# Section G

# Changes to courses, modules and academic regulations

##

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## Forms and templates

|  |  |
| --- | --- |
| G1 | Proposal for significant changes to an existing course |
| G3 | Application for a variation to Undergraduate or Postgraduate Regulations |
| G4 | Changes to courses and modules – this will be completed online using the Curriculum Management System |
| G5 | Proposal for New Standalone Modules – this will be completed online using the Curriculum Management System |
| G6 | Changes to NCB provision – this will be completed online using the Curriculum Management System |

## Guidance Notes

|  |  |
| --- | --- |
| GG(i) | Considerations for approval of variants and cycle for review |

## Abbreviations in this section

|  |  |
| --- | --- |
| AF | Academic Framework |
| AQSH | Academic Quality and Standards Handbook |
| CMA | Competition and Markets Authority |
| CMMP | Course and Module Modifications Panel |
| CMS | Curriculum Management System |
| EC | Education Committee |
| FDL | Flexible and Distributed Learning |
| FEC | Faculty Education Committee |
| PMG | Portfolio Management Group |
| PSRB | Professional Statutory & Regulatory Body |
| RPCL | Recognition of Prior Certificated Learning |
| QAA | Quality Assurance Agency  |
| QAE | Quality Assurance and Enhancement |
| QAPCC | Quality Assurance Portfolio Change Committee |
| RFC | Regulatory Framework Committee |
| SEC | School Education Committee |
| SITS | Strategic Information Technology Services |
| SVC | Student Voice Committee  |
| UCAS | The Universities and Colleges Admissions Service  |

## Purpose

1. This section of the AQSH outlines the procedures for making changes to validated courses and modules. These procedures ensure that proposed changes are considered and approved by a committee at the most appropriate level (i.e. University or Faculty). The procedures also ensure that an audit trail is maintained and that any approved changes are correctly recorded.
2. Modifications to courses and modules represent the natural evolution and enhancement of the University’s academic offering and are a result of advances in each discipline, are a consequence of feedback from students, external examiners or employers, or are initiated by the teaching team themselves.

## Criteria

1. Changes to validated courses and modules are approved either by the faculties’ Course and Module Modifications Panels (CMMP) or the Quality Assurance Portfolio Change Committee (QAPCC), as stated in Appendix 1.

## Schedule

1. Specific deadlines are in place for the introduction of new courses. Courses that will recruit via UCAS should be validated at least eighteen (18) months before the planned start date of the provision. All other provision should be validated at least three (3) months before the planned start date.
2. Deadlines are also in place for the revalidation of existing courses. All undergraduate courses must be revalidated by the mid-December deadline and all postgraduate courses revalidated by the 1st March preceding the academic year the revalidated course is to come into effect.
3. Changes to be made to validated courses and modules must be submitted and approved by the deadlines set out in the Timescales section below using the Curriculum Management System (CMS). Changes to material information, as identified by the Competition and Markets Authority (CMA), and those which have an impact on the preparation for Online Module Selection (OMS) and student timetables, have an earlier deadline to ensure compliance with CMA requirements and that student timetables can be published as scheduled.
4. Changes requested after the stated deadline will only be considered on an exceptional basis at the discretion of the Head of Quality Assurance and Enhancement who will, where required, consult with the Pro Vice-Chancellor (Education) and/or the Executive Director for Students.

## The Academic Framework (AF)

1. The AF model allies a robust and enabling framework to a set of key features that define the Kingston Offer. At the heart of the AF is a set of Curriculum Design Principles which establish headline academic and pedagogic values and approaches for all courses within the Kingston portfolio. The principles are intended for use by course teams and validation panels. They are informed by the University’s Town House Strategy and sector-wide best practice. The Curriculum Design Principles are expressly designed as a minimal set of headline statements. They can be used by course teams as a guide to what to build into the curriculum and have been specifically designed to free them from assumed Quality Assurance (QA) constraints around assessment or delivery patterns.
2. It is important that requests for modifications (both at University and Faculty level) are tested against the AF to ensure that through a process of continuous change there is no incremental drift away from its guiding principles.
3. Requests for exemptions from or variants to the AF should be discussed with the Head of Quality Assurance and Enhancement in the first instance. Requests are considered by the Education Committee via form C3.

## Student Protection Plan

1. The University has in place a Student Protection Plan which is designed to preserve the continuation and quality of study for all current and potential students if a risk to their continued study crystallises. When considering and proposing changes to courses and modules, faculties must refer to the [Student Protection Plan (GR6)](https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/user-upload/kingston-university-c92290f90e1-gr6-student-protection-plan-upd.pdf) and [Changes to Academic Provision (GR5)](https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/user-upload/kingston-university-aedaaa27edf-gr5-changes-to-academic-provisi.pdf) to ensure that actions taken are in compliance with the requirements of the Plan and University regulations.

## Regulations

### Changes to the Undergraduate Regulations and Postgraduate Regulations

1. The academic regulations for courses are published as the Undergraduate Regulations and Postgraduate Regulations.
2. These regulations are monitored by the Regulatory Framework Committee (RFC). RFC has delegated authority to make changes to the Undergraduate and Postgraduate Regulations.
3. RFC is also responsible for considering any course-specific variations to the Undergraduate and Postgraduate Regulations for approval.

### Introduction/publication of changes or variations to the Undergraduate and Postgraduate Regulations

1. Minor changes to the Undergraduate and Postgraduate Regulations may be approved during the academic year, usually to aid clarity, and will result in the publication of an updated version for all staff and students from September of the new academic year.
2. Major changes to the Undergraduate and Postgraduate Regulations will result in the publication of a new version of the regulations. Normally, unless the changes are clearly to the advantage of students, only new students will be subject to the new regulations that must be provided to applicants in their enrolment pack before they are required to enrol with the University.

## Course-based variations to the Undergraduate and Postgraduate Regulations

1. All courses in validation will normally operate within the published Undergraduate and Postgraduate Regulations. However, there are some instances (e.g. PSRB accreditation requirements) where additions and/or variations are required. These are summarised in the guidance GG(i) – Criteria for the approval of variants and cycle for review.
2. Proposed variations and/or additions to the Undergraduate and Postgraduate Regulations should be submitted to RFC on form G3 for approval. RFC will act with delegated authority on behalf of Academic Council.
3. Course-based variations and/or additions to the Undergraduate and Postgraduate Regulations that are course-specific and alter the contract with the student/applicant must:
* only apply to the next cohort of applicants; or,
* apply to existing applicants and/or students if a process of consultation and agreement has been completed; or,
* apply immediately if the revisions are clearly to the advantage of students.
1. Approval of variations from/additions to the Undergraduate and Postgraduate Regulations by RFC will require the proposal to state which of the above outcomes applies and to detail the plan for implementation.
2. Approved course-specific variations from/additions to the Undergraduate and Postgraduate Regulations must be clearly published by the faculty in Programme Specifications and Course Canvas pages. Where the specific regulations apply immediately, students must be informed and the Programme Specification must be updated for the start of the subsequent academic year. When regulations apply to specific cohorts of students, care must be taken over version control and references in course materials. For advice on maintaining Programme Specifications, see maintenance and archiving of Programme Specifications, or consult QAE.
3. It should be noted that validation panels approving new courses do not have the authority to approve variations from and/or additions to the Undergraduate and Postgraduate Regulations. A case must be made to RFC by the sponsoring faculty on form G3. Any relevant recommendations from validation panels are likely to be included in the case.

### Review of Regulations

1. The University identifies necessary changes and improvements to the Undergraduate and Postgraduate Regulations which are then included in the regulations for the next academic year. These changes are usually in response to:
* Student feedback
* Staff feedback
* External Examiner feedback
* Professional, Statutory and Regulatory Body requirements
* Office for Students (OfS) or other national or governmental external requirements.
1. The University also undertakes a systematic and detailed evaluation of its Academic Regulations on a periodic cycle at least every six (6) years. Such reviews are informed by sector research and targeted feedback from staff and students on specific regulations.

### Changes to credit structure

1. Changes to the credit structure of an award (i.e. the total amount of credit offered at each level) must be submitted on form G3 to QAE for consideration by RFC. Changes to the credit rating of individual modules can be approved under delegated powers as long as these do not affect the overall credit structure of the award.

### Changes to PSRB accreditation

1. Proposals for changes to existing accreditation arrangements, i.e. withdrawal or change to level of accreditation, must be submitted to the Faculty Education Committee for approval via the J2 form (see Section J of the AQSH). Careful consideration must be given to the impact of such changes on the student experience and marketing of the course(s). Implementation of the change would be in line with the timeline stated in the Timescales section below.
2. Faculty Education Committee should also be informed, via the J2 form, if an existing accreditation is withdrawn by the PSRB. QAE should be informed immediately so that the impact on students can be assessed and appropriate action taken.

## Changes to validated courses requiring University level approval

1. The following changes require University level approval and the approval processes are outlined in section A of the AQSH:
* proposals for making significant changes to existing courses via Enhanced CMMP process
* changes to location of delivery
* changes or additions to the duration, mode of delivery of a course and/or intakes
* changes to or additions of course pathways
* changes to course titles
* course closures
* suspension of recruitment
1. Table 3 in appendix 1 provides the timeline and forms required to process these changes.

### Impact of cumulative and significant changes

1. The continuous improvement and enhancement of courses is an ongoing process to ensure high, very high, or outstanding quality of student experience and outcomes. Where this requires changes to Programme Specification or Module Descriptors, this is approved through CMMP. In some instances, a course team may propose a significant number of changes at a single time. In such cases, a higher level of scrutiny of the proposed changes may be appropriate through an enhanced CMMP process.
2. The decision as to whether proposed changes to a course constitute significant changes should be discussed and agreed by the faculty with QAE prior to being submitted to the QAPCC for approval. It is the responsibility of CMMP to monitor incremental changes to courses and to determine whether planned/proposed changes substantially change the provision as originally approved.

## Enhanced CMMP

1. Where QAPCC has approved a request to make significant changes to an existing course through an enhanced CMMP, the process detailed below must be followed.
2. The key course contact should, in liaison with relevant members of the course team, update the programme specification and module descriptors as required. Changes should be made via the Curriculum Management System.
3. Changes should be presented to an external subject expert for review, this can be the current external examiner. A short summary paper should be included to provide context to the changes made.
4. The external subject expert must complete a report to confirm that the changes made continues to deliver a coherent and current curriculum, and continues to accurately reflect the course title.
5. The report completed by the subject expert, together with the updated programme specification, the updated module descriptors and the summary paper will be presented to the Chair of the faculty CMMP for approval.

## Changes that can be approved by delegated powers by Course and Module Modification Panels (CMMP)

### Changes to courses and modules

1. Other than those changes described in the Changes to validated courses requiring University level approval section above, faculties have delegated authority to make changes to courses and modules within the Undergraduate and Postgraduate Regulations, through the CMMP. All changes should be signed off by the relevant School Director of Learning and Teaching, in liaison with the Head of Department.
2. Courses and modules are described in Programme Specifications and Module Descriptors and should be presented to the CMMP in the generated standard templates via the CMS (see section C of the AQSH, templates C4 and C5).
3. When faculties are making updates to Programme Specifications and Module Descriptors, they should ensure the date of implementation is clear in the CMS for all relevant stakeholders to easily identify when changes will take effect from.
4. If a modification to assessment is being proposed, the Indicative Module Summative Assessment Map (see template C11) will automatically be generated by the CMS to allow the Panel to see the impact of the change on the cohesion of the assessment strategy for the course.
5. It is not a requirement to routinely update Module Descriptors every year. Module Descriptors must be updated before they are provided for validation/ substantive review panels even if they have been previously validated.
6. If the University agrees changes to the Programme Specification and/or the Module Descriptor templates, a rolling programme of updates will be implemented.
7. Certain course and module information is recorded in SITS in order to generate assessment board data and award details. QAE are responsible for ensuring that appropriate procedures are in place to ensure that approved changes are recorded in SITS in a timely and accurate way.

### Addition and deletion of modules

1. The approval process is essentially as described in the Approval process for course and module level changes section below and faculties should complete their request using the Curriculum Management System in all cases.
2. Where a module is being deleted, the CMMP must be reassured that all courses/partners using the module have been consulted. If the deleted module incorporates unique learning outcomes, the panel should satisfy itself that overall programme learning outcomes can still be achieved.
3. Where a new module(s) is being added, the consequence for changes to Programme Specifications should be considered (e.g. additional learning outcomes, new teaching, learning and assessment strategies etc.).

### Approval of standalone modules

1. Standalone modules are defined as credit-bearing modules, which are not validated within taught courses and which do not in themselves lead to a University award, but can contribute towards a qualification of the University as part of a claim for RPCL. Proposals to validate standalone modules should be submitted via the Curriculum Management System. The procedures for approval are identical to those described in the Approval process for course and module level changes section, with the additional requirement that the faculty considers the timing of assessment boards to ensure a reasonable time between completion of the assessments and the availability of results. Standalone modules are subject to the University’s standard QA processes.

### Non-Credit-Bearing modules

1. Changes to NCB modules (except PGR NCB modules) should be considered for approval by the CMMP. All changes should be signed off by the relevant Head of Department with responsibility for managing the course. Changes should be submitted via the Curriculum Management System.

##

## Approval process for course and module level changes

### Documentary Changes

1. Documentary changes are changes to Module Descriptors and Programme Specifications that do not require formal approval, such as changes to provide clarification or correct typographical or grammatical errors.
2. These changes can be agreed by the Assistant Registrar (QAE) in consultation with the Module/Course Leader. Such changes will be recorded and reported to the next CMMP meeting for note. A list of changes considered as documentary is provided in Appendix 1.

### Changes delegated to the CMMP

1. Changes which can be approved by the CMMP are listed in Appendix 1.
2. Proposals must be presented by completing the required forms using the Curriculum Management System and accompanied with all the relevant documentation as indicated in the form.
3. Exceptionally, where a decision is required urgently, changes to courses and modules can be approved by the Chair of the CMMP by Chair’s Action outside of the meeting. Such changes will be recorded and reported to the next CMMP meeting for note.
4. Where modules are shared outside the school and the changes are significant, relevant colleagues in the appropriate schools must be consulted.
5. Faculties must also ensure that any changes to franchised courses and modules are communicated to partner institutions. It is good practice to provide course leaders in other schools and relevant partner institutions with copies of the changed Programme Specifications or Module Descriptors.
6. The Terms of Reference and Composition of the CMMP is provided in Guidance OG(xv) (section O of the AQSH).
7. Faculties are required to ensure that the impact of changes (including incremental changes) to modules on the structure of courses and on overall course aims and learning outcomes is monitored by the faculty through the CMMP.

### Timescales

###

1. All changes to courses and modules **must be approved by the deadlines stated below**, which is dependent on the change being requested. Adherence to these deadlines is important to ensure compliance with CMA requirements, that students who are choosing option modules are able to make their choices based on accurate module information, that student timetables can be published as scheduled and that course documentation (Programme Specifications and Module Descriptors) can be published before the start of the academic year. This also ensures that external marketing of courses and module information is updated and accurate at the time when potential students are searching.
2. Deadlines when changes must be approved by:

|  |  |
| --- | --- |
| **Deadline** | **Changes to be completed by this deadline** |
| Mid-December – 22 months in advance, e.g. approved December 2024 for implementation from September 2026 | * **Change to course/award title\***
* **UG Entry requirements/criteria\*** (changes must be approved by Faculty Recruitment Committee)
* **Length of course\***
* **PSRB Accreditation changes\*** (existing students should not be impacted by this change)
 |
| February – 18 months in advance, e.g. approved Feb 2025 for implementation from September 2026 | * **PG Entry requirements/criteria\*** (changes must be approved by Faculty Recruitment Committee)
 |
| Mid-December – 9 months in advance, e.g. approved December 2024 for implementation from September 2025 | * **Significant changes to courses to be completed (through Enhanced CMMP)\***
* **Introduction of new modules\***
* **Deletion of existing modules\***
* **Change to module titles\***
* Change to delivery pattern of module (from short fat to long thin or change of Teaching Block)
* **Module diet\*** – list of core modules and likely optional modules for courses
* **Location of study and possible locations\*** (i.e. known work placements)
* ***Overall breakdown of course learning and teaching hours.\**** *(Note: for UKVI purposes courses must have at least 15 hours of scheduled learning and teaching.)*
* ***Overall course assessment methods\****
* **Any particular terms (i.e. variants from normal regulations)\*.** This should not apply to existing students unless approved by RFC.
 |
| End of February- 6 months in advance (for implementation in September) | * Confirm suspension of courses
* Confirm course closures
 |
| End of June (for implementation in September) | * Module summary
* Module Aims
* Module Learning Outcomes
* What and how you will learn on this module
* Breakdown of Teaching and Learning Hours on a module.
* Assessment methods on a module.
* Retake assessment arrangements
* Achieving a pass
 |

Note: Those changes indicated above in **bold** and with an **\*** are considered ‘material information’ by the CMA. Revalidations have been added to that list as normally, when courses are revalidated, substantial changes are made.

## Late approval of changes for exceptional reasons

1. For exceptional reasons, some changes may be approved after the deadlines set above. Acceptable reasons would include:
* To meet new PSRB requirements
* To address serious concerns identified through:
* External Examiners;
* Student feedback;
* A Substantive Review panel; or
* an Assessment Board.
1. Proposals to be considered exceptionally must be initially presented to the Assistant Registrar (QAE) who will liaise with the Chair of the CMMP and Head of Quality Assurance and Enhancement to determine whether the request can be processed or should be deferred to the next academic year. Approval may also be required from the Pro Vice-Chancellor (Education) and/or the Executive Director for Students, this will be managed by the Head of Quality Assurance and Enhancement.
2. If it is agreed that the change can be exceptionally processed, then the approval process described above should be followed plus any other processes as directed by QAE. This may include obtaining students’ consent to apply the change, contacting applicants etc.

## Student consultation

1. Students should have an expectation that the formally approved courses and modules will be followed unless the change procedures have been initiated and approved.
2. Unless to the advantage of students, module changes should not normally be introduced until the next offering of a module. Where changes to modules are proposed to the current offering of a module, faculties should ensure that consultation with students has taken place and that this is formally recorded. This could be achieved through SVC meetings, notices on notice boards, via Canvas, or emails to student representatives.
3. The University values the views of its students, so, even if the changes do not affect a current cohort, it is considered good practice to consult on proposed changes wherever possible.
4. Where changes are made to ‘material information’ as defined by the CMA and indicated in the list above with an asterisk (\*) and in **bold**, express consent from current students and applicants must be obtained in order to apply the changes to these students. Express consent will be sought during enrolment and re-enrolment (for existing students); however, faculties must work with their Faculty Marketing Business Partner to inform applicants and current students of the changes as soon as they have been approved.

## Maintaining records

### Recording changes in Programme Specifications

1. Any approved change must be incorporated into the Programme Specification, or, in some instances, a new Programme Specification produced. Further advice should be sought from QAE, if required.

### Maintenance and archiving of Programme Specifications

1. Definitive versions of all Programme Specifications are held by QAE on the Curriculum Management System and available in word version on StaffSpace.
2. Course leaders have the responsibility for ensuring that all changes to their Programme Specifications have been approved through the CMMP and updated Programme Specifications have been provided to QAE for the coming academic year by August of each year.
3. QAE will upload new Programme Specifications on the external University website: <http://www.kingston.ac.uk/programme-specifications/>. An archive of specifications is maintained on StaffSpace and the University website.

### Recording changes to modules

1. All changes to modules should be recorded to provide an audit trail and for document management purposes.
2. QAE will maintain records of changes to modules and courses approved by the CMMP and will ensure that any changes affecting SITS data are communicated appropriately.
3. Old Module Descriptors which have been subject to revisions should be archived by the faculty and should not be used.

# Appendix 1 - Categories of Change

(Key: Module Descriptors (MD), Programme Specifications (PS) and Indicative Module Summative Assessment Maps (IMSAM))

General updates to documentation (Documentary Changes):

The following changes can be agreed by the Assistant Registrar (QAE) in consultation with the Module/Course Leader. The changes will be recorded and reported to the Course and Module Modifications Panel for note at the next available meeting.

* Provide clarification
* Correct typographical/grammatical errors
* Template/nomenclature updates agreed by the University

### Table 1 - Changes to the following fields in the MD and PS may be considered as documentary changes:

|  |  |  |
| --- | --- | --- |
| Field | Located in | Comments |
| QAA Subject Benchmark Statements | PS | Update only when any new SBS have been mapped |
| Higher or Degree Apprenticeship standard | PS | Update when any changes made to standards |
| End Point Assessment Organisations | PS | Update when EPAO have changed |
| Ensuring and Enhancing the Quality of the Course | PS | If change is to the standard text |
| All | IMSAM | Updated to reflect changes that have been approved |

### Table 2 - Changes delegated to the CMMP:

These changes will be considered by the CMMP and must be submitted online through the Curriculum Management System (unless otherwise stated in the comments column)

*Note: A combination of changes proposed or already approved could impact upon the programme such that it no longer resembles the originally validated programme, in which case, it may be more appropriate to propose a new course entirely, or revalidate an existing course. The CMMP and/or the Faculty Leadership Team can refer programmes to the QAPCC to be considered for revalidation. Where a course is required to be revalidated then the revalidation timescales would apply.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Change** | **Changes to PS or MD** | **Comments** | **Deadline** Approved **X** months before implementation |
| Minimum and Maximum periods of registration | PS | Variant will be required if change deviates from UG/PG regulations. | 22 months |
| Entry requirements | PS | Should be processed in liaison with Admissions and after approval received from Faculty Recruitment Committee | 22 months (UG)18 months (PG) |
| External reference points | PS |  | 9 months |
| Recruitment, selection and admission process [HDA] | PS | Should be processed in liaison with Central Apprenticeship Team | 9 months |
| Support for students and their learning | PS |  | 9 months |
| Aims of the course | PS |  | 9 months |
| Programme Learning Outcomes | PS |  | 9 months |
| Outline Programme Structure | PS | This includes:Module diets at each levelCredit value and level of modulesStatus of module (i.e. core or option)Teaching block module deliveredPre-requisite | 9 months |
| Progression requirements between levels | PS |  | 9 months |
| Principle of teaching, learning and assessment | PS |  | 9 months |
| Support for students and their learning | PS |  | 9 months |
| Ensuring and enhancing the quality of the Course | PS | If change is to standard text then can be done as documentary change | 9 months |
| Employability and Work-Based Learning | PS |  | 9 months |
| Other sources of information that you may wish to consult |  |  | 9 months |
| Development of Course Learning Outcomes in Modules | PS | Any changes here should be linked to changes to individual modules | 9 months |
| Overall breakdown of Teaching and Learning Hours (course level) | TBC |  | 9 months |
| Breakdown of overall assessment methods (course level) | TBC |  | 9 months |
| Module title | MD/PS |  | 9 months |
| Module level | MD/PS |  | 9 months |
| Module credit value | MD/PS |  | 9 months |
| Pre-requisite and co-requisite | MD/PS |  | 9 months |
| Module Summary | MD |  | 2 months |
| Module Aims | MD |  | 2 months |
| Module Learning Outcomes | MD | PS will also need to be updated if change impacts mapping to course learning outcomes | 2 months |
| What and how you will learn on this module | MD |  | 2 months |
| Breakdown of Teaching and Learning Hours (module level) | MD |  | 2 months |
| Assessment Methods | MD | Any changes to assessment information contained in the Assessment Methods table | 2 months |
| Retake assessment arrangements | MD | Any changes to retake assessment arrangement information | 2 months |
| Achieving a Pass rule | MD |  | 2 months |

### Table 3 - Changes to courses/awards which need approval at University level:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of change** | **Form** | **Committee** | **Comment** | **Timeline applied** |
| Changes to the overall credit structure of an award | G3 | RFC | Require a variation to the regulations | Mid-December  |
| Changes/additions to the duration, learning mode, delivery mode or intake of a course  | A6 | QAPCC | The nature of approval event to approve changes will be confirmed by the Head of QAE | Mid-December  |
| Changes/addition to the award/qualification title | PMG Course Title Change Form | PMG | The nature of approval event to approve changes will be confirmed by the Head of QAE | Approved 22 months before start |
| Changes/addition to the course pathways | A5 | QAPCC | The nature of approval event to approve changes will be confirmed by the Head of QAE | Mid-December  |
| Location | A4 | QAPCC | The nature of approval event to approve changes will be confirmed by the Head of QAE | Approved 9 months before start |
| Enhanced CMMP | G1 | QAPCC | Make significant changes to existing courses. | Mid-December  |
| Addition of new exit award | PMG Course Title Change Form | PMG |  | Approved 9 months before start |
| Add Placement Year (including Study Abroad) | A5 | QAPCC |  | Mid-December  |
| Course closure | A3 | QAPCC |  | 6 months before intended closure |
| Course suspension of recruitment | A3 | QAPCC |  | 6 months before intended suspension |