BIMM UNIVERSITY

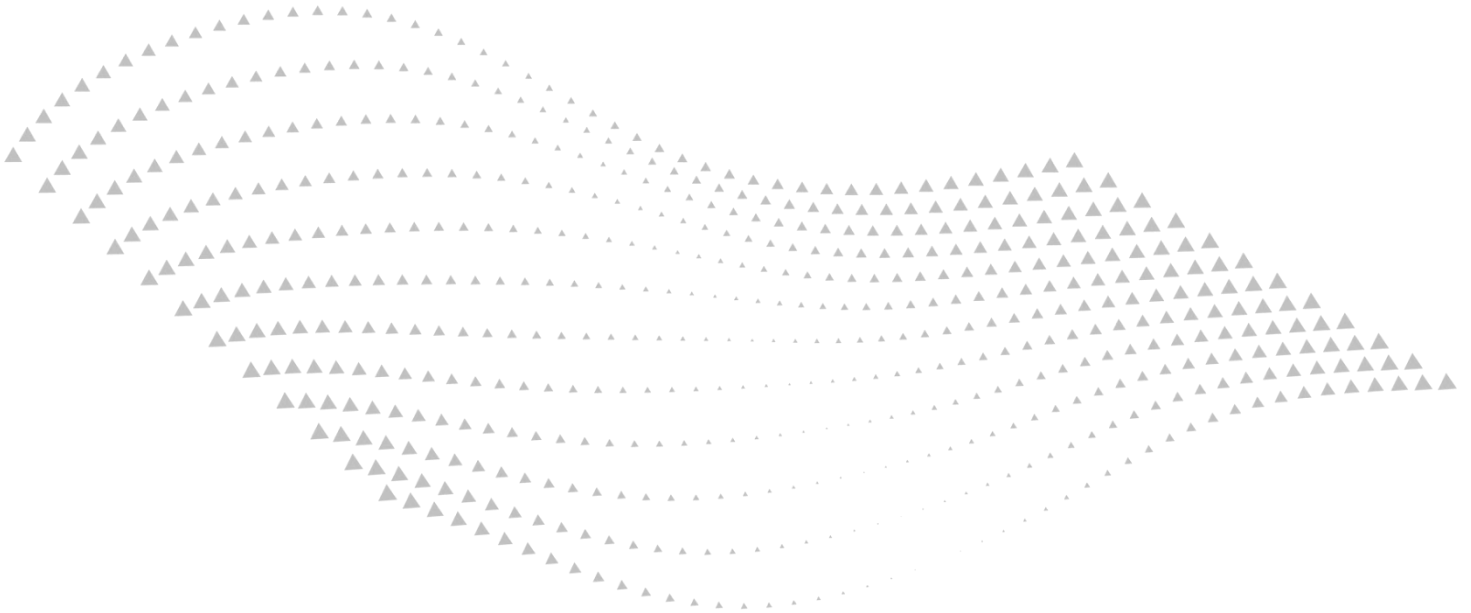A university for the creative industries

Higher Education Course Approval and Modification (Policy & Procedures)

The Procedures outlined in this document should be used with the Delivery Centre Approval Procedure (New Courses). The Delivery Centre Approval Procedure (Existing Courses) should be applied when there are plans to add a new delivery centre later.

Last approved:	July 2023
Approved by:	Learning, Teaching & Enhancement Committee
Next review due:	July 2026

Contents:

Policy Objectives

In line with the expectations of the UK Higher Education sector as articulated in the [UK Quality Code for Higher Education,](#) BIMM University will:

- Develop well-designed courses that provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

- Ensure the threshold standards for all our qualifications are consistent with the relevant national qualifications frameworks.

- Ensure that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

- When we work in partnership with other organisations, we have in place effective arrangements to ensure that the standards of our awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

- Ensure that courses have sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

- Ensure that courses have sufficient facilities, learning resources and student support services to support the delivery of a high-quality academic experience.

- Utilise suitable external expertise in the design and approval of our courses.

- Engage our students and alumni in the design and approval of our courses.

Section 1: Course & Module Approval

Course and curriculum development is planned and overseen by the Provost's Office in line with strategic objectives set by the BIMM University Ltd Board (BULB). Course and curriculum approval is conducted by the Learning, Teaching & Enhancement Committee (LTEC) under powers delegated by the Academic Board (AcBd). New or re-approved courses must align with the University's published [Academic Framework](#) and [undergraduate](#) and [postgraduate](#) academic regulations.

The Deans of Faculty lead curriculum development for undergraduate provision within their schools, and the Director of Postgraduate Studies for postgraduate programmes. As senior academic leaders, they will develop a curriculum development plan for their schools in consultation with the Provost and convene course development teams to write new courses and modules. The Provost's Office will provide support for the development and approval processes.

The process for approval has three stages, as follows:

Stage 0: Initial Course Proposal Business Case developed by the Strategy and Product Development Department (SPDD) considered by the Commercial and Academic Planning Committee (CAPC), which reports to Academic Board.

Stage 1: Outline course proposal approval by LTEC.

Stage 2: Formal course approval by LTEC Approval Panel.

Course Development and Approval Timeline

| Stage 0 | Stage 1 | Stage 2 |
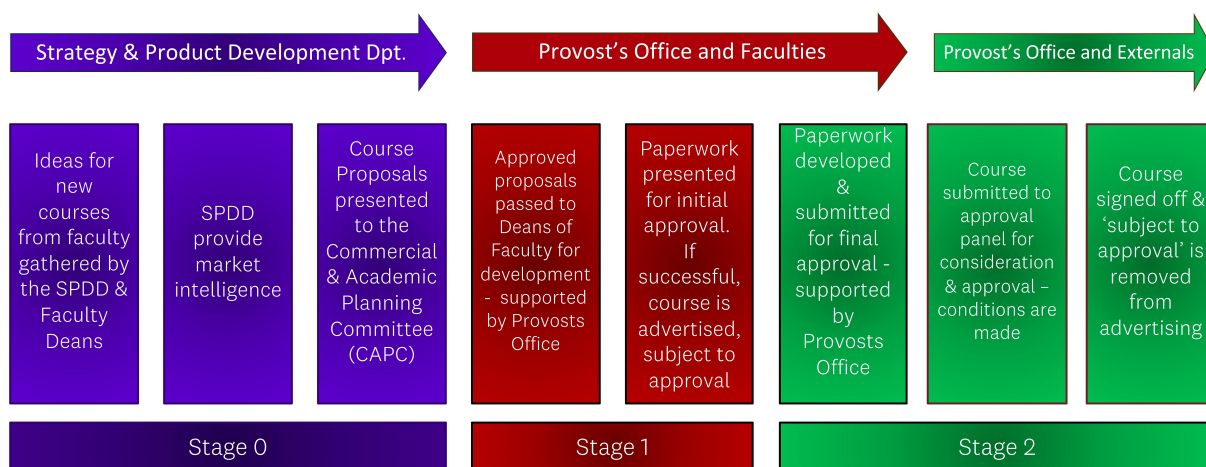
Stage 1: Outline Course Proposal

All new course proposals and proposals to run existing courses at additional sites are approved by the CAPC. Stage 1 proposals for new courses require course development teams to discuss the proposed course with students at a Board of Studies (BoS) and to convene an Industry Advisory Panel (IAP) or seek external academic advice to explore the relevance of the proposed course to the industry or sector it serves. In addition, the proposal requires the completion of a template document which includes the following information:

- Proposed title and award.

- Proposed start date.

- Proposed delivery Campus(es).

- Name of course author or equivalent.

- Date of Subject Board of Study and Industry Advisory Panel (minutes attached to documentation).

- Proposed entry requirements (our Admissions Policies can be found here)

- Academic rationale.

- Relationship to the University's Higher Education Strategy.

- A description of how the proposed course will embed equity, diversity and inclusion.

- A description of how the proposed course aligns with the University's Academic Regulations and Academic Framework.

- Market demand.

- Indicative structure.

- Assessment types.

- Projected intake for the first three years.

- Required signatures.

- Course Costing Model Spreadsheet (this should be appended to the proposal).

Stage 2: Formal Course Approval

Following stage 1 approval by TEC, the new course will be considered by Course Approval Panel, which has designated authority from LTEC to approve the new course. The course development team will be asked to provide the documents detailed below:

Approved Stage 1 Documents:
Stage 1: LTEC Course Approval Document with signatures from: • Dean of Faculty or Director of Postgraduate Studies[1]. • Chair of LTEC.

Provided by Course team(s) for stage 2:
The course team should submit the completed set of documents to the Approval Panel Servicing Officer at least three weeks before the date of the event (templates can be found here). The documentation should be compiled in the following way: 1. A narrative section covering the following topics: 2. The course aims and vision. 3. The academic rationale for the course. 4. How the course relates to the University's Higher Education Strategy. 5. A description of the approach to learning and teaching on the course (see the University's Course Design Handbook). 6. A description of the course assessment & feedback strategy (and its alignment to the principles outlined in the University's Staff Assessment Handbook). 7. Learning resources and environment. 8. A description of how the proposed course will embed equity, diversity and inclusion with regard to content and delivery. 9. A completed course specification. 10. The course assessment calendar. 11. A map of how the course learning outcomes will be achieved (using the supplied Excel Spreadsheet mapping template). 12. Completed module specifications for all modules. 13. A course diagram for all levels showing the spine, core and option modules available to students. 14. Staff CVs for staff managing and delivering the course. 15. Course Costing Model Spreadsheet (this should be updated and appended to the proposal).

Meetings will be convened at the Campus where the course will be delivered or at a mutually convenient site – see also the Centre Approval Process. If the course is to be delivered at multiple locations, this may be determined at the course approval event if there is enough evidence to support this (for example, video presentation of the other site(s). Otherwise, the Centre Approval Process (outlined in the Quality Handbook) must be followed. If face-to-face meetings are not possible, approvals may be convened through a combination of online meetings and correspondence – please

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[1] If the Director of Postgraduate Studies has signed the form the Deputy Chair will counter-sign.

see Appendix 1 for details of this process.

There will be meetings between the Approval Panel and the course development team for each course being approved. Panels will also want to meet with students from the relevant School. Three weeks before the Approval Panel meeting, the course team will supply the approval documents to the Approval Panel Servicing Officer for distribution to the Panel (templates for which are available [here](#)).

Below is an indicative course approval agenda:

Indicative programme for approval events	
Time:	Meeting:
09:00-10:30	Private meeting of Approval Panel.
10:30-10:45	Break.
10:45-11:45	Meeting with students from the subject area (at least six from across the course levels).
11:45-12:00	Break.
12:00-13:00	Private meeting of Approval Panel, to include lunch.
13:00-15:00	Meeting with the course team.
15:00-15:30	Tour of learning resources (if the event is held onsite).
15:30-16:30	Private judgement meeting of the Approval Panel.
16:30-17:00	Feedback meeting with the course team.
17:00	Panel departs.

Approval Panel Composition

Course Approval is conducted by a panel of experts appointed by the Chair of LTEC, including the following indicative roles:

- Chair – a senior leader at the University with relevant quality assurance and course approval expertise.
- Up to two internal academic panel members from outside the subject area.
- External assessors – up to two external experts for each course, academic (from the subject area) and industry-based (from the industry or sector served by the proposed course).
- A Student Panel Member.
- A Servicing Officer.

Once the Panel Servicing Officer receives the documentation, it will be checked by the Education Team in the Provost's Office for regulatory compliance and completeness and then sent out electronically to the Panel (at least two weeks ahead of the approval event) along with the dates and timetable for the approval event and all supporting documentation.

Key Points for Approval Panel Members, Chairs and Course Teams:

- From receipt of the approval documentation, the process will typically take 14 weeks:
    - Week 1 – Servicing Officer receives the paperwork.
    - Week 2 – Education Team completes the initial desk-based review.
    - Week 3 – The Panel receives the paperwork.
    - Week 6 – Approval event.
    - Week 7 – Course, Team receives outcome letter.
    - Week 10 – The course team responds to conditions and recommendations (using the templates provided), and Chair confirms that they have been met in writing to the Course Team.
    - Week 13 – Final approval report submitted to the Chair of LTEC for approval and definitive documents filed by the Servicing Officer.
    - Week 14 – Dean of Faculty or the Director of Postgraduate Studies, Admissions and Marketing Team informed that the course is now approved.
- Course Teams should contact the Education Team for support, and panel members should address any queries or requests to the Approval Panel Servicing Officer.
- The Approval Panel Servicing Officer will administer the process (and produce and file definitive course and module specifications) and liaise between Course Teams and panel members. They will also book meetings with students and the panel meetings themselves.
- Approval Panel Servicing Officers will ask Course Teams to provide the student email addresses of attendees for the student meetings. The Course Teams are responsible for ensuring that students are briefed on the new course, and panel Servicing Officers will brief students on the purpose of the meeting.
- The Provost's Office will recruit academic and student panel members but will ask for industry external panel member nominations from the course team (who should provide at least three nominations and CVs for selection by the Chair of LTEC).
- At the event, the course development team will generally be invited to give a short presentation (10-15 minutes) on the rationale and context for the proposed course at the beginning of the meeting.
- The Approval Panel must consider the suitability of the proposed Campus(es) of delivery. They must take into account the existing learning resources and staffing when deciding whether the course can be delivered at the Campus *(If the course is being approved for a current Campus and (a) additional Campus(es), then any new or proposed Campus must be added later (see Centre Approval Procedure – existing courses in the Quality Handbook)*. Approval of the course for delivery in that location must be noted clearly on the conditions/recommendations report, the approval letter, and the final approval report. The Approval Panel Servicing Officer should report any actions for new course(s) which require processing under the Centre Approval process to the Chair of the Quality Assurance and Compliance Committee; the course development teams will also be pointed towards this procedure.

Outcomes at Stage 2:

Approval Panels will relay their findings to the course development team at the end of the meeting, and decisions will fall into the following categories:

1. **Course Approved:**
   - With conditions which must be addressed.
   - Recommendations to which the course development team must consider and formally respond.
   - Commendations for good practice.

2. **Course to be Re-submitted:**
   - With conditions which must be addressed.
   - Recommendations to which the course development team must consider and formally respond.
   - Commendations for good practice.

3. **Course Not Approved:** a reason will be given.

Stage 2 Outcome Letter:

The Approval Panel Servicing Officer will write formally to the course team (in the form of an outcome letter) once the Chair of the Approval Panel has approved its findings.

1. **Course approved:**
   - The letter will confirm the outcome in writing, including the period for which the course is approved: courses will be approved to run at specified Campus(es) for a maximum of 6 years. A shorter period may be specified for new subject areas at the discretion of the Chair.
   - The letter will also confirm the conditions and recommendations and identify commendations for good practice.
   - The letter will set a date by which the conditions and recommendations must be met (typically 3-4 weeks after receiving the outcome letter).

2. **Course to be re-submitted for approval:**
   - The letter will confirm the outcome in writing.
   - The letter will also confirm why the course needs to be re-submitted and detail conditions and recommendations that must be addressed before re-submission.
   - Finally, the letter will inform the course team that a new approval date must be set.

3. **Course not approved:**
   - The letter will confirm the outcome and establish why the Approval Panel could not grant approval.
   - The Chair will inform the Chair of LTEC and the Dean of Faculty or Director of Postgraduate Studies of the outcome, and a decision will be made on whether the course should be re-submitted for approval at a later date.

LTEC will receive the final approval letter sent to the course development team confirming that the conditions and recommendations have been met, alongside a detailed report from the Approval Panel

Servicing Officer, signed by the Approval Panel Chair. The Servicing Officer will file this correspondence alongside the report and a finalised set of course and module specifications, forming the definitive record of the approved course against which later modifications will be considered.

The Final Approval Report

The final report will use an approved template, which will include the following:

- The name of the award approved and the date of the approval event.
- The membership of the panel and those in attendance at the approval event.
- The meetings held and their duration.
- The conclusions including:
  o Judgement.
  o Commendations.
  o Conditions.
  o Recommendations.
  o Date conditions and recommendations were signed off as completed, and the Servicing Officer filed definitive documentation.
- A summary of the lines of enquiry the Approval Panel used to scrutinise the proposed course and a summary of any specific issues that arose during the approval process.
- Final reports will typically be completed within three weeks of sign-off of met conditions and recommendations by the Approval Panel Chair, who will approve its content before submission to the Chair of LTEC for approval.

Adding a New Campus to an Approved Course

If the course is to be run at additional Campuses, after the initial approval, the Delivery Centre Approval Process (course rollouts) will be applied and approved by the Commercial and Academic Planning Committee.

Roles of Members of the Course Approval Panel:

The Approval Panel Chair

The role of the Chair is to regulate the conduct of the event. The Chair will introduce panel members and explain the event's purpose. Throughout the event, the Chair will seek to ensure that different points of view are given a fair hearing while ensuring that the schedule is adhered to and that discussions are brought to a close within the time allotted. Towards the end of the event, the Approval Panel will hold a private meeting to consider its conclusions, during which the Chair will then present verbally to the full forum.

Internal Academic Approval Panel Members

The internal academic panel members pay particular attention to the appropriateness and contemporaneity of the proposed curriculum and the resources available to support it. They will also have familiarity with the University's frameworks for quality assurance and academic standards, curriculum design, and good practice in learning, teaching and assessment and be able to comment on these issues and the quality of learning opportunities provided by the proposed course.

The External Subject Specialist

The external member of the Approval Panel is an expert from the field in which the course is based. The

external subject specialist is responsible for ensuring that the quality and standards of the course are comparable with those offered throughout UK Higher Education. For this reason, they are typically drawn from another Higher Education Institution.

External Industry Specialist

The external industry specialist member of the Approval Panel is an expert from the industry in which graduates from the course may wish to be employed. The external industry specialist ensures the course effectively prepares students for professional employment in the creative industries.

Student Representative

A current Undergraduate Student Representative or current/recently graduated Postgraduate student will be a panel member, focusing on student support and the quality of learning opportunities the proposed course provides.

Approval Panel Documentation

Approval Panel members will be provided copies of relevant policies and regulations in this document and templates, including the criteria checklist(s), which can be found in Appendix 2 & 3.

The Education Team will provide guidance for panel members.

Approval of New Modules

New modules can be approved separately to courses (for example, to add to the option modules available). The process for module approval is to submit a new module specification (template available here) to LTEC. Changes to modules would need to be handled through the modification process outlined below (see full policy and procedure in section 2 below).

New Course Approval Process Timelines

Any new course proposal needs to be made as early in the year as possible to allow the time required to conduct stages 1 and 2. Most new courses will follow an 18-month development timeline from initial stage 0 approval. Typically Stage 1 approvals will be considered at Semester one LTEC meetings for a course to be approved in Semester two and to run the following academic year. The University holds records of all approval and re-approval schedules and can advise on appropriate timelines for new course development to ensure the availability of Approval Panel members and that the approval can report promptly to LTEC.

Periodic Review and Re-Approval

The University will periodically review all courses, and the expectation is that major course changes will typically be approved as part of the periodic review of the curriculum – full details are in the Periodic Review Policy. Where the cumulative effect of such major changes is significant, a full re-approval event may be required. However, there may also be times when Course Teams need to make major modifications outside of the periodic review/re-approval process. Therefore, the University's process allows minor and major modifications between periodic review points (see section 2 below).

Section 2: Course & Module Modifications Policy & Process

Overall Principles to Consider When Modifying Courses that Effect Current Students and/or New Applicants.

When considering any course modifications, Course Teams should take notice of current consumer protection legislation and specific guidance on this legislation from the Competition & Markets Authority (CMA) and guidance on information for students from the Office for Students (OfS). The Quality Assurance and Enhancement Team can also provide advice on this guidance.

The general principles to consider are that:

• Changes should be kept to a minimum and must be fair to students.

• Removing a subject or curriculum area from a course will require consultation with all stakeholders.

• Changes should benefit students or be needed due to an accrediting body or legal/regulatory requirements.

• Current students affected by the change should be consulted through Boards of Study (BoS).

• If applicant consultation is required, this must be conducted by the Admissions Team before enrolment with all students affected.

Course Teams should also take note of the clauses on changes to course contained in the Student Terms & Conditions:

Module Review - Course Review and Enhancement (CRE)

Any changes to modules should be considered following the University's CRE process. This ensures that changes to modules and courses are evidence-based and have come about as a result of a rigorous and critical reflection on delivery, achievement, teaching and student and staff feedback. As such, there is a timeline for the module review process aligned with our academic calendar and UCAS deadlines. Full details on CRE and the timelines can be found in the Quality Handbook.

Major Modifications to Courses and Modules

Major modifications must be agreed upon at the subject level and consulted with all students affected by the proposed changes. Major Modifications are considered through the CRE process or Periodic Review, and Course Teams should seek advice from the Provost's Office before embarking on such changes, as the convening of an Industry Advisory Panel (IAP) or the commissioning of external academic advisors to advise on the changes may be recommended.

If the changes proposed indicate a significant shift in the nature of the course, the Chair of LTEC will require the course to go through either a Periodic Review process or a Re-approval event. Please note that this process can take longer than a standard course approval and that major changes proposed may not be implemented until students are consulted and approval is granted to ensure current students and new applicants are not disadvantaged.

Course Teams should also be mindful of the cumulative effect of a significant number of individual changes to a course over a period of time. They must ensure that all changes are approved through the appropriate process and promptly communicated to students, staff and other relevant stakeholders. Approval or re-approval of an existing course outside the standard curriculum periodic review/approval cycle should be initiated where substantial curriculum change is required covering several major modifications.

Below is a list of areas within the course and module specifications that the CMA considers as material changes and by the University as major modifications to courses and modules.

Major Modifications to Courses:

Course title, award and awarding body.
Language of instruction.
Delivery mode (course length, part-time, full-time, face-to-face or distance learning).
Course location and start date.
FHEQ/QCF level.
Course and exit awards.
Course-level learning outcomes at the level of the named award.
Significant changes to the course level learning, teaching and assessment strategy.
Significant changes to the number of taught hours or self-directed study time.
Admissions requirements.
Structure of the course and significant modifications to its core modules.
Significant changes to type and amount of assessment.

Major Modifications to Modules:

Core module titles (only where this significantly changes the module aims and content).
Core and option module credits.
Module type: Spine, Core or Option and any changes to type.
Course delivery mode (part-time, full-time).
Core module delivery mode (semester, face-to-face or distance learning).
FHEQ/QCF level.
The core module aims and content (only where these significantly change the nature of the module).
Core module learning outcomes (only if these would impact outcomes at the level of the award).
Mode and volume of assessment of core and option modules (if this impacts the overall type and amount of assessment).
Number and duration of taught sessions on core and option modules (if this impacts the overall type and amount of teaching).
Resources required for independent study (only where this impacts what students will be expected to provide or pay for themselves).

Minor Modifications to Courses and Modules

Minor modifications are changes to the course specification and modules that do not materially affect the nature of the course advertised to students. Examples of aspects of courses and modules that may be considered minor are listed below. However, Course Teams must bear in mind that a large number of minor modifications may have a cumulative effect and, in such cases, may be classed as a major modification to the course overall. If in doubt, please seek advice from the Education Team.

Minor modifications may be made annually and at the end of each semester as part of the CRE process.

Course Teams will need to consult on these changes with their staff, students and External Examiners through Boards of Studies meetings and then present the agreed modifications to LTEC and its Course Modifications Working Group using the Minor Modifications template and attaching updated versions of the relevant documents (Module Specification or Course Specification) using tracked changes.

Below is an indicative list of modifications that may be considered minor. If in doubt about the type of a specific modification, please consult the Education Team.

Minor Modifications to Courses:

Course Code.
UCAS Code.
Campuses that will deliver the course.
QAA subject benchmark(s) referenced where a new benchmark is released.
Module codes.
Option module titles and delivery mode, options module offer (as long as students still have sufficient choice of options)
Assessment calendar.

Minor Modifications to Modules:

Module code.
Parent Course and courses sharing a module.
Option Module Pre-requisites or co-requisites.
Option Module pre-requisite learning requirements.
Academic rationale.
Option module delivery mode (semester, face-to-face or distance learning).
Option Module aims and content (where these changes do not significantly alter the nature of the module).
Core Module aims and content (but only where these changes do not significantly change the nature of the module).
Module assessment (as long as the changes do not impact the overall volume and balance of modes of assessment for the course as a whole).
Module learning outcomes (as long as the changes do not impact the learning outcomes for the course at the level of the award or significantly alter the nature of the module).
Non-assessed learning outcomes
Module Transferable skills (but only where these changes do not significantly impact the skills acquired over the course and, therefore, on the learning outcomes at the level of the award).
Module Reading lists.

Modifications to Generic and Supplementary Information in Course Handbooks and Module Guides

To ensure consistency of published course information provided to students, the Quality Assurance & Compliance Committee oversees the standardised Course Handbook template. These are compiled using the approved Module and Course Specifications. Course Leaders should seek advice from the Quality Assurance and Enhancement Team on changes to the information provided in Course Handbooks.

Modifications Process

Stakeholders must be consulted regarding all modifications, which will be achieved through Subject Boards of Studies following the CRE process. Therefore, for both modification types, changes should be brought to the relevant Board of Studies (BoS) for consultation before seeking final formal approval from LTEC acting under powers delegated by Academic Board. The University's Quality Handbook will provide an annual schedule of deadlines and milestones for the CRE process. The Education Team can advise on the timing of proposals to meet this schedule. The modification approval process is outlined in the table below.

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Outline of the Modification Approval Process

Process	Minor Changes	Major Changes	Periodic Review or Re-approval
Consultation:	Staff and students (BoS)	External Examiner, staff and Students (BoS); (Industry Advisory Panel[2]); Learning and Teaching team.	See BIMM University policy on course and module approval (section one of this document)/or the Periodic Review Policy (which can be found here).
Documentation Required:	Minor Modifications template plus marked up relevant course and module documents.	Major Modifications template (which can be found here) plus marked-up relevant course and module documents	Complete course approval documentation or Self Evaluation (templates can be found here)
Initial approval:	Board of Studies (BoS)	Board of Studies (BoS)	Course Approval Panel or Periodic Review Panel
Final approval:	LTEC	LTEC Academic Board	LTEC Academic Board
Post approval:	All modifications resulting in changes to the number of assessments, weightings or module titles will be formally reported to the Education Team and Quality Assurance and Enhancement Team to ensure that relevant updates are subsequently made to the curriculum build and the applicable course and module documentation.		

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[2] May be required depending on the nature of changes being proposed.

Appendix 1: Online and Correspondence Approval Events

Indicative programme for online/correspondence approval events	
2 weeks ahead of the event.	Approval documents circulated, and panel members read and comment using supplied templates.
Day of event, 9 am – 10 am.	A private panel meeting to consider initial findings and finalise questions for students.
10.15 am – 11.15 am.	Meeting with students from the subject area (at least 6 on the levels covered by the course).
11.30 – 12.30.	A private meeting of the panel to consider questions for the course team.
13.30 – 15.30.	Meeting with the course team.
15.45 – 17.00.	A private meeting of the panel to consider findings and formulate initial conclusions.
Post-event, within 3 days.	The Servicing Officer will provide a list of detailed amendments, and any additional queries from the panel and Course Teams will be asked to respond within 3 weeks.
3 weeks after the event – 1-hour meeting.	The panel will convene for a final judgement meeting to confirm outcomes – an outcomes letter will be sent to the course team.
3-4 weeks after receipt of outcomes.	Servicing Officer will receive final responses to conditions and recommendations and issue approval confirmation to the course team, Dean of Faculty or Director of Postgraduate Studies and LTEC.

Key points for Approval Panel members, Chairs and Course Teams:

- From receipt of the approval documentation, the process will typically take 14 weeks.

- Course Teams should contact the Education Team for support, and panel members should address any queries or requests to the Approval Panel Servicing Officer.

- Approval Panel Servicing Officers will administer the process and liaise between Course Teams and panel members. They will also book meetings with students and panel meetings, which may be conducted via videoconference.

- Panel Servicing Officers will ask Course Teams to provide the student email addresses for the student meetings, and it is the responsibility of the Course Teams to ensure that students are briefed on the new course. The Panel Servicing Officers will brief students on the purpose of the meeting.

Appendix 2: Key Areas Examined at Course Approval Events

(Indicative, but not exhaustive, list of areas the Approval Panel should consider)

Course Aims & Vision:
Is it clear who the course is for?
Is the course title appropriate?
To what extent is the overall vision for the course now and in the future clearly, articulated?
To what extent has the course team consulted with relevant stakeholders: employers, the industry/ alumni/existing students/academic experts?
Is the approach taken to the design of the course coherent?
Is the course appropriately placed within the context of existing or related courses?
To what extent do the course outcomes align with the University's Graduate Attributes?
Academic Rationale:
To what extent is the rationale for introducing the course clearly articulated?
Is it clear that the proposed course aligns with the University's Academic Framework?
Is it clear how the course will be delivered (full-time, part-time, daytime or evenings and weekends, face-to-face or blended/online delivery)?
To what extent is the proposed curriculum appropriate to the abilities and needs of the anticipated student body?
How the Course Relates to the University's Learning, Teaching & Assessment Strategy:
To what extent does the course-level approach to learning and teaching align with the principles, values and aims of the University's Learning, Teaching & Assessment Strategy?
Does the course-level approach to learning and teaching align with the levels of the Framework for Higher Education Qualifications and the expectations of the UK Quality Code?
To what extent does the approach to assessment on the course meets the requirements of the University's Assessment Policy and Academic Regulations?
A Description of the Approach to Learning & Teaching on the Course:
Is there a clear link between chosen teaching methods and the curriculum's content, aims and learning outcomes?
To what extent do the proposed teaching methods consider students' abilities and needs?
Will resources be appropriately used to support student learning and needs, embedding inclusive practice in materials and provision?
Are there appropriate plans for placements, trips or visits, including clear responsibility for finding and arranging placement and supervision arrangements?
Are there appropriate arrangements for preparing and supervising students undertaking dissertations or projects, and how will staff be supported to undertake this responsibility?
Will students be made aware of the expectations of them and their responsibilities as learners?
How the proposed course will embed equity, diversity and inclusion within content and delivery:
Will the course and its delivery uphold equality of opportunity?
Will learning and teaching be inclusive and accessible?

Will the curriculum draw on and promote diversity?
How will the deployment of resources, both physical and human, support equity, diversity and inclusion?
To what extent has the course team identified any areas of good and successful pedagogical practice that can be shared from existing modules/courses?

A Description of the Course Assessment & Feedback Strategy:

To what extent are methods of assessment aligned with the intended learning outcomes of the course, teaching methods and resources?
To what extent are modes of assessment and feedback aligned across the course, providing students with opportunities to develop and re-apply skills?
To what extent is there a clear rationale for the balance and scheduling of formative and summative assessments in terms of student development across the course and how assessment will be used for learning as well as the measurement of learning?

Learning Resources & Environment: (see also Delivery Centre Approval Process)

Are the staff who will deliver the course appropriately qualified, and are there any developmental needs amongst the staff team?
Does the course require any additional academic or support staff?
Are there appropriate teaching spaces, specialist equipment & specialist facilities (studio, IT labs, workshop space, etc.) necessary to support the course at all Campuses where it will be delivered?
Are any specific library resources necessary to support the course (book, journal and media acquisitions)?
Are any additional software, multimedia, IT and computing resources necessary for the course?

Course Specification:

Do the aims and learning outcomes of the course meet the Framework for Higher Education Qualifications descriptors for the relevant awards?
Is the course aligned with relevant QAA subject benchmarks? (Undergraduate courses only)
To what extent are the learning outcomes well expressed and clear to students and other stakeholders?
Is there a clear structure and rationale for the choice of modules and the modular structure?
Is the curriculum content coherent, and does it provide an appropriate balance of breadth and depth?
Are the core modules suitable?
Is the choice of option modules suitable and relevant?
Does the course contain clearly defined pathways?
If the course contains pathways, are these pathways appropriate?
Are module titles appropriate and reflective of their aims and content?
To what extent do the module outcomes map effectively to level and course outcomes?

Admissions:

Are any additional entry requirements, besides the approved entry tariff, suitable for demonstrating the potential to succeed on the course?
Are there any statutory or regulatory body requirements for the course?
Are there any course restrictions to the relevant Admissions Policy, including RPL or RPP Policies?

Will there be any course-specific induction arrangements?

Appendix 3: Key Areas Examined at Module Approval Events

Module Specification:
Are the aims and learning outcomes of the module appropriately aligned with the Framework for Higher Education Qualifications descriptors?
Is there a clear rationale and description of the module?
To what extent has the industry been consulted in developing the module?
Is the module title appropriate and reflective of its aims and content?
To what extent are the learning outcomes well expressed and clear to students and other stakeholders?
Learning and Teaching:
Is there a convincing strategy for learning and teaching?
Is there a clear rationale for the role of learning technology within the module?
To what extent will the module provide opportunities for work-related learning, work experience or placements?
Are the arrangements for supervising dissertations, major projects, work-related learning, work experience, or placements suitable (if relevant)?
Are the transferable skills listed appropriately?
Is module information accurate, complete and written in a way accessible to students and staff?
How the proposed module will embed equity, diversity and inclusion with regard to content and delivery:
Will the module and its delivery uphold equality of opportunity?
Will learning and teaching be inclusive and accessible?
Will the curriculum draw on and promote diversity?
How will the deployment of resources, physical and human, support equity, diversity and inclusion?
Assessment:
To what extent does the module assessment align with the University's Learning & Teaching Strategy?
To what extent is the module assessment effective in ensuring that students can demonstrate attainment?
Are any specific module progression requirements appropriate, equitable and transparent to students?
Are the assessments constructively aligned with the module learning outcomes?
To what extent does the timing of assessment provide an appropriate and manageable workload for students?
To what extent is formative assessment used appropriately and to support student learning and achievement?
To what extent does the assessment strategy help students use developmental feedback effectively?
Resources:
Are any additional physical (hardware or software) or infrastructure resources required to deliver the module?
Is the module reading list appropriate and complete?

To what extent will the module use existing blended learning resources appropriately and effectively?