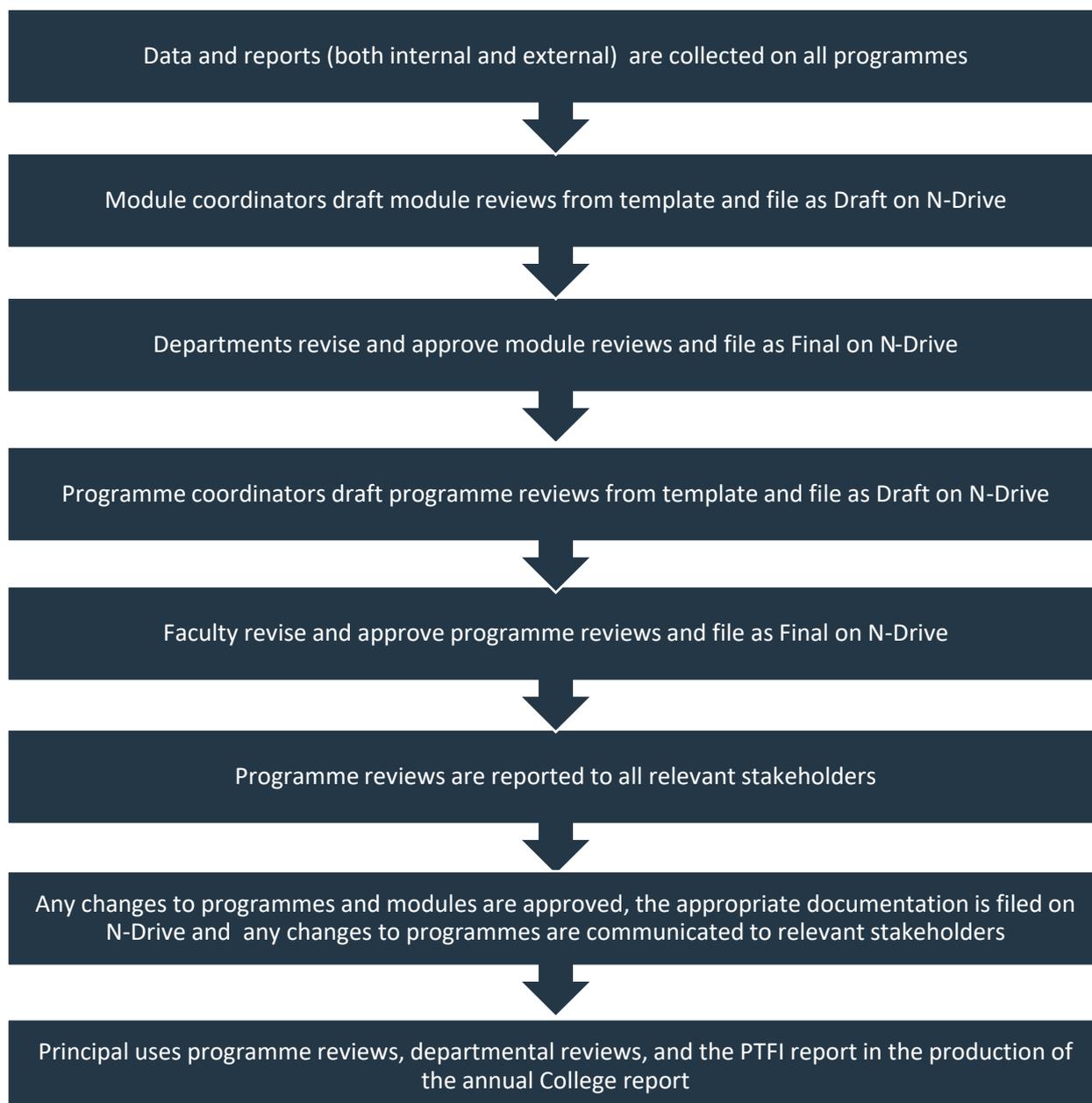
5.10.1. All reviews by the Internal Examination Board and by Faculty also feed into the Principal's annual report, with strategic planning for enhancement in mind.

5.10.2. On completion of the annual report the Faculty should meet to affirm priorities.



6. Programme and Module Review Process

6.1. The programme and module review process is summarised in the flowchart below.





Appendix 1

New Programme Approval Check List

Each stage in this process must coordinate with the detail outlined in this policy.

Please ensure that this checklist is completed and returned to PTFI with the final submission of all documentation prior to final approval. The faculty of PTFI will complete the final stage in the process.

Name of Academic staff member appointed to coordinate process:

Date of Appointment:

Stage in Process	Date Completed
Appoint staff member to coordinate process	
Identify Educational or Training Need	
UTC Faculty make initial consideration	
Consult with stakeholders	
Seek initial approval from UTC faculty	
Prepare draft programme documents	
Consult with external examiner and students	
Seek interim approval from PTFI	
Report to stakeholders	
Prepare revised proposals for PTFI approval	
PTFI grants full and final approval to the programme	