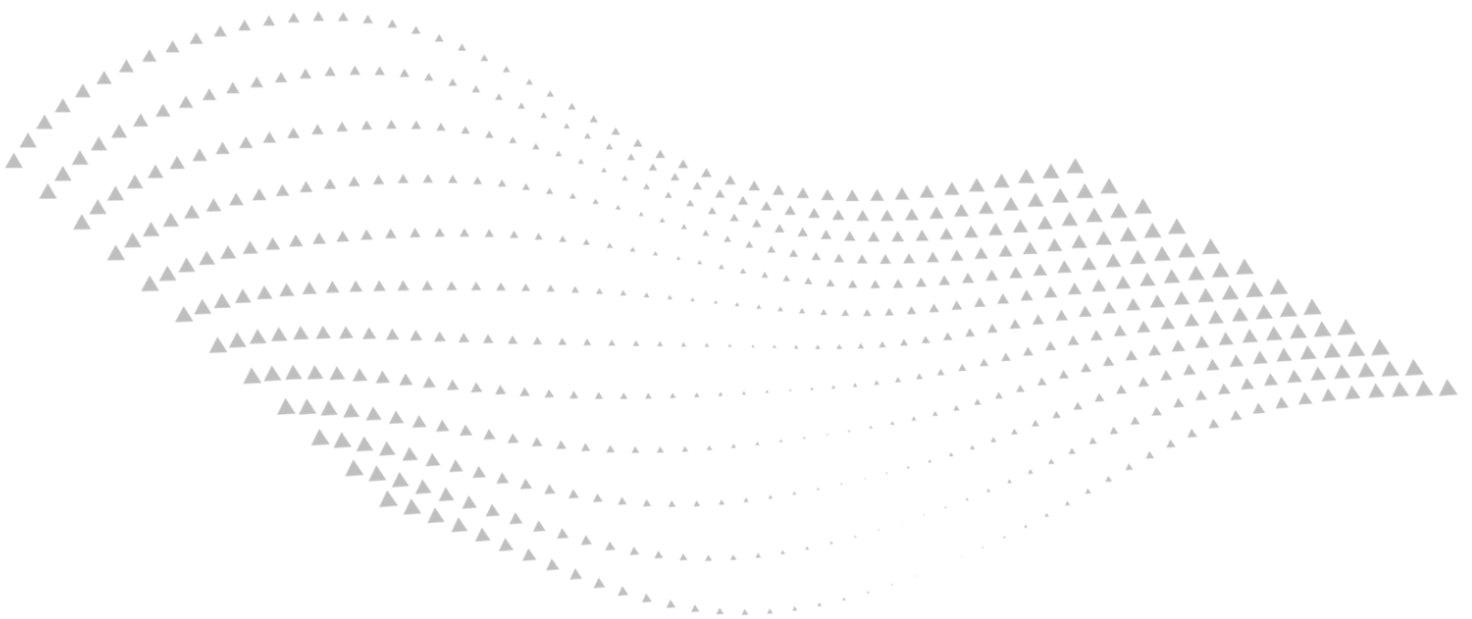# BIMM UNIVERSITY

A university for the creative industries

Higher Education Course Approval & Modification Procedures

Last approved: April 2021

Approved by: Academic Board

Next review due: April 2025

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

Policy objectives:

In line with the QAA Quality Code for Higher Education (UK) and the National Framework of Qualifications (Ireland) BIMM University will:
- Make clear the criteria against which course proposals are assessed;
- Define processes, roles and responsibilities for course design, development and approval and communicate them to those involved;
- Make use of reference points and expertise from outside the course in course design;
- Involve students in course design and in processes for course development and approval.

Section 1: Course & Module Approval

All curriculum development is planned and agreed at the Higher Education Learning, Teaching & Enhancement Committee (HELTEC) under powers delegated by Academic Board (AcBd) in line with strategic planning and objectives set by the Board of Directors. New or re-approved courses are aligned to the University's published [Academic Framework](#) and [Academic Regulations](#).

New courses and modules are written by the University's course development teams, which will include the Course Authors (or equivalent), Module Authors and advisors, and will be led by a nominated senior member of staff.

The development and approval process will be supported by the Academic Development Team, a member of which will be assigned as a critical friend to support the course development process and attend the approval event as a member of the team.

The process for approval has two stages, as follows:
Stage 1: Outline course proposal approval by HELTEC;
Stage 2: Formal course approval by HELTEC Approval Panel.

Stage 1: Course Proposal

All new course proposals and proposals to run existing courses at additional sites are first agreed by the Executive Management Group (EMG) and the relevant EMG sponsor will inform the chair of HELTEC and the course development team lead of the proposal. Stage 1 proposals 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) to explore the relevance of the proposed course to the industry it serves. The proposal requires the completion of a template document which includes the following information:
- Proposed title and award.
- Proposed start date.
- Proposed delivery colleges.
- Name of course author or equivalent.
- Date of BoS and IAP.
- 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 equality, diversity and inclusion.
- A description of how the proposed course aligns with the University's [Academic Regulations](#) and [Academic Framework](#).
- Market demand.

- Indicative structure.
- Resource requirements.
- Assessment types.
- Projected intake for first three years.
- Required signatures.

Stage 2: Formal Course Approval

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

Approved Stage 1 Documents:
Stage 1: HELTEC Course Approval Document with signatures from: • BIMM University Executive Sponsor. • Chair of HELTEC. • BIMM University Finance Director.
Provided by Course team(s) for stage 2:

The course team should submit the completed set of documents to the Approval Panel Secretary at least three weeks prior to 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:
  A. The course aims and vision.
  B. The academic rationale for the course.
  C. How the course relates to the University's Learning & Teaching and Assessment Strategies.
  D. A description of the approach to learning and teaching on the course.
  E. A description of the course assessment & feedback strategy.
  F. Learning resources and environment.
  G. A description of how the proposed course will embed equality, diversity and inclusion with regard to content and delivery.
2. A completed undergraduate course specification.
3. The course assessment calendar.
4. A map of how the course learning outcomes will be achieved (using the supplied Excel Spreadsheet mapping template).
5. Completed module specifications for all modules.
6. A course diagram for all levels showing the spine, core and option modules available to students.
7. Staff CVs for staff managing and delivering the course.

Meetings will be convened at the College where the course will be delivered or a mutually convenient site – see also the Centre Approval Process. If face to face meetings are not possible, approvals may be convened through a combination of online meetings and correspondence – please see Appendix 1 for details of this process.

For each course being approved, there will be a full day's meetings between the Approval Panel and the course development team. Panels will also want to meet with students from the relevant subject area. Three weeks prior to the Approval Panel meeting, the course team will supply the approval documents to the Approval Panel Secretary 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 6 from across the levels of the course).
11:45-12:00	Break.
12:00-13:00	Private meeting of approval panel, to include lunch.
13:00-15:00	Meeting with course team.
15:00-15:30	Tour of learning resources (if event is held onsite).
15:30-16:30	Private judgement meeting of the approval panel.
16:30-17:00	Feedback meeting with course team.
17:00	Panel departs.

Approval panel composition

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

- Chair – a senior academic or quality assurance manager from the University;
- Up to two internal academic panel members;
- A quality expert – a member of staff with expertise in regulations and quality assurance (may also be the Chair);
- External assessors – up to two external experts, academic and industry based;
- A Student Panel Member;
- A Secretary.

Once the documentation is received by the panel Secretary it will be checked by the Registry for regulatory compliance and then sent out electronically to the panel (at least 2 weeks ahead of the approval event) along with the dates and timetable for the approval event and all supporting documentation.

Key points for panel members, chairs and course teams:

- From receipt of the approval documentation the process will normally take 14 weeks:
  - o Week 1 – Secretary receives paperwork;
  - o Week 2 – Academic Registry completes review;
  - o Week 3 – Panel receives paperwork;
  - o Week 6 – Approval event;
  - o Week 7 – Course Team receives outcome letter;
  - o Week 10 – 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.
  - o Week 13 – Final approval report submitted to the Chair of HELTEC for approval and definitive documents filed by Secretary.
  - o Week 14 – Executive Sponsor, Admissions and Marketing Team informed that the course is now approved.

- Course teams should contact the Dean of Academic Development for support and panel members should address any queries or requests to the approval panel Secretary.

- Approval panel Secretaries will administer the process (and produce and file definitive course and module specifications) and liaise between course teams and panel members and will also book meetings with students and the panel meetings themselves.

- Panel Secretaries will ask course teams to provide the student email addresses of attendees for the student meetings, and it is the responsibility of the course teams to ensure that students are briefed on the new course and panel secretaries will brief students on the purpose of the meeting.

- The Learning & Teaching Team 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 panel Chair).

- 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 Panel must consider the suitability of the proposed college(s) of delivery. They must take into account the existing learning resources and staffing when making the decision about whether the course can be delivered at the college *(If the course is being approved for an existing college and (a) new college(s), then any new colleges which do not yet exist must be added later (see Centre Approval Procedure – existing courses))*. Approval of the course for delivery in that location must be noted clearly on the conditions / recommendations report, on the approval letter, and also on the final approval report. The Approval Panel Secretary should report all New Course Centre Approvals to the Chair of QACC.

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 Panel Secretary 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 which will include the period for which the course is approved: courses will be approved to run at specified College(s) for a maximum of 6 years a shorter period may be specified for new subject areas.
   - 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 (normally 3-4 weeks post receipt of the outcome letter).

2. Course to be re-submitted for approval:
   - The letter will confirm the outcome in writing.
   - The letter will also confirm the conditions and recommendations and identify commendations

for good practice.
- The letter will inform the course team that a new approval date will need to be set.

3. Course not approved
- The letter will confirm the outcome in writing and confirm the reason why the panel could not grant approval.
- The Chair will inform the Chair of HELTEC and the Executive Sponsor of the outcome and a decision will be made on whether the course should be re-submitted for approval at a later date.

HELTEC 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 Secretary, signed by the approval panel Chair. The Secretary 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 name of the award approved and 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 definitive documentation filed by the Secretary.
- A brief summary of the lines of enquiry the panel used to scrutinise the proposed course and a summary of any specific issues that arose during the approval process.
- Final reports will normally be completed within 3 weeks of sign off of completed conditions and recommendations by the panel chair who will approve its content prior to submission to the Chair of HELTEC for approval.

Adding a New College to an Approved Course

If the course is to be run at additional Colleges, post the initial approval, and the Delivery Centre Approval Process (existing courses) will be applied, overseen by the Quality Assurance & Compliance Committee.

Roles of Members of the Course Approval Panel:

The Chair
The role of the Chair is to regulate the conduct of the event. The Chair will open proceedings by introducing members of the Panel and explaining the purpose of the event. Throughout the event, the Chair will seek to ensure that different points of view are given a fair hearing whilst, at the same time, 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, which the Chair will then present, verbally, to the full forum.

Internal Academic 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, 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 assessor has a particular responsibility for ensuring that the quality and standards of the course is comparable with those offered throughout UK Higher Education, and for this reason they are normally drawn from another Higher Education Institution.

External Industry Specialist
The external industry specialist member of the Approval Panel is an expert from the industry which graduates from the course may wish to be employed. The external industry specialist has a particular responsibility for ensuring that the course is effective in preparing students for professional employment in the creative industries.

Student Representative (if applicable – some events may run outside term time)
A current Undergraduate student representative, or current/recently graduated Postgraduate student will be a member of the panel, with a focus on student support and the quality of learning opportunities to be provided by the proposed course. Guidance for student panel members will be provided by the Learning & Teaching team.

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

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 HELTEC. Changes to modules would need to be dealt with through the modification process outlined below (see full policy and process 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 stage 1 & 2. Normally Stage 1 approvals will be considered at Semester one HELTEC meetings for course to be approved in Semester two and to run the following academic year. In exceptional circumstances Stage 1 proposals may be approved on chairs action. The University holds records of all approval and re-approval schedules and can advise on appropriate timelines for new course development to ensure availability of Panel members and that the approval can report in a timely manner to HELTEC.

Periodic Review and Re-Approval
The University will periodically review all courses, and the expectation is that major changes to courses will normally 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 Leaders feel they need to make major modifications outside of the periodic review/re-approval process and, therefore, the University has a process that allows for both minor and major modifications between periodic review points (see section 2 below).

Section 2: Course & Module Modifications Policy & Process

Overall principles to consider when making modifications to courses that affect current students and/or new applicants.

When considering any modifications to courses, 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). Advice on this guidance can also be provided by the Quality Assurance Team.

The overall principles to consider are that:

- Changes should be kept to a minimum and must be fair to students.
- Removal of a subject or curriculum area from a course will require consultation with all stakeholders.
- Changes should be beneficial to students or be required 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 will need to be conducted before enrolment with all students affected.

Course teams should also take note of the following clauses in the Student Terms & Conditions:

11.4 Following suitable consultation with affected students, in circumstances where it is necessary to make a material change to your course (such as the nature of the award or in relation to a material aspect of the curriculum), we will notify you as soon as possible. If you are unhappy with the material change(s) to your course, you may terminate the Contract and withdraw from the course by giving BIMM University notice in accordance with clause 9.2 and without incurring any further liability to us for tuition fees and you shall be entitled to a refund of all tuition fees paid to date.

11.5 We reserve the right to vary minor elements of your course from that described in the prospectus and/or your Offer Letter in order to improve the quality of educational services and ensure the student experience, in order to meet the latest requirements of a commissioning or accrediting body, or in response to student feedback. How we notify you will depend on the nature of the changes but, in any event, such changes will be published in the updated course information on our website.

11.6 The option modules available on your course are subject to variation dependant on minimum student numbers of fifteen students for each module and the availability of expert staff and module specific resources at your BIMM University college. We will ask you to choose your option modules towards the end of the academic year during the first and second years of your course and you may be required to choose new optional modules if any that you have selected will not be available. Once this process is completed, we will confirm your final options to you in writing before the end of the academic year.

Module Review - Annual Course Review and Enhancement (ACRE)

Any changes should be considered as an output of the University's ACRE process. This ensures that changes to modules and courses are evidence-based and have come about as 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 to our academic calendar and UCAS deadlines. Full details on ACRE and the timelines can be found in the Quality Handbook.

Major Modifications to Courses and Modules

Major modifications must be agreed across the University and consulted on with all students affected by the proposed changes including applicants. Major Modifications are considered through the ACRE process, and course teams should seek advice from the Learning & Teaching Team before embarking on such changes, as the convening of an Industry Advisory Panel (IAP) to advise on the changes may be recommended.

If the changes proposed indicate a major shift in the nature of the course, the Chair of HELTEC 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 normal, and that major changes proposed may not be implemented until students are consulted and approval 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 and must ensure that all changes are approved through the appropriate process, and clearly communicated to students, staff and other relevant stakeholders in a timely manner. Approval or re-approval of an existing course outside of the standard curriculum periodic review/approval cycle should be initiated where substantial curriculum change is required covering several major modifications at once.

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

Courses:

Course title, award and awarding body.
Language of instruction.
Delivery mode (length of course, 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.

Modules:

Core module titles (only where this results in a significant change to 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.
Core module aims and content (only where these significantly change the nature of the module).
Core module learning outcomes (only if these would impact on 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 on the overall type and amount of teaching).
Resources required for independent study (only where this impacts on what students will be expected to provide or pay for themselves).

Minor Modifications to Courses and Modules

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

Minor modifications may be made on an annual basis at the end of each semester as part of the ACRE 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 HELTEC 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 as minor. If in doubt of the type of a specific modification, please consult the Learning & Teaching Team.

Courses:

Course Code.
UCAS Code.
Colleges that will deliver the course.
QAA subject benchmark(s) referenced where a new benchmark is released.
Module codes.
Option module titles and delivery mode.
Assessment calendar.

Modules:

Module code.
Parent Course and courses sharing the 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 on 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 on 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 on 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 Team on changes to the information provided in Course Handbooks.

Modifications Process

It is important that stakeholders are consulted regarding all modifications and this will be achieved through Subject Boards of Studies following the ACRE 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 HELTEC acting under powers delegated by Academic Board. The University's Quality Handbook will provide an annual schedule of deadlines and milestones for the modifications process and the Learning & Teaching team can advise on timing of proposals to meet this schedule. The modification approval process is outlined in the table below.

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[1]); 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) and plus marked up relevant course and module documents	Full 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:	HELTEC	HELTEC Academic Board	HELTEC Academic Board
Post approval:	All modifications resulting in changes to numbers of assessments, weightings or module titles will be formally reported to the Academic Registry and Quality Assurance Teams to ensure that relevant updates are subsequently made to the curriculum build and the applicable course and module documentation.		

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[1] 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 event.	Approval documents circulated and panel members read and make comments using templates supplied.
Day of event, 9 am – 10 am.	Private meeting of panel to consider initial findings and finalise questions for students.
10.15 am – 11.15 am.	Meeting with student from subject area (at least 6 that are on the levels covered by the course)
11.30 – 12.30.	Private meeting of panel to consider questions for course team.
13.30 – 15.30.	Meeting with course team.
15.45 – 17.00.	Private meeting of panel to consider findings and formulate initial conclusions
Post event, within 3 days.	Secretary will provide 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 event – 1 hour meeting.	Panel will convene for final judgement meeting to confirm outcomes – outcomes letter sent to course team.
3-4 weeks after receipt of outcomes.	Secretary will receive final responses to conditions and recommendations and issue confirmation of approval to course team, Executive Sponsor and HELTEC.

Key points for panel members, chairs and course teams:

- From receipt of the approval documentation the process will normally take 14 weeks.
- Course teams should contact the Dean of Academic Development for support and panel members should address any queries or requests to the approval panel secretary.
- Approval Panel secretaries will administrate the process and liaise between course teams and panel members and will also book meetings with students and the panel meetings themselves which will be conducted via videoconference.
- Panel secretaries will ask course teams to provide the student email addresses of students for the student meetings and it is the responsibility of the course teams to ensure that students are briefed on the new course and panel secretaries 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 and 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 outcomes of the course 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 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 meet 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 take into consideration the abilities and needs of students?
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 staff will 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 equality, 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 equality, 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 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 colleges where it will be delivered?
Are there any specific library resources necessary to support the course (specific book, journal and media acquisitions)?
Are there 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 in demonstrating 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 to the Framework for Higher Education Qualifications descriptors?
Is there a clear rationale and description of the module?
To what extent has industry been consulted with in the development of 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 the supervision of dissertations or major projects or work-related learning, work experience or placements suitable (if relevant)?
Are the transferable skills listed appropriate?
Is module information accurate, complete and written in a way that is accessible to students and staff?

How the proposed module will embed equality, 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 equality, diversity and inclusion?

Assessment:
To what extent Does the assessment for the module align with the University's Learning & Teaching Strategy?
To what extent is the module assessment effective in ensuring that students are able to demonstrate attainment?
Are any specific module progression requirements appropriate, equitable and transparent to students?
Are the assessments constructively aligned to 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 there any additional specific 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 make appropriate and effective use of existing blended learning resources?