Academic Quality and Standards Handbook

Section 3: Course Approval and Re-Approval

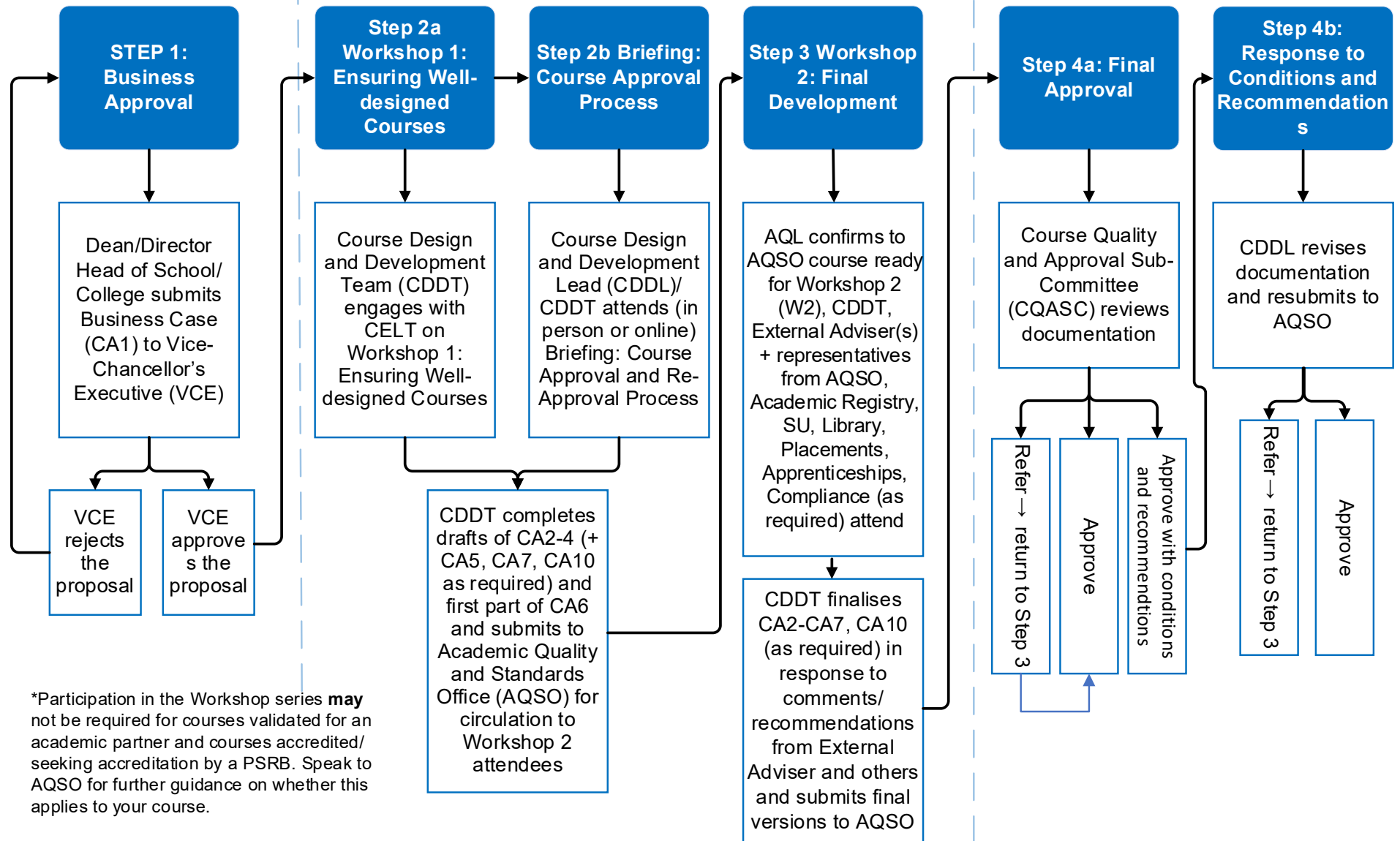**2024-25**

STAGE 1 – Business Approval

STAGE 2 – Course Design, Development and Approval Process*- Workshop series

STAGE 3 – Final Approval

STEP 1: Business Approval

Dean/Director Head of School/ College submits Business Case (CA1) to Vice-Chancellor's Executive (VCE)

VCE rejects the proposal

VCE approves the proposal

Step 2a Workshop 1: Ensuring Well-designed Courses

Course Design and Development Team (CDDT) engages with CELT on Workshop 1: Ensuring Well-designed Courses

CDDT completes drafts of CA2-4 (+ CA5, CA7, CA10 as required) and first part of CA6 and submits to Academic Quality and Standards Office (AQSO) for circulation to Workshop 2 attendees

Step 2b Briefing: Course Approval Process

Course Design and Development Lead (CDDL)/ CDDT attends (in person or online) Briefing: Course Approval and Re-Approval Process

Step 3 Workshop 2: Final Development

AQL confirms to AQSO course ready for Workshop 2 (W2), CDDT, External Adviser(s) + representatives from AQSO, Academic Registry, SU, Library, Placements, Apprenticeships, Compliance (as required) attend

CDDT finalises CA2-CA7, CA10 (as required) in response to comments/ recommendations from External Adviser and others and submits final versions to AQSO

Step 4a: Final Approval

Course Quality and Approval Sub-Committee (CQASC) reviews documentation

Refer→ return to Step 3

Approve

Approve with conditions and recommendtions

Step 4b: Response to Conditions and Recommendations

CDDL revises documentation and resubmits to AQSO

Refer→ return to Step 3

Approve

*Participation in the Workshop series **may** not be required for courses validated for an academic partner and courses accredited/ seeking accreditation by a PSRB. Speak to AQSO for further guidance on whether this applies to your course.

1 INTRODUCTION

1.1 Purpose and Aims

1.1.1 This section describes:

    (a) How the University supports the design and development of a new course or module;

    (b) How a new course or module is approved for delivery by the University;

    (c) How the University supports the re-approval of an existing course.

1.1.2 The aim of the course development and approval process is to ensure that the University meets the obligations and expectations of staff, students and regulators by:

    (a) Using internal and external expertise to stimulate engagement which enhances the quality and sustainability of the University's courses and modules (e.g., Wellbeing Teams, Centre for the Enhancement of Learning and Teaching (CELT), External Subject Expertise, and engagement with PSRBs).

    (b) Engaging students – individually and collectively – to encourage robust dialogue between expert peers, students, and wider stakeholders on improving the educational experience within the University and its partners.

    (c) Focusing on limiting "process for process's sake" and ensuring clear value and impact of each stage in the process of course and module approval.

    (d) Responding to the individual circumstances of each course approval to ensure that all quality requirements are proportionate to the assessed risk being managed.

1.2 Regulatory Framework

1.2.1 To meet its responsibilities, UWL's Quality and Standards Framework must comply with the OfS Conditions B of registration, irrespective of where or how courses are delivered (including through an Academic Partnership). The University also seeks to meet the Sector-Agreed Principles and Key Practices of the Quality Assurance Agency (QAA) Quality Code for Higher Education. This is detailed further in the Academic Quality and Standards Handbook Section 1 (Quality and Standards Framework).

1.3 Interpretation

1.3.1 This document refers to named positions (e.g., Academic Quality Lead, Deans or Directors or Heads of School or College) in order to detail required activities or authorisations.

1.3.2   Where a department does not have the identified position, an alternative must be identified, with comparable seniority and remit, such that all required activities or authorisations are undertaken.

1.4   Responsibilities

1.4.1   Academic Board has the responsibility and authority to set, maintain and assure academic standards.

1.4.2   Course Quality and Approval Sub-Committee (CQASC) is a sub-committee of Academic Quality and Standards Committee (AQSC) and has the responsibility for the assurance of high-quality course design including ensuring that all courses have professional relevance and meet the requirements of the relevant national qualifications framework. CQASC has delegated responsibility for the approval and re-approval of courses and modules of the University and must provide regular reports to AQSC on all approval and re-approval activity.

1.4.3   The Academic Quality and Standards Office (AQSO) is responsible for organising and managing the approval and re-approval process for both courses and modules.

1.4.4   The Academic Quality Lead in each School or College is responsible for ensuring that colleagues observe the procedures and requirements, acting as a key point of contact.

1.4.5   The CELT is responsible for supporting Course Leaders/Course Design and Development Leads to understand what represents a well-designed course with a high-quality experience for all students and enabling students' achievements to be reliably assessed.

1.4.6   A Course Leader or the Course Design and Development Lead – identified for each course by the relevant School or College – is responsible for ensuring that any proposal for the approval of a new course or re-approval of an existing course represents a well-designed course. They are also responsible for giving assurance that the course has been developed or re-developed through engagement with stakeholders including students, potential employers and External Advisers. The Course Leader/Course Design and Development Lead must keep the Academic Quality Lead informed of progress with the course approval or re-approval process.

1.4.7   External Advisers must be engaged in the course approval and re-approval process to provide assurance on the quality of the course design or redesign.

1.4.8   For courses accredited or seeking accreditation by a Professional, Statutory and Regulatory Body (PSRB) or courses being approved or re-approved for Academic Partners, a Course Approval or Re-Approval Panel should be arranged (see section 6 below for further details) and Chaired by the Director of Academic Quality and Standards or their nominee. The outcome of the Course Approval or Re-Approval Panel should be included in a regular CQASC report to AQSC.

1.5 Further Guidance

1.5.1 For further guidance colleagues should make early contact with the AQSO (e.g. enquiries regarding non-standard courses) at [quality@uwl.ac.uk.](mailto:quality@uwl.ac.uk) or on 020 8231 2613.

1.5.2 Where a proposal involves an academic partnership, the School or College concerned should ensure they contact both the AQSO, and the Global Partnerships Office (GPO) at UWL.GPO@uwl.ac.uk or on 020 8231 2553 at the earliest opportunity.

2 OVERVIEW AND REQUIREMENTS

2.1 Stages of process

2.1.1 The Course Design, Development and Approval Workshop Series should comprise three stages: Business Approval (Stage 1), Course Design and Development (Stage 2), and Final Approval (Stage 3).

2.1.2 Stage 1 is normally required for new courses only; Stages 2 and 3 are required for both new courses and courses being re-approved.

2.1.3 Exceptions to the Course Design, Development and Approval Workshop Series will be considered for some courses, normally those which are accredited or seeking accreditation by a PSRB or for courses being approved or re-approved for Academic Partners. See section 6 below for further details.

2.1.4 Forms:

CA1 Business Case (Business Approval) including operational endorsement and VCE endorsement

CA2/CA2A Course Design and Development Report (CDDR) (CA2A to be used for courses designed and developed by an Academic Partner)

CA2 Course Specification

CA3 Module Specification

CA4 Mapping Document (for apprenticeships or courses with PSRB accreditation)

CA5 External Adviser Report

CA6 Employer Report (optional for all courses; required for Apprenticeship courses)

CA7 Course Approval, Re-Approval and Major (2) Amendment Outcomes and Record of Event

CA8 Short Course Non-Credit Bearing Proposal

CA9   Academic Calendar (for courses with a non-standard delivery which do not follow the Academic Calendar to document the course delivery pattern, including the course and module start and end dates and assessment dates).

-          Staffing Grid (to include staff names, role, contract type, specialist areas, highest qualification and the module(s) to be allocated to) (for courses to be delivered by an Academic Partner)

-          Placement/Internship/Work Experience/Work-Based Learning Checklist

Note: The Placement/Internship/Work Experience/Work-Based Learning Checklist **must** be completed for courses with a Placement/Internship/Work Experience/Work-Based Learning module. The Checklist is not required to be completed for:

- practice placements linked to courses within the College of Nursing, Midwifery and Healthcare

- non-credit bearing/internal work experience modules

- Academic Partner courses.

The same checklist is used for Course Approval, Re-Approval and Course Amendments.

2.1.5   **Stage 1: Business Approval**

- **Step 1** – see Section 3 below for more information

  Responsibility: Dean / Director / Head of School or College

  Action: Submits fully completed Business Case (**CA1**) to Vice-Chancellor's Executive (VCE)

  Authorising Body: Vice-Chancellor's Executive (VCE)

  Decision: Reject or Approve Business Case (**CA1**), if approved proceed to Step 2a

2.1.6   **Stage 2: Course Design and Development**

- **Step 2a** (in parallel with Step 2b) – see Section 4 below for more information.

  Responsibility: Course Design and Development Lead (CDDL)

  Action: Course Design and Development Team (CDDT attend mandatory **Workshop 1: Ensuring Well-designed Courses** led by CELT (this may consist of a single workshop or a series of interactions). CELT Academic Developer informs the Academic Quality Lead (AQL) and AQSO that Workshop 1 has taken place.

Authorising Body: AQL

Decision: Proceed to Workshop 2

- **Step 2b** (in parallel with Step 2a) – see Section 4 below for more information.

  Responsibility: CDDL

  Action: CDDL/CDDT attends **Briefing: Course Approval and Re-Approval Process** by AQSO (in person or online).

  Authorising Body: AQL

  Decision: Proceed to Workshop 2

- **Step 3** – see Section 4 below for more information.

  Responsibility: AQL in liaison with AQSO

  Action: Arrangements for **Workshop 2: Final Development** led by AQSO in liaison with AQL. CDDL, CDDT, Academic Partnership Link Tutor (APLT) (where required), External Adviser(s) and representatives from AQSO, Academic Registry, CELT, Students' Union, Compliance, Placement and Employment Services, Library Services, Global Partnerships Office (GPO) (where required) and Degree Apprenticeships Office (where required) attend. Finalise **CA2 – CA7, CA10** (as required) in response to comments/ recommendations from External Adviser(s) and others and submits to AQSO.

  Authorising Body: Dean or Director or Head of School or College

  Decision: School or College endorsement – Proceed to Step 3a

2.1.7 **Stage 3: Final Approval**

- **Step 4a** – see Section 5 below for more information

  Responsibility: AQSO

  Action: Final Approval: 3 members of CQASC and Students' Union Representative review documentation (1 member is Lead Reader)

  Authorising Body: CQASC

  Decision Approve, Approve with conditions and/or recommendations, Refer, or Reject

- **Step 4b** – see Section 5 see below for more information

  Responsibility: Dean / Director / Head of School / College

  Action: Response to Conditions and Recommendations: CDDL revises documentation and resubmits to AQSO

Authorising Body: External Adviser(s) (where appropriate) and Chair of original CQASC meeting

Decision Approve or Refer

2.2   Criteria for a well-designed course

2.2.1   In approving a course, the authorising body and individuals responsible should certify that the approved qualification and curriculum clearly articulates:

(a)   Outcomes – for each enrollable and exit qualification – which meet the threshold standards set by the Framework for Higher Education Qualifications, Benchmarking Statement(s), Characteristics Statements, PSRB and Apprenticeship standards (as appropriate).

(b)   How the course enables students to achieve standards beyond the threshold level in line with similar qualifications (for example, grading guidelines).

(c)   How the course enables students to achieve the UWL graduate attributes and aligns with the University strategies and mission.

(d)   Criteria for admission that enables a reliable and fair opportunity for all students – regardless of background – to achieve the outcomes of the course within the study hours and mode of study of the course.

(e)   How the content and pedagogic approaches used promote inclusivity, diversity and equality.

(f)   How the outcomes of the course – both at threshold standard and above – will be reliably assessed and student achievements recognised.

(g)   The qualifications and skills – subject specific, professional, and pedagogic – needed by the course team to deliver a high-quality experience.

(h)   The facilities, learning resources and student support services needed by the course team to deliver a high-quality experience.

(i)   How internal and external stakeholders (current staff, students, alumni, employers, and where appropriate PSRBs) have been engaged in the development and design of the course including in the setting of standards.

(j)   The research and scholarship environment that the course will be based in, and how this contributes to the stretch and rigour provided by the course.

(k)   How the course supports all students – regardless of background and study choice – to achieve the outcomes both at threshold standard and above

(l)   How the course addresses the UN Sustainable Development Goals

(m)   In approving a course, the authorising body and individuals responsible should also confirm that the process involved an External Adviser(s) who

reported agreement on course design quality through the approval and re-approval processes.

2.2.2 The above should be cross-referenced with the Academic Quality and Standards Handbook Section 2 (Qualifications and Curriculum Framework) and Section 5 (Assessment and Feedback).

2.3 Course Documentation: Course Specifications and Module Specifications

2.3.1 Each course and module must be documented by a complete Course or Module Specification.

2.3.2 These documents:

   (a) Form the basis of the legal contract between the University and its students.

   (b) Provide academic and professional colleagues with module details required for teaching the course.

   (c) Provide the basis for fit for purpose, accessible and trustworthy marketing materials.

2.3.3 Information provided to future and current students must adhere to the Competition and Markets Authority (CMA) 'Higher Education: consumer law advice for providers' to ensure that:

   (a) The University provides students with accurate information about our courses or modules and any associated costs at each stage of our dealings with them. This includes when they are researching the course prior to application, at the offer stage, and when they enrol and re-enrol with the University

   (b) The University ensures that course and module information remain accurate and up to date and that once a student has applied for a place any changes to course or module information normally has the consent of all students affected; and

   (c) The University specifically flags to offer holders and current students any terms and conditions that are particularly noteworthy or otherwise important.

2.3.4 Therefore, all staff involved in course or module development, or re-development must use the latest course and module specification templates as older templates may not include all relevant information. **Check with AQSO, who hold the latest templates and the current course and module specifications, for confirmation that the latest templates are being used.**

2.4 Cross School or College courses or Academic Partnership courses

2.4.1 Some courses may be jointly developed and delivered by two or more Schools and Colleges e.g. combined, major/minor and joint honours courses or by an Academic Partner.

2.4.2 To avoid confusion and undue effort, milestones in the approval process should not be duplicated (e.g. submission of documents to the AQSO, engagement with an External Adviser etc.

2.4.3 The lead School or College representative, as designated on the Business Case (CA1), should direct activities. Nonetheless, at key stages all Schools or Colleges involved must confirm all decisions by providing signatures as directed on the form.

2.4.4 Where an existing course undergoing the re-approval process is subcontracted to an academic partner, the Course Design and Development Team must consult with the academic partner and the GPO about the proposal to ensure that the academic partner has the necessary resources and expertise to deliver the redeveloped course.

2.5 Variants (pathways) on Existing Courses

2.5.1 Variants (pathways) provide a mechanism for expediting the creation of new courses where much of the content has been scrutinised as part of an earlier approval process. Variants (pathways), and the parent course on which they are based, should normally share a single Course Specification.

2.5.2 The addition of variants (pathways) are treated as major amendments to an existing course (eg, mode of study or with placement), with the requirements for approval stipulated in the Academic Quality and Standards Handbook Section 4 (Course Amendments).

2.5.3 Other proposals may also be considered variants (pathways). If you are unsure staff should contact the AQSO at the earliest opportunity, for guidance on the appropriate procedures.

2.6 Timescales

2.6.1 In most instances, maximal exposure of the course on UCAS and in University publicity materials will be important for recruitment.

2.6.2 To facilitate this, the course approval and re-approval processes should normally be completed nine months prior to commencement of the course.

2.6.3 Approval of the Business Case must be achieved before Step 3 of the Course Design, Development and Approval Workshop Series: Workshop 2: Final Development. Therefore, although Business Cases may be submitted for approval at any point in the year, the optimal time for Business Approval is at least nine months prior to the projected commencement of the course.

2.6.4 It should be noted that in order to obtain all of the information required, work on some aspects of the Business Approval stage should begin well in advance of this suggested timeline.

2.6.5 Step 2a and 2b may be started prior to the Business Case approval and Schools and Colleges should start engaging with the CELT on Workshop 1: Ensuring Well-designed Courses as soon as possible to ensure early input prior to significant development work being undertaken.

2.6.6   In appropriate circumstances the process of approving a new course can be completed more quickly. For instance, where a course has identified a ready-made market (e.g. National Health Service professionals), or inclusion in the University Prospectus and/or UCAS listings may not be critical to successful recruitment.

2.6.7   Where Schools and Colleges are handling a course of this nature they should seek guidance from the AQSO at the earliest opportunity. In addition, they should use the Business Case (Form CA1) to articulate what alternative means will be used to ensure successful recruitment.

2.7   Academic Calendar

2.7.1   Where a course going through the approval or re-approval process has a non-standard delivery pattern, the Academic Calendar template (Form CA10) must be completed in order to document the course delivery pattern, including the course and module start and end dates and assessment dates.

2.8   Overview of the course approval process

2.8.1   Course Approval ensures:

(a)   The course is congruent with the Qualifications and Curriculum Framework described in the Academic Quality and Standards Handbook Section 2 (Quality and Standards Framework).

(b)   The course is congruent with the Assessment and Feedback Framework described in the Academic Quality and Standards Handbook Section 5 (Assessment and Feedback)

(c)   The course is designed in accordance with the academic standards for the designated award(s)

(d)   The course is designed in accordance with the University 's approved principles and regulations, as approved by the Academic Board

(e)   There are (or will be) sufficient appropriately qualified and skilled staff to deliver a high-quality learning experience for all students.

(f)   There are sufficient and appropriate facilities, learning resources, and student support services to deliver a high-quality learning experience for all students.

(g)   Compliance with regulatory or legislative requirements (e.g. UKVI, and consumer protection).

2.8.2   The Business Approval Process, set out in section 3 below, must be completed for all new courses.

2.9   Overview of the course re-approval process

2.9.1   Course re-approval ensures:

(a) The course remains congruent with the Qualifications and Curriculum Framework described in the Academic Quality and Standards Handbook Section 2 (Quality and Standards Framework).

(b) The course remains congruent with the Assessment and Feedback framework described in the Academic Quality and Standards Handbook Section 5 (Assessment and Feedback).

(c) The course is re-designed in accordance with the academic standards for the designated award(s)

(d) The course is re-designed in accordance with the University 's approved principles and regulations, as approved by the Academic Board

(e) Feedback from internal and external stakeholders has been taken into account.

(f) Any identified weaknesses are addressed, and strengths maximised.

(g) Developments in the subject area or in pedagogic approaches and/or technologies are fully taken into account and embedded as appropriate.

(h) There will continue to be sufficient appropriately qualified and skilled staff to deliver a high-quality learning experience for all students.

(i) There will continue to be sufficient and appropriate facilities, learning resources, and student support services to deliver a high-quality learning experience for all students.

(j) There will continue to be compliance with regulatory or legislative requirements (e.g. UKVI and consumer protection).

2.9.2 Course re-approval is normally triggered by one or more of the following:

(a) Identification of a need to address changes in the subject area

(b) Identification of a need to address changes in pedagogic approaches and/or technologies

(c) Identification of opportunities to bring existing provision in line with the School, College or University's wider portfolio planning

(d) Proposed major amendments which are considered to be best dealt with through the re-approval process, through liaison between the School or College and the AQSO

(e) Changes to the PSRB standards and/or regulations

(f) Identification of concerns over the performance of a course through the Education Review process.

2.9.3   During the course re-approval process, and in particular when completing the Course Design and Development Report (Form CA2), Schools and Colleges must confirm the following:

(a)   arrangements for transferring all new and existing students by Level onto the re-approved version of the course including those resitting and/or retaking a module on the current version of the course

(b)   when direct entry to different levels of the re-approved version of the course will be available

(c)   when the re-approved version of the course will be available for Academic Partners who deliver the current version.

2.9.4   Where a course has not been through re-approval in 7 years, the School or College Quality Committee will discuss formally whether the course should be re-approved and produce a proposal to be submitted to Education Review. Education Review will make the final decision as to whether the course should undergo re-approval (even if none of the criteria set out in 2.9.2 above have been triggered).

2.9.5   Following a decision to re-approve a course, the School or College must inform:

(a)   AQSO

(b)   Strategic Planning

(c)   Marketing, Recruitment and Admissions

(d)   Academic Registry

(e)   Data Team

(f)   GPO (where applicable)

2.9.6   The intended structure for the re-approved course in general content terms can be marketed on the University's website, in its prospectus, set up in the student record system, and students offered places on the course. These must all carry a clear message that the course is subject to re-approval.

2.9.7   The re-approval process is largely the same as the approval process in terms of Stages 2 and 3. Where specific elements within Stages 2 and 3 are different for courses going through re-approval, this will be made clear in the Briefing: Course Approval and Re-Approval Process and in specific documentation. Courses being re-approved do not go through the Business Approval Process set out in section 3 below.

3   STAGE 1: BUSINESS APPROVAL

3.1   Overview

3.1.1   Business Approval ensures:

(a) The strategic and business fit of the new course within the School or College and institutional portfolio.

(b) All relevant prior information on PSRB, or other external requirements are known prior to the commencement of the course design and development.

(c) Clarity of information needed to market and admit students to the course (subject to Course Approval); and

(d) Ensure compliance with regulatory, or legislative requirements (e.g. UKVI and consumer protection).

3.1.2 Business Approval consists of three stages:

(a) Completion of the Business Case (Form CA1)

(b) Endorsement by internal stakeholders (professional services)

(c) Approval by the Vice-Chancellor's Executive.

3.1.3 Following a successful Business Approval:

(a) The course, in line with the intended structure in general content terms, as outlined in the Business Case (Form CA1), can be marketed on the University's website, in its prospectus, set up on the student record system, and students offered places on the course. These must all carry a clear message that the course is subject to approval.

(b) The School or College can commit the allocated staff and financial resources in order to undertake the full course development and approval process

(c) The School or College nominates (to be approved by the AQSO) an External Adviser to support the course approval process; and

(d) Where necessary, the School or College, in consultation with the AQSO, approaches the relevant PSRB to discuss arrangements for an accreditation event to be undertaken.

3.1.4 Academic Partner institutions may proceed similarly, although any publicity materials must be approved by the supporting School or College prior to advertisement and/or recruitment.

3.1.5 Completion of Business Approval signifies that the University is committed to offering the course from the date indicated.

3.2 Completion of Business Approval

3.2.1 An academic staff member who wishes to propose the development of a new course must complete the Business Case (Form CA1) accessible on the AQSO SharePoint site. Business Approval for courses to be delivered by Academic Partnerships is as outlined in the Global Partnerships Operations Manual available from the GPO.

3.2.2   In completing the Business Case, the staff member will need to:

(a)   Consult the Academic Quality and Standards Handbook Section 2 (Qualifications and Curriculum Framework) and the Academic Regulations to check whether the proposed award is listed, and the qualification will meet all necessary external statutory and regulatory requirements.

Note: Where the Course Team is seeking to introduce a new award, they must contact the AQSO and Academic Registry for advice on the proposal. Confirmation of these discussions should be included in the Business Case. Academic Board (via the Academic Regulations Review Committee and the Academic Quality and Standards Committee) must approve any new award title before the proposed course can be delivered.

(b)   Provide an intended structure for the course in general content terms. The proposal may include reference to specific existing modules where these are currently being delivered on previously approved courses, however any new modules should be referenced using content only to ensure that any marketing of the course is prepared in general terms.

(c)   Investigate and understand the requirements of any required PSRB accreditation, or where external accreditations and/or endorsements are an option a clear understanding of the timelines, costs, and benefits of any proposed accreditation/endorsement.

(d)   Provide an overview of the course and its component modules.

3.2.3   The Course Leader or Course Design and Development Lead for the course should conduct discussions with:

(a)   Strategic Planning and Marketing to establish the target market, and demand for the course

(b)   Finance to establish the financial costing for the course, and in particular the appropriate level of any non-standard fees

(c)   Academic Registry to establish the regulatory requirements for the course, and in particular the need for any non-standard regulations

(d)   Placements and Employment Services to establish requirements for any course with a Placement/Internship/Work Experience/Work-based learning module

(e)   Compliance regarding proposals for courses which will recruit international students.

3.2.4   Where relevant, Schools and Colleges should also consult the GPO and the Admissions Office, regarding proposals either for direct international recruitment or for delivery in UK-based or transnational Academic Partnerships.

3.2.5   To assist Schools and Colleges in performing market research, the Strategic Planning and Marketing teams have prepared advisory resources.

3.2.6   The completed Business Case (Form CA1) should be approved and signed by the Dean or Director or Head of School or College, and Chair of the School or College's Executive. The timing and method for this approval of the proposal is managed by the Schools or Colleges who may take individual approaches to this approval process subject to local and disciplinary needs.

3.2.7   Where the proposal is to be jointly delivered by two or more Schools or Colleges, the respective figure in each School or College should approve and sign the Business Case.

3.3   Endorsement by Internal Stakeholders

3.3.1   Once the Business Case is approved and signed by the Dean or Director or Head of School or College it should be circulated by the School or College to all required Heads of Professional Services for comment and endorsement.

3.3.2   In signing the form, Heads of Professional Services confirm that the proposal has been discussed and endorsed by them. In doing this, they agree that:

(a)   The proposal is consistent with professional service business plans

(b)   The proposal states all necessary impacts on their professional service areas

(c)   There are sufficient resources available within their services to deliver a high-quality experience for students on the proposed course

(d)   That in their professional service area there are no unstated risks to the recruitment to or delivery of a high-quality experience (for example, an area of study which is known to attract students with high demand for well-being services, or that the title of the course is less attractive than alternatives in the market).

3.4   Approval by the Vice-Chancellor's Executive

3.4.1   The fully endorsed Business Case (Form CA1) should be submitted for approval by the Vice-Chancellor's Executive. In signing the form, the Vice-Chancellor's Executive confirms that the proposal has been discussed and approved at executive level within the University.

3.4.2   Where submissions have incomplete information or missing signatures, they will be returned to the lead School or College for completion, prior to further processing.

3.4.3   The approval confirms that the following points have been discussed and confirmed at both Executive and Operational level:

(a)   The proposal is consistent with University and School or College business plans

(b)   The fee level is appropriate, and there is strong and sustainable demand for the proposal

(c)   There are adequate resources, which can and will be used to deliver the proposal to acceptable standards

(d)   The proposal compares favourably with competing offerings (including those within the University)

(e)   The proposal is consistent with supporting the research activity within the School or College.

3.4.4   The signed Business Case (Form CA1) must be sent to the AQSO.

3.4.5   The Academic Quality Lead must be informed of the Business Case approval by the School or College Proposer in order to have oversight of the approval activity.

3.4.6   Where the proposal involves Academic Partnership, the Academic Partner will follow the Business Approval process as outlined in the Global Partnerships Operations Manual.

3.5   Actions following Business Approval

3.5.1   Once the AQSO receives the approved Business Case (Form CA1) they will inform:

(a)   Strategic Planning

(b)   Marketing, Recruitment and Admissions

(c)   Academic Registry

(d)   Data Team

3.5.2   They will also provide a briefing to the Course Design and Development Team on the Course Approval and Re-Approval Process, either in person or online.

3.5.3   Once complete, Business Approval is valid for 12 months. During this time, the full Approval Process should be completed. After 12 months, fresh Business Approval may be requested, in recognition that the prevailing market and resources could have changed.

3.5.4   Between Business Approval and Final Approval, Schools and Colleges should avoid:

(a)   Altering the name of the course as this could negatively affect recruitment and impact student information provision

(b)   Amending the Business Case (Form CA1). If the lead School or College becomes aware that corrections are needed, a new version should not be created. Rather, a summary of the amendments should be sent to the AQSO, along with documentary evidence (e.g. an email) showing the approval of the Chair of the School or College's Executive (or its nominated body).

Note: If these are deemed to constitute a fundamental departure the AQSO may request that a new Business Case (Form CA1) be prepared, and in some cases that the document is resubmitted for Business Approval.

3.5.5   Until Course Approval is complete, applicants must not enrol on the Course and must not attend scheduled sessions or any placement.

3.5.6   On occasion, Schools and Colleges may need to change the title or status (interruption/withdrawal) of a Course that has been granted Business Approval, but which is yet to receive Course Approval, or has not welcomed a first cohort of participants. In these instances, Schools and Colleges should follow the standard procedures laid down in the Academic Quality and Standards Handbook Section 8 (Course Suspension and Closure). Failure to do so could mean that the course continues to be advertised and to accept applications on an inaccurate basis.

4 STAGE 2: COURSE DESIGN, DEVELOPMENT AND APPROVAL WORKSHOP SERIES

4.1 Overview

#	Workshops/Briefings	Responsibility
1	Workshop 1: Ensuring Well-designed Courses	CELT
2	Briefing: Course Approval and Re-Approval Process	AQSO
3	Workshop 2: Final Development	Academic Quality Lead with AQSO

4.1.1   To begin, the Course Leader must draw together the Course Design and Development Team. At a minimum, this team will include:

(a)   The Course Leader

(b)   1 or more External Adviser(s) (normally involved in the last stages and final approval but may be brought in earlier in the process. Recommendations for the appointment of an External Adviser must be sent to AQSO in the form of their curriculum vitae. Where an External Adviser is found retrospectively not to comply with the criteria for appointment the AQSO reserves the right to request fresh review of the course proposal by an alternative individual. The full guidance for appointing an External Adviser can be found in section 8 below.

(c)   Employer representation

(d)   A Lead Student Representative (can be a current student or an alumni)

(e)   At least two other members of School or College academic staff, at least one of whom must hold appropriate course design experience.

4.1.2   The Course Design and Development Team will undertake an iterative design process, in consultation with relevant groups and individuals. Through consultation, the Course Design and Development Team is required to develop and complete:

(a)   Course Design and Development Report (Form CA2)

(b)   Course Specification (Form CA3)

(c)   Module Specifications (all levels) (Form CA4)

(d)   Course Mapping (Form CA5) (for apprenticeships or courses with PSRB accreditation)

(e)   Academic Calendar (Form CA10) (for courses with a non-standard delivery which do not follow the Academic Calendar to document the course delivery

pattern, including the course and module start and end dates and assessment dates).

    (f)   Placement/Internship/Work Experience/Work-Based Learning Checklist (where applicable). Note: Not applicable for practice placements linked to courses within the College of Nursing, Midwifery and Healthcare (CNMH)/ non-credit bearing/ internal work experience modules/ Academic Partner courses.

4.1.3   The iterative process of course design and development must be supported by engagement with the Course Design and Development Workshops and Briefing offered by the AQSO and the CELT.

4.1.4   The Course Design, Development and Approval Workshop Series serves two major purposes:

    (a)   An opportunity for academic peers to engage in discussion, to test the design and pedagogy of the course, identify good practice and make recommendations for improvement

    (b)   A check on the sufficiency and academic appropriateness of documentation and resources, including appropriate use of technology to enhance learning.

4.2   Workshop 1: Ensuring Well-designed Courses

4.2.1   The CELT will run a workshop with the Course Design and Development Team. Attendance at Workshop 1 is a mandatory part of the process.

4.2.2   This will focus on elements of design such as learning outcome alignment with the national frameworks and sector-recognised standards, assessment task design, providing a high-quality student experience and embedding inclusivity. This workshop may be a one-off or a series of interactions between the CELT and the Course Design and Development Team. The Course Design and Development Team must take responsibility for developing or redeveloping the content of the course and the learning, teaching and assessment strategies. While the CELT can provide guidance and support, they will not be directly involved in the design of the course.

4.3   Briefing

4.3.1   The AQSO will provide a briefing (online or in person) on Step 2: Briefing: Course Approval and Re-Approval Process which will explain the documentation required and the process to be undertaken.

4.4   Subcontracted courses

4.4.1   Where an existing course undergoing the re-approval process is subcontracted to an Academic Partner, the Course Design and Development Team must consult with the Academic Partner and the GPO about the proposal to ensure that the Academic Partner has the necessary resources and expertise to deliver the redeveloped course. Evidence of engagement with the Academic Partner and the GPO must be

provided when completing the Course Design and Development Report (Form CA2).

4.5 Academic Quality Lead

4.5.1 The Course Leader must keep the Academic Quality Lead informed of progress with the course development or redevelopment process. The Course Leader will inform the Academic Quality Lead when the course has reached the stage when it could be submitted to Workshop 2: Final Development. The Academic Quality Lead must confirm they are satisfied the course is ready for consideration at Workshop 2 before it can be arranged.

4.6 Workshop 2: Final Development

4.6.1 This Workshop will be arranged in liaison between the Academic Quality Lead and the AQSO. The AQSO will make the practical arrangements for the workshop.

4.6.2 Workshop 2: Final Development focuses on finalising of documentation, responding to the External Adviser review, and embedding good practice from across the University.

4.6.3 Before Workshop 2, the first good draft of the course and module specifications must be circulated to all attendees including the External Adviser(s) and the CELT School or College Academic Developer by AQSO. The CELT School or College Academic Developer will review the draft course and module specifications and send a track-changed version to the Course Design and Development Lead (with a copy to the Academic Quality Lead and the AQSO) with detailed comments on whether the course and module learning outcomes align with the levels set out in the FHEQ (Framework for Higher Education Qualifications) and on the learning teaching and assessment strategy for discussion at the Workshop 2 event.

4.6.4 Workshop 2: Final Development must normally be attended by the External Adviser(s), either in person or online. In exceptional circumstances, where the External Adviser is unable to attend, if they have submitted their External Adviser Report (Form CA6), the workshop can be conducted without them.

4.6.5 A Students' Union representative must always be invited to attend Workshop 2 or to provide written comments if they are unable to attend.

4.6.6 Workshop 2 attendees will normally comprise:

(a) Senior academic member of School or College (to act as Chair)

(b) Course Design and Development Team

(c) CELT School or College Academic Developer

(d) Academic Partnership Link Tutor (where the course involves an Academic Partnership)

(e) One or more External Adviser(s)

(f)   Students' Union representative (representing the overarching student experience)

(g)   Assistant Registrar

(h)   AQSO representative

(i)   GPO representative (where the course involves an Academic Partnership)

(j)   Degree Apprenticeships representative (where an apprenticeship is part of the approval or re-approval)

(k)   Placement and Employment Services representative (if the course has a placement/internship/work experience/work-based learning module)

(l)   Library Services representative

(m)   Compliance representative

(n)   Note taker (from School or College).

4.6.7   A single Course Design and Development Team may design and develop multiple courses at once, and the collaboration of small course development teams either within the School or College or across the University is encouraged to provide greater input into course design.

4.6.8   Where a Course Design and Development Team is developing multiple courses, which include substantially different discipline areas or specialist content areas, the AQSO and the Course Design and Development Team will agree if it is necessary to include more than one External Adviser to ensure that standards are appropriately set.

4.6.9   The External Adviser(s) must complete the appropriate External Adviser Report (Form CA6) to appraise the proposed course; this normally will be completed prior to Workshop 2. On receiving the External Adviser report(s), the Course Leader or Course Design and Development Lead must respond to the External Adviser's final comments, and seek their final course and module approval.

4.6.10   Where there are grounds for not adopting particular recommendations from the External Adviser(s), the Course Design and Development Lead must take this opportunity to articulate them within the External Adviser Report (Form CA6), and CQASC will make the final judgment on the appropriateness of the response through conditions or recommendations.

4.6.11   The AQSO will conduct payments to External Advisers as set out in section 8 below.

4.6.12   Where revisions have been made to the course following the final course and module approval by the External Adviser and the completion of the Workshop 2 process, the External Adviser must be further consulted and their comments clearly documented on their External Adviser Report (CA6) and the Course Design and Development Report (CA2).

4.7 Workshop 2 Guidance for Discussion

4.7.1 External Adviser's Interim Report (Form CA6)

4.7.2 Rationale and Content

(a) New course approval: the rationale for the course is strong, clear and evidence-based and, where this information is available, consistent with the original proposal for which Business Approval (Business Case) was granted

(b) Existing course re-approval: have there been any significant changes in the market? How might these impact on the course? What other internal or external factors are driving any changes to the course and how are these being addressed?

(c) Content: Will what the students learn be appropriate and in line with the course title, aims and learning outcomes?

4.7.3 Admission and Entry Requirements

(a) Does the criteria for admission enable a reliable and fair opportunity for all students – regardless of background – to achieve the outcomes of the course within the study hours and mode of study of the course.

(b) Is it clear whether students will be permitted to use the RPL (Recognition of Prior Learning) process to enter with advanced standing and how this will operate?

4.7.4 Standards, Level and Structure

(a) The Course and Module Specifications are clear and articulate the strengths of the course.

(b) The learning outcomes are appropriate to the level of the course (as specified in the Framework for Higher Education Qualifications) and map onto any relevant external reference points (e.g. Quality Assurance Agency Benchmarking Statement(s); criteria from PSRBs, Apprenticeship Standards)

(c) The course provides progression across stages in terms of intellectual rigour and challenge, and acquisition of skills and knowledge

(d) The course enables students to achieve the UWL graduate attributes and aligns with the University's strategies and mission.

4.7.5 Learning, Teaching and Assessment

(a) The learning, teaching and assessment activities are effective, research-informed, and sustainable given available resources

(b) The assessment activities can reliably measure the achievement of the learning outcomes

(c)   The assessment loading across the course, and individual modules within it, is appropriate

(d)   The course, and individual modules within it, are not under or over-assessed

(e)   The assessment arrangements and curriculum reflect relevant prevailing occupational/professional requirements

(f)   Course documentation articulates the research and scholarship environment that the course will be based in, and how this contributes to the stretch and rigour provided by the course

(g)   The course is fully in accordance with the University's Learning, Teaching and Assessment Strategy

(h)   Course content and delivery is aligned with current industry and professional practice and values

(i)   The course supports all students – regardless of background and study choice – to achieve the outcomes both at threshold level and above.

4.7.6   Student Support and Resources

(a)   The arrangements for student support, learning resources, IT provision, and specialist resources are satisfactory

(b)   Consultation with the Placement and Employment Services (for courses with a placement/internship/work experience/work-based learning module). Note: Not applicable for practice placements linked to courses within CNMH/non-credit bearing/internal work experience modules/Academic Partner courses

(c)   Review of the Placement/internship Checklist and the response and feedback received from the Placement and Employment Services.

4.7.7   Academic Calendar

(a)   For courses with a non-standard delivery which do not allow the Academic Calendar. To document the course delivery pattern, including the course and module start and end dates and assessment dates.

4.7.8   University Academic Regulations

(a)   The course meets UWL academic regulations, or it is clear what special regulations are being proposed.

5   STAGE 3: FINAL APPROVAL BY CQASC

5.1   Course Quality Approval Sub-Committee (CQASC)

5.1.1   CQASC is a sub-committee of the Academic Quality and Standards Committee (AQSC) and is charged by the Academic Board with ensuring that UWL has 'well-

designed courses that offer a high-quality learning experience, and where student achievement can be reliably assessed'.

5.1.2 CQASC meetings (which may be conducted online, in person or via email correspondence) will be organised by the AQSO.

5.1.3 CQASC Members:

Members of the sub-committee should normally include three of the following:

(a) Director of Academic Quality and Standards (or nominee) (to act as Chair)

(b) Deans or Directors or Heads of School or College

(c) Academic Quality Leads

(d) Deputy Head of the GPO (Quality and Compliance) (or nominee) (if course involves Academic Partnership)

(e) Director of Apprenticeships (if apprenticeship is part of approval or re-approval)

(f) Other members of staff with expertise in course design who will normally be Fellows or Senior Fellows of Advance HE.

(g) In addition to the three sub-committee members:

- a representative of the Students' Union must always be invited to be a fourth member of any CQASC scrutinising final course approval documents. However, if no SU representative is available, the course scrutiny can go ahead without them.

- an Academic Registry Adviser (normally the School or College Assistant Registrar) to be invited to any CQASC scrutinising final course approval documents. However, if no representative is available, the course scrutiny can go ahead without them.

- an Academic Quality Adviser (normally the Senior Quality Officer: Approval, Accreditation and Amendment) will attend the event.

- CELT School or College Academic Developer to be invited to any CQASC scrutinising final course approval documents. However, if no representative is available, the course scrutiny can go ahead without them.

- A minute taker from the AQSO will attend the event.

5.2   Requirements for progressing to Stage 3: Final Approval

5.2.1   To enable a decision by CQASC, the Course Design and Development Lead must submit the following documentation:

(a)   Business Case (Form CA1) (where applicable)

(b)   Course Design and Development Report (Form CA2)

(c)   Course Specification (Form CA3)

(d)   Module Specifications (Form CA4) (for all new and existing modules).

(e)   Mapping Document (Form CA5) (for Apprenticeships and courses with PSRB accreditation only)

(f)   External Adviser Report (Form CA6). See 5.2.2 below

(g)   Employer Report (Form CA7) (for Apprenticeships but optional for other courses)

(h)   Academic Calendar (Form CA10) (for courses with a non-standard delivery which do not follow the Academic Calendar to document the course delivery pattern, including the course and module start and end dates and assessment dates).

(i)   Placement/Internship/Work Experience /Work-Based Learning Checklist (where applicable). Note: Not applicable for practice placements linked to courses within the College of Nursing, Midwifery and Healthcare (CNMH)/ non-credit bearing/ internal work experience modules/ Academic Partner courses.

5.2.2   In approving the proposal, the External Adviser must confirm that they are satisfied that:

(a)   The Course and Module Specifications are clear and articulate the strengths of the course

(b)   The learning outcomes are appropriate to the level of the course (as specified in the Framework for Higher Education Qualifications) and map onto any relevant external reference points (e.g. Quality Assurance Agency Benchmarking Statements; criteria from PSRBs, Apprenticeship Standards)

(c)   For Apprenticeships: the course meets the 20% off-the-job training requirement and there is good alignment between on-the-job and off-the-job learning

(d)   The course provides progression across stages in terms of intellectual rigour and challenge, and acquisition of skills and knowledge

(e)   The learning, teaching and assessment activities are effective, research-informed, and sustainable given available resources

(f)　The assessment activities can reliably measure the achievement of the course learning outcomes

(g)　The assessment loading across the course, and individual modules within it, is appropriate

(h)　The assessment arrangements and curriculum reflect relevant prevailing occupational/professional requirements

(i)　The arrangements for student support are satisfactory.

5.3　CQASC Process

5.3.1　Normally, AQSO will nominate three members of CQASC to consider the proposed course through a thorough review of all documentation, including the External Adviser Report (Form CA6) and, where required, the Employer Report (Form CA7).

5.3.2　In addition to the three members of CQASC, the following should also be included: Deputy Head of the GPO (Quality and Compliance) where an Academic Partner delivers the course or any part of it and the Director of Apprenticeships where an apprenticeship is part of the approval or re-approval.

5.3.3　The CQASC Members will be provided with a CQASC Review Summary form which can be completed either as an aide memoire to discussion or as the member's response if conducting the meeting via email.

5.3.4　Following their individual review of the course documentation, the three CQASC members will meet to discuss their responses and reach a decision about approval.

5.3.5　The CQASC might simultaneously consider several courses. For each course considered, one of the three CQASC members will act as 'Lead Reader', with responsibility for leading the discussion.

5.3.6　If CQASC has queries they may request that the Course Design and Development Lead attend the meeting to discuss issues arising from the proposal, and/or invite one or more additional members of CQASC to review the documentation.

5.3.7　It is considered good practice for the School or College Academic Quality Lead to observe at the CQASC meeting so as to better understand the outcomes, however, CQASC may determine to make parts of the meeting private.

5.3.8　After considering the proposal CQASC will take one of the following actions:

(a)　Approve without conditions or recommendations

(b)　Approve subject to conditions and/or recommendations

(c)　Refer for resubmission to the Committee at a later date to be agreed by the relevant stakeholders

(d)　Reject the course.

5.3.9 CQASC does not have the authority to approve additional resources for the delivery of the course beyond that already approved in the Business Case (Form CA1).

5.3.10 CQASC members should not create conditions around the accuracy of the documentation; these will be included as editorial amendments on the Course Approval, Re-Approval and Major (2) Amendment Outcomes and Record of Event (Form CA8)

5.3.11 CQASC will be asked to identify Features of Good Practice, as appropriate.

5.3.12 The normal deadline date to be specified by CQASC for meeting any conditions of approval and addressing any editorial amendments will be four weeks from the date the course was considered for approval by CQASC.

5.3.13 A Course Approval, Re-Approval and Major (2) Amendment Outcomes and Record of Event (Form CA8) must be used to record the decision of CQASC and any conditions, recommendations and editorial amendments and will be completed after the event by the AQSO minute taker. The AQSO will send the completed CA8 Form to the Course Design and Development Lead and Team, the Dean or Director or Head of School or College and the Academic Quality Lead.

5.3.14 Depending on the nature of any conditions of approval (i.e. if substantive changes are required to the Course Specification and/or Module Specification(s)), CQASC should determine whether further approval by the External Adviser is necessary.

5.3.15 Once CQASC has granted final approval (following the meeting of any conditions of approval or re-approval), the AQSO will send a formal notification of approval email (which will include the approved and final versions of the course documentation) to the Course Design and Development Lead and Team, Dean or Director or Head of School or College, the Academic Quality Lead and the relevant professional services teams.

5.4   CQASC Supporting Documentation

5.4.1 Prior to the CQASC meeting, members will be sent electronic versions of the following supporting documentation for each course or suite of courses:

(a)   Agenda and Attendee List

(b)   CQASC Member Review Summary form

(c)   Business Case (Form CA1) (where applicable)

(d)   Course Design and Development Report (Form CA2)

(e)   Course Specification (Form CA3)

(f)   Module Specifications (Form CA4) (For all new and existing modules)

(g)   Mapping Document (Form CA5) (For Apprenticeships and courses with PSRB accreditation).

(h)   External Adviser Report (Form CA6)

(i)   Employer's Report (Form CA7) (Optional for all courses; required for Apprenticeship courses)

(j)   Academic Calendar (Form CA10) (for courses with a non-standard delivery which do not follow the Academic Calendar to document the course delivery pattern, including the course and module start and end dates and assessment dates).

(k)   Placement/Internship Checklist (for courses with a placement/internship/work experience/work-based learning module). Note: Not applicable for practice placements linked to courses within the College of Nursing, Midwifery and Healthcare (CNMH)/non-credit bearing/internal work experience modules/ Academic Partner courses.

5.5   CQASC Guidance for Discussion

5.5.1   The Lead Reader leading the discussion should consider the following areas and any other areas relevant to the course:

5.5.2   Rationale and Content

(a)   New course approval: the rationale for the course is strong, clear and evidence-based and, where this information is available, consistent with the original proposal for which Business Approval (Business Case) was granted

(b)   Existing course re-approval: have there been any significant changes in the market? How might these impact on the course? What other internal or external factors are driving any changes to the course and how are these being addressed?

(c)   Content: Will what the students learn be appropriate and in line with the course title, aims and learning outcomes?

5.5.3   Admission and Entry Requirements

(a)   Does the criteria for admission enable a reliable and fair opportunity for all students – regardless of background – to achieve the outcomes of the course within the study hours and mode of study of the course.

(b)   Is it clear whether students will be permitted to use the RPL (Recognition of Prior Learning) process to enter with advanced standing and how this will operate?

5.5.4   Standards, Level and Structure

(a)   The Course and Module Specifications are clear and articulate the strengths of the course.

(b)   The learning outcomes are appropriate to the level of the course (as specified in the Framework for Higher Education Qualifications) and map

onto any relevant external reference points (e.g. Quality Assurance Agency Benchmarking Statement(s); criteria from PSRBs, Apprenticeship Standards)

(c)   The course provides progression across stages in terms of intellectual rigour and challenge, and acquisition of skills and knowledge

(d)   The course enables students to achieve the UWL graduate attributes and aligns with the University's strategies and mission.

5.5.5   Learning, Teaching and Assessment

(a)   The learning, teaching and assessment activities are effective, research-informed, and sustainable given available resources

(b)   The assessment activities can reliably measure the achievement of the learning outcomes

(c)   The assessment loading across the course, and individual modules within it, is appropriate

(d)   The course, and individual modules within it, are not under or over-assessed

(e)   The assessment arrangements and curriculum reflect relevant prevailing occupational/professional requirements

(f)   Course documentation articulates the research and scholarship environment that the course will be based in, and how this contributes to the stretch and rigour provided by the course

(g)   The course is fully in accordance with the University's Learning, Teaching and Assessment Strategy

(h)   Course content and delivery is aligned with current industry and professional practice and values

(i)   The course supports all students – regardless of background and study choice – to achieve the outcomes both at threshold level and above.

5.5.6   Student Support and Resources

(a)   The arrangements for student support, learning resources, IT provision, and specialist resources are satisfactory

(b)   Consultation with the Placement and Employment Services (for courses with a placement/internship/work experience/work-based learning module). Note: Not applicable for practice placements linked to courses within CNMH/non-credit bearing/internal work experience modules/Academic Partner courses

(c)   Review of the Placement/internship Checklist and the response and feedback received from the Placement and Employment Services.

5.5.7   Academic Calendar

(a)   For courses with a non-standard delivery which do not allow the Academic Calendar. To document the course delivery pattern, including the course and module start and end dates and assessment dates.

5.5.8   University Academic Regulations

(a)   The course meets UWL academic regulations, or it is clear what special regulations are being proposed.

6   STAGE 3: FINAL APPROVAL BY PANEL

6.1   Exceptions to the Course Design, Development and Approval Workshop Series

6.1.1   Exceptions to the Course Design, Development and Approval Workshop Series will be considered for Professional Doctorates and for courses, which are either:

(a)   accredited or seeking accreditation by a PSRB

(b)   being by Academic Partners only i.e. not being delivered by UWL.

Note: Professional Doctorates can be approved as standalone courses or as part of the existing framework.

6.1.2   Courses not required to follow the Course Design, Development and Approval Workshop Series will be approved or re-approved via the Course Approval and Re-Approval Panel Event process set out in section 6.2 below, however attendance at the Workshop: Ensuring Well-designed Courses is a mandatory part of the process, as set out in section 4.2 above.

6.1.3   The Course Approval and Re-Approval Panel Event process serves two major purposes:

(a)   An opportunity for academic peers to engage in discussion, to test the design and pedagogy of the course, identify good practice and make recommendations for improvement

(b)   A check on the sufficiency and academic appropriateness of documentation and resources, including appropriate use of technology to enhance learning.

6.2   Overview of the Course Approval and Re-Approval Panel Event process

#	Event	Responsibility
1	Workshop: Ensuring Well-designed Courses	CELT
2	Briefing: Course Approval and Re-Approval Process	AQSO

#	Event	Responsibility
3	Course Approval and Re-Approval Developmental Event	Academic Quality Lead with PSRB and/or Academic Partner
4	Course Approval and Re-Approval Panel Event	Academic Quality Lead with PSRB and/or Academic Partner and AQSO

6.2.1   Where appropriate and in discussion with AQSO and the GPO, where an Academic Partner is leading and/or is part of the Course Design and Development Team, Workshop: Ensuring Well-designed Courses (set out in section 4.2 above) may be offered to the Course Design and Development Team.

6.3   Briefing

6.3.1   The AQSO will provide a briefing (online or in person) on Step 1 which will explain the documentation required and the process to be undertaken.

6.4   Developmental Events

6.4.1   Course Approval and Re-Approval Developmental Events will be organised by the School or College (which may be conducted online or in person), as, unlike Workshop 2: Final Development events, AQSO do not organise or facilitate these events.

6.4.2   Course Approval and Re-Approval Developmental Events are mandatory. Failure to hold a Developmental Event prior to the Course Approval or Re-Approval Panel Event will normally result in the Panel Event being rescheduled.

6.4.3   The date of the Course Approval or Re-Approval Developmental Event, all the attendees and a summary of the discussions must be recorded in the Course Design and Development Report (Form CA2 or Form CA2A).

6.4.4   Course Approval and Re-Approval Developmental Events where a PSRB accreditation is sought:

(a)   Where the PSRB requirements for accreditation or reaccreditation involve the Course Design and Development Team engaging in a specific course development process, participation in the Workshop series may not be required, however, these teams are encouraged to make use of the specialist support from the CELT. Speak to the AQSO for further guidance on whether this applies to your course.

(b)   In all cases, one Course Approval or Re-Approval Developmental Event is mandatory and would normally include an opportunity for the AQSO to review the documentation prior to submission to the PSRB and/or the Course Approval or Re-Approval Panel.

6.4.5   Course Approval and Re-Approval Developmental Events for Academic Partners:

(a) The responsibility for the design and development of the course lies with Academic Partners which is why, normally, they will not go through the full UWL Course Design, Development and Approval Workshop Series.

(b) The supporting School or College must ensure there are clear lines of communication and assigned points of contact with the Academic Partners. This should be fully implemented during the development of the Business Case and further consolidated as the process moves from the initial proposal within the Business Case to the development of the curriculum as captured in the Course and Module Specifications

(c) Where the University is approving a course designed and developed by an Academic Partner, in lieu of the participation in the Workshop series, the supporting School or College must arrange a Course Approval or Re-Approval Developmental Event prior to the Course Approval or Re-Approval Panel Event.

6.4.6 The Course Approval or Re-Approval Developmental Event attendees must normally comprise:

(a) Senior member of academic staff from the School or College (to act as Chair)

(b) Course Design and Development Team, including representatives from the supporting School or College who must include colleagues with the relevant subject expertise and knowledge of the course (if course involves Academic Partnership)

Note: The Head of School or College (or their nominee) must be part of the Course Design and Development Team where a Professional Doctorate is part of the approval or re-approval

(c) Head of Subject

(d) Academic Partnership Link Tutor (if course involves Academic Partnership)

(e) Academic Quality Lead

(f) Representative from the GPO (who will not normally be part of the Panel Event). If a representative is unable to attend, their written comments can be provided if course involves Academic Partnership.

(g) Representative from the Placement and Employment Services. If a representative is unable to attend, their written comments can be provided (if course has a placement/internship/work experience/work-based learning module)

(h) Representative from the Apprenticeships Office (who will not normally be part of the Panel Event). If a representative is unable to attend, their written comments can be provided if apprenticeship is part of approval or re-approval

(i)   Representative from AQSO (who will not normally be part of the Panel Event). If a representative is unable to attend, their written comments can be provided

(j)   Representative from Academic Registry (Assistant Registrar) (who will not normally be part of the Panel Event). If a representative is unable to attend, their written comments can be provided

(k)   Representative from CELT (CELT School or College Academic Developer) If a representative is unable to attend, their written comments can be provided

(l)   Representative from Library Services (normally not required for Academic Partnership courses)

(m)   Representative from Compliance (if a representative is unable to attend, their written comments can be provided)

(n)   The School or College may also include student representatives

(o)   A note taker from the School or College.

6.4.7   The External Adviser must not attend the Course Approval or Re-Approval Developmental Event as they will be part of the Panel event.

6.5   Developmental Event Supporting Documentation

6.5.1   Prior to the Developmental event, attendees should be sent an electronic version of the following supporting documentation:

(a)   Agenda and Attendee List

(b)   Course Design and Development Report (Form CA2 for UWL courses or form CA2A for courses designed and developed by an Academic Partner)

(c)   Course Specification (Form CA3)

(d)   Module Specifications (Form CA4) (for all new and existing modules)

(e)   Mapping Document (Form CA5) (for apprenticeships and courses with PSRB accreditation)

(f)   Employer's Report (Form CA7) (if available at the developmental stage) (optional for all courses; required for apprenticeships)

(g)   Academic Calendar (Form CA10) (for courses with a non-standard delivery which do not follow the Academic Calendar to document the course delivery pattern, including the course and module start and end dates and assessment dates).

(h)   Staffing Grid (to include staff names, role, contract type, specialist areas, highest qualification and the module(s) to be allocated to) (for courses to be delivered by an Academic Partner)

(i)   Placement or Internship Checklist (for courses with a placement or internship or work experience or work-based learning module). Not applicable for practice placements linked to courses within the College of Nursing, Midwifery and Healthcare/ non-credit bearing/internal work experience modules/ Academic Partner.

6.6   Developmental Event Guidance for Discussion

6.6.1   The Chair should consider the following areas for discussion which will form part of the agenda for the Course Approval or Re-Approval Panel Event, and any other areas relevant to the course:

6.6.2   Rationale and Content:

(a)   New course approval: the rationale for the course is strong, clear and evidence-based and, where this information is available, consistent with the original proposal for which Business Approval (Business Case) was granted

(b)   Existing course re-approval: have there been any significant changes in the market? How might these impact on the course? What other internal or external factors are driving any changes to the course and how are these being addressed? Content: is what the students will be learning appropriate and in line with the course title, aims and learning outcomes?

6.6.3   Admission and Entry Requirements

(a)   Does the criteria for admission enable a reliable and fair opportunity for all students – regardless of background – to achieve the outcomes of the course within the study hours and mode of study of the course

(b)   Is it clear whether students will be permitted to use the RPL (Recognition of Prior Learning) process to enter with advanced standing and how this will operate?

6.6.4   Standards, Level and Structure

(a)   The Course and Module Specifications are clear and articulate the strengths of the course

(b)   The learning outcomes are appropriate to the level of the course (as specified in the Framework for Higher Education Qualifications) and map onto any relevant external reference points (e.g. Quality Assurance Agency Benchmarking Statements; criteria from PSRBs, Apprenticeship Standards)

(c)   The course provides progression across stages in terms of intellectual rigour and challenge, and acquisition of skills and knowledge

(d)   The course enables students to achieve the UWL graduate attributes and aligns with the University's strategies and mission.

6.6.5   Learning, Teaching and Assessment

(a)   The learning, teaching and assessment activities are effective, research-informed, and sustainable given available resources

(b)   The assessment activities can reliably measure the achievement of the learning outcomes

(c)   The assessment loading across the course, and individual modules within it, is appropriate

(d)   The course, and individual modules within it, are not under or over-assessed

(e)   The assessment arrangements and curriculum reflect relevant prevailing occupational/professional requirements

(f)   Course documentation articulates the research and scholarship environment that the course will be based in, and how this contributes to the stretch and rigour provided by the course

(g)   The course is fully in accordance with the University's Learning, Teaching and Assessment Strategy

(h)   Course content and delivery is aligned with current industry and professional practice and values

(i)   The course supports all students – regardless of background and study choice – to achieve the outcomes both at threshold level and above.

6.6.6   Student Support and Resources

(a)   The arrangements for student support, learning resources, IT provision, and specialist resources are satisfactory.

6.6.7   Consultation with the Placement and Employment Services (for courses with a placement/internship/work experience/work-based learning module). Note: Not applicable for practice placements linked to courses within CNMH/non-credit bearing/internal work experience modules/academic partner courses

(a)   Review of the Placement/internship Checklist and the response and feedback received from the Placement and Employment Services

6.6.8   Academic Calendar

(a)   For courses with a non-standards delivery which do not allow the Academic Calendar. To document the course delivery pattern, including the course and module start and end dates and assessment dates).

6.6.9   University Academic Regulations

(a)   The course meets UWL academic regulations, or it is clear what special regulations are being proposed.

6.6.10   Checklist for the Course Approval/Re-Approval Panel Event

(a) Review of the timeline for finalising the course documentation to meet the deadline for the Panel event (documentation normally to be submitted to AQSO two weeks prior to the Panel event)

(b) Confirmation that an External Adviser has been identified to attend the Panel event and their curriculum vitae has been approved by AQSO. Where a Professional Doctorate is part of the approval or re-approval, the curriculum vitae of the proposed External Adviser must be jointly approved by AQSO and the Head of the Graduate School.

6.6.11 PSRB Requirements (where applicable)

(a) Review of the timeline for finalising and submitting the course documentation and any additional documentation to meet the deadline set by the PSRB accrediting/re-accrediting the course

(b) Confirmation that the PSRB Panel requirements have been met.

6.7 Panel Event: PSRB accreditation or re-accreditation

6.7.1 The Course Approval or Re-Approval Panel event for courses accredited or seeking accreditation with a PSRB will be organised by the AQSO in conjunction with the School or College and PSRB (which may be conducted online or in person).

6.7.2 Normally each PSRB will have its own protocols for operating joint approvals/re-approvals or accreditations/re-accreditations; the AQSO will therefore liaise with the School or College leading the course development in communicating with the relevant PSRB.

6.7.3 In some instances, the PSRB may require the School or College leading the course development to complete the course approval or re-approval process prior to seeking PSRB accreditation or re-accreditation which may be in the form of an event or a paper-based activity.

6.8 Panel Event: Academic Partners

6.8.1 Where the University is approving a course designed and developed by an Academic Partner, the Business Approval process to be followed is as outlined in the Global Partnerships Operations Manual.

6.8.2 The Panel event for Academic Partners will be organised by the AQSO in conjunction with the GPO, the Academic Partner, and the supporting School or College (which may be conducted online or in person).

6.8.3 The supporting School or College should assist the Academic Partner in understanding the expectations of UWL courses and providing critical scrutiny of the course(s) as they undergo the iterative process of development, prior to the submission of the final version of the documentation.

6.8.4 Members of the Course Design and Development Team, who must include Academic Partnership colleagues with the relevant subject expertise and knowledge of the course(s), will be present for part of the event to engage in

discussions with the Panel. Representatives from the supporting School or College, who must include colleagues with the relevant subject expertise and knowledge of the course(s), must form part of the Course Design and Development Team.

6.8.5 Following the Course Approval or Re-Approval Panel event, Academic Partner colleagues must send their response(s) to any conditions, recommendations or editorial amendments of approval or re-approval to the supporting School or College colleagues for their review and comment, prior to submission to the AQSO.

6.9 Panel Event Members

6.9.1 The Panel will have an appropriate balance of internal and external members, including External Adviser(s).

6.9.2 Panel members may vary from the list below based on PSRB requirements, and this will be agreed in advance by both the University and the PSRB.

6.9.3 The Panel will normally comprise:

(a) Director of Academic Quality and Standards (or their nominee) OR Senior member of Academic Staff from a School or College not associated with the course being approved or the Academic Partner (to act as Chair)

(b) Deputy Head of the GPO (Quality and Compliance) (or their nominee) (if an Academic Partner is involved)

(c) Director of Apprenticeships (or their nominee) (where an apprenticeship is part of the approval or re-approval)

(d) Head of the Graduate School (or their nominee) (where a Professional Doctorate is part of the approval or re-approval)

(e) 1 Internal Panellist (Academic) (from another School or College within the University which is not associated with the Academic Partner)

(f) 1 or more External Adviser(s)

(g) 1 or more representative from the PSRB

(h) 1 Student Panellist and/or 1 Students' Union (SU) member representing the overarching student experience (students/SU members will receive training in advance)

(i) 1 Academic Registry Adviser (Assistant Registrar)

(j) 1 Academic Quality Adviser (normally the Senior Quality Officer: Approval, Accreditation and Amendment)

(k) A minute taker from the AQSO will attend the event.

6.9.4 The Panel will have the authority to:

(a)   Approve without conditions or recommendations

(b)   Approve subject to conditions and/or recommendations

(c)   Refer for resubmission at a later date to be agreed by the relevant stakeholders

(d)   Reject the course.

6.9.5   The Panel does not have the authority to approve additional resources for the delivery of the course beyond that already approved in the Business Case (Form CA1).

6.9.6   The Panel should not create conditions around the accuracy of the documentation; these will be included as editorial amendments on the Course Approval, Re-Approval and Major (2) Amendment Outcomes and Record of Event (Form CA8) and must be responded to by the specified deadline.

6.9.7   The Panel will be asked to identify Features of Good Practice, as appropriate.

6.9.8   The normal deadline date to be specified by the Panel for meeting any conditions of approval and addressing any editorial amendments will be four weeks from the date the course was considered for approval by the Panel. Recommendations should be addressed through annual monitoring.

6.9.9   A Course Approval, Re-Approval and Major (2) Amendment Outcomes and Record of Event (Form CA8) must be used to record the decision of the Panel and any conditions, recommendations and editorial amendments and will be completed after the event by the AQSO minute taker. The AQSO will send the completed CA8 Form to the Course Design and Development Team, the Dean or Director or Head of School or College and the Academic Quality Lead.

6.9.10   Depending on the nature of any conditions of approval (i.e. if substantive changes are required to the course specification and/or module specification(s)), the Panel should determine whether further approval by the External Adviser is necessary.

6.9.11   If the course is approved or re-approved outright at the Panel event but editorial changes are required which do not substantially affect the course documentation, the External Adviser can confirm their approval of the course and modules without needing to undertake any further review of documentation after the event.

6.9.12   Once the Chair of the Panel event has granted final approval (following the meeting of any conditions, recommendations or editorial amendments), the AQSO will send a formal notification of approval email (which will include the approved and final versions of the course documentation) to the Course Design and Development Team, Course Leader, Dean or Director or Head of School or College, the Academic Quality Lead and the relevant professional services teams.

6.10   Panel Event Supporting Documentation

6.10.1   Prior to the event, panel members will be sent electronic versions of the following supporting documentation:

(a)   Agenda and Attendee List

(b)   Business Case (Form CA1) (where applicable)

(c)   Course Design and Development Report (Form CA2 for UWL courses or Form CA2A for courses designed and developed by an Academic Partner)

(d)   Course Specification (Form CA3)

(e)   Module Specifications (Form CA4) (for all new and existing modules)

(f)   Mapping Document (Form CA5) (for apprenticeships and courses with PSRB accreditation)

(g)   Employer Report (Form CA7) (optional for all courses; required for apprenticeship courses)

(h)   Academic Calendar (Form CA10) (for courses with a non-standard delivery which do not follow the Academic Calendar to document the course delivery pattern, including the course and module start and end dates and assessment dates).

(i)   Staffing Grid (to include staff names, role, contract type, specialist areas, highest qualification and the module(s) to be allocated to) (for courses to be delivered by an Academic Partner)

(j)   Placement or Internship Checklist (for courses with a placement or internship/work experience or work-based learning module). Note: Not applicable for practice placements linked to courses within the College of Nursing, Midwifery and Healthcare (CNMH)/non-credit bearing/internal work experience modules/ Academic Partner courses.

6.10.2   Panel members will be expected to prepare for the event having thoroughly read all course documentation and supporting information.

6.11   Panel Event Guidance for Discussion

6.11.1   The Course Approval or Re-Approval Panel event Chair should consider the following areas for discussion and any other areas relevant to the course:

6.11.2   Rationale and Content

a)   New course approval: the rationale for the course is strong, clear and evidence-based and, where this information is available, consistent with the original proposal for which Business Approval (Business Case) was granted

b)   Existing course re-approval: have there been any significant changes in the market? How might these impact on the course? What other internal or external factors are driving any changes to the course and how are these being addressed?

c) Content: is what the students will be learning appropriate and in line with the course title, aims and learning outcomes?

6.11.3 Admission and Entry Requirements

(a) Does the criteria for admission enable a reliable and fair opportunity for all students – regardless of background – to achieve the outcomes of the course within the study hours and mode of study of the course

(b) Is it clear whether students will be permitted to use the RPL (Recognition of Prior Learning) process to enter with advanced standing and how this will operate?

6.11.4 Standards, Level and Structure

(a) The Course and Module Specifications are clear and articulate the strengths of the course

(b) The learning outcomes are appropriate to the level of the course (as specified in the Framework for Higher Education Qualifications) and map onto any relevant external reference points (e.g. Quality Assurance Agency Benchmarking Statements; criteria from PSRBs, Apprenticeship Standards)

(c) The course provides progression across stages in terms of intellectual rigour and challenge, and acquisition of skills and knowledge

(d) The course enables students to achieve the UWL graduate attributes and aligns with the University's strategies and mission.

6.11.5 Learning, Teaching and Assessment

(a) The learning, teaching and assessment activities are effective, research-informed, and sustainable given available resources

(b) The assessment activities can reliably measure the achievement of the learning outcomes

(c) The assessment loading across the course, and individual modules within it, is appropriate

(d) The course, and individual modules within it, are not under or over-assessed

(e) The assessment arrangements and curriculum reflect relevant prevailing occupational/professional requirements

(f) Course documentation articulates the research and scholarship environment that the course will be based in, and how this contributes to the stretch and rigour provided by the course

(g) The course is fully in accordance with the University's Learning, Teaching and Assessment Strategy

(h) Course content and delivery is aligned with current industry and professional practice and values

(i) The course supports all students – regardless of background and study choice – to achieve the outcomes both at threshold level and above.

6.11.6 Student Support and Resources

(a) The arrangements for student support, learning resources, IT provision, and specialist resources are satisfactory.

6.11.7 Consultation with the Placement and Employment Services (for courses with a placement or internship or work experience or work-based learning module). Note: Not applicable for practice placements linked to courses within CNMH/non-credit bearing/internal work experience modules/ Academic Partner courses.

(a) Review of the Placement/Internship Checklist and the response and feedback received from the Placement and Employment Services.

6.11.8 Academic Calendar

(a) For courses with a non-standard delivery which do not allow the Academic Calendar. To document the course delivery pattern, including the course and module start and end dates and assessment dates.

6.11.9 University Academic Regulations

(a) The course meets UWL academic regulations, or it is clear what special regulations are being proposed.

7 APPROVAL TO DELIVER

7.1.1 The Approval to Deliver process is set out in the Academic Quality and Standards Handbook Section 11 (Academic Partnerships).

8 EXTERNAL ADVISER ROLE

8.1.1 An External Adviser is required to participate in the following events (online or in person) which form part of the Course Design, Development and Approval Workshop Series and the Course Approval and Re-Approval Panel event Process.

8.1.2 Workshop 2: Final Development

(a) For courses being approved or re-approved via the Workshop series, the External Adviser will be required to review drafts of the course documentation and provide recommendations and comments to the Course Design and Development Team via their External Adviser Report (Form CA6) and via attendance at the Workshop 2: Final Development event.

(b) Following the Course Design and Development Team responding to the External Adviser recommendations and comments at Workshop 2, the External Adviser will be required to review the final version of the course documentation and:

    i. approve the course and modules, and

    ii. recommend the presentation of the course for final approval or re-approval by the University via the Course Quality and Approval Sub-committee)

8.1.3   Course Quality and Approval Sub-committee (CQASC)

(a) CQASC is a sub-committee of the Academic Quality and Standards Committee (AQSC). It is charged by the Academic Board with ensuring that UWL has 'well-designed courses that offer a high-quality learning experience, and where student achievement can be reliably assessed'

(b) Following Workshop 2: Final Development, and the External Adviser confirming their approval of the course and modules, the course will be presented to CQASC for consideration for final University Approval

(c) Depending on the nature of any conditions of approval (i.e. if substantive changes are required to the course specification and/or module specification(s)), CQASC will determine whether further approval by the External Adviser is necessary

(d) In this instance, the External Adviser will be provided with a copy of the Course Approval, Re-Approval and Major (2) Amendment Outcomes and Record of Event (Form CA8) noting the response from the Course Design and Development Team to the conditions and the revised course documentation. They will be requested to confirm their approval of the changes by signing Part D1 on the Course Approval, Re-Approval and Major (2) Amendment Outcomes and Record of Event (Form CA8).

8.1.4   Course Approval or Re-Approval Panel Event

(a) For courses being approved or re-approved via the Course Approval or Re-Approval Panel Event Process, the External Adviser will be a member of the Course Approval or Re-Approval Panel and will be required to review the course documentation and provide feedback to the Course Design and Development Team via their attendance at the Panel Event

(b) Following the Panel Event and the Course Design and Development Team submitting revised course documentation as evidence of meeting any conditions of approval, depending on the nature of any conditions (i.e. if substantive changes are required to the course specification and/or module specification(s)), the External Adviser may be required to review the final version of the course documentation and confirm their approval of the course and its presentation to the Chair of the Panel Event for final approval

(c)   In this instance, the External Adviser will be provided with a copy of the Course Approval, Re-Approval and Major (2) Amendment Outcomes and Record of Event (Form CA8) noting the response from the Course Design and Development Team to the conditions and the revised course documentation. They will be requested to confirm their approval of the changes by signing Part D1 on the Course Approval, Re-Approval and Major (2) Amendment Outcomes and Record of Event (Form CA8)

(d)   If the course is approved or re-approved outright at the Panel event but editorial changes are required (which do not substantially affect the course documentation), the External Adviser can confirm at the Panel event their approval of the course and modules without needing to undertake any further review of documentation after the event.

8.1.5   External Adviser Fee and Expenses

(a)   An External Adviser will normally receive a fee of £300 which will be paid via the University's payroll system and is subject to PAYE taxation

(b)   Reasonable expenses will be paid by the University's finance system. The UWL Expenses Policy is available at: uwl.ac.uk/about-us/finance

8.1.6   Appointing an External Adviser

(a)   To appoint an External Adviser, the School or College will provide recommendations to the AQSO by email to quality@uwl.ac.uk with a curriculum vitae of the proposed External Adviser

(b)   Where a Professional Doctorate is part of the approval or re-approval, the curriculum vitae of the proposed External Adviser must be jointly approved by AQSO and the Head of the Graduate School.

8.1.7   Where an External Adviser is found retrospectively not to comply with the criteria for appointment the AQSO reserves the right to request a fresh review of the course proposal by an alternative individual.

To be appointed, the External Adviser must meet the following criteria:

(a)   The External Adviser is sufficiently and suitably qualified – usually to at least the level above the award being approved or re-approved

(b)   Where a Professional Doctorate is part of the approval or re-approval, the External Adviser must be an active researcher

(c)   Where an Apprenticeship is part of the approval or re-approval, the External Adviser would preferably have knowledge and experience of Apprenticeships

(d)   The University has not engaged the External Adviser in this capacity within the School or College which is developing the course during the last academic year

(e)   The External Adviser meets any criteria set out by Professional, Statutory and Regulatory Bodies (PSRBs) which will be accrediting the course

(f)   The External Adviser is not engaged in a current financial, personal, familial, or collaborative relationship with any individual who is involved in the development or delivery of the course or any student currently undertaking a course undergoing re-approval

(g)   The External Adviser is not involved in any reciprocal external assessing or examining arrangements with the School or College which is developing the course

(h)   The External Adviser is not registered for an award of the University

(i)   The University has not engaged the External Adviser as an External Examiner within the last five years within the School or College which is developing the course

(j)   The External Adviser meets the UKVI right to work requirements and is able to provide documentary proof of their right to work in the UK.

In addition, the External Adviser will have to confirm upon appointment that they:

(k)   Have not undertaken any activities which would breach the Bribery Act 2010 or act in an anti-competitive manner in breach of competition laws in England and Wales; and

(l)   Will not use or disclose to any person either during or at any time after engagement any confidential information (information which is not in the public domain) supplied by the University in relation to the proposed course.

9   NON-AWARD COURSES

9.1   Overview

9.1.1   These are contained courses of study that do not result in any of the formal awards listed in the Academic Regulations. They include MOOCs (Massive Open Online Courses); International Summer Schools; and individual modules delivered to professional groups (e.g. National Health Service staff) for the purposes of Continuing Professional Development (CPD).

9.1.2   Non-award courses can be credit-bearing or non-credit-bearing. Schools and Colleges may wish to take an existing course and deliver all or many of the constituent modules as non-award courses, for the purposes of CPD. Where the modules are credit-bearing the intention may be that participants gradually accrue credit, which might be used ultimately to redeem an award.

9.1.3   It should be noted that non-award courses are closely aligned to conventional courses in several important ways (e.g. in typically requiring an external-facing admissions process). Nonetheless, owing to the condensed nature of non-award

courses, the most suitable means of documenting their details is normally the Module Specification.

9.2 Non-award (non-credit bearing) short course proposals

9.2.1 To submit a short course (non-credit bearing) proposal for Approval, Schools and Colleges should complete the Non-Credit Bearing Short Course Proposal (Form CA9) and submit it to AQSO.

9.2.2 Approval for short courses (non-credit bearing) must be signed off by the Dean or Director or Head of School or College, and Director of Academic Quality and Standards (or nominee), the latter taking Chair's Action on behalf of CQASC.

9.2.3 A summary of all approvals of short courses (non-credit bearing) will be submitted regularly to CQASC for formal notification.

9.2.4 Once approved, AQSO will notify the School or College concerned.

9.3 Non-award (credit bearing) course/module proposals

9.3.1 For approval of non-award (credit bearing) courses or modules, Schools and Colleges should complete the following documentation and submit it to the relevant Assistant Registrar for their review and comment, prior to submission to AQSO:

(a) Module Specification (Form CA4)

(b) External Adviser Report (Form CA6).

9.3.2 In this case, an External Examiner appointed to an existing University course may complete the External Adviser Report (Form CA6). The School or College will be required to make an appropriate per module payment in this case.

9.3.3 AQSO will submit the non-award (credit bearing) proposal documentation to the Director of Academic Quality and Standards (or nominee), acting as the Chair of CQASC. The Director of Academic Quality and Standards (or nominee) will take one of the following actions:

(a) Approve without conditions or recommendations

(b) Approve subject to conditions and/or recommendations to the satisfaction of the Director of Academic Quality and Standards

(c) Refer for resubmission at a later date to be agreed by all relevant stakeholders

(d) Reject the course.

9.3.4 Once the Chair of CQASC has granted approval, AQSO will notify the lead School or College, as well as the appropriate professional services teams. At this point approval is complete.

10   NEW ACADEMIC PARTNERSHIP QUALITY APPROVAL

10.1.1   The New Academic Partnership Quality Approval process is set out in the Academic Quality and Standards Handbook Section 11 (Academic Partnerships).

11   PHD APPROVAL

11.1   Overview

11.1.1   The AQSO do not manage the approval process for PhDs. The PhD framework is overseen by the Graduate School and the Research Degrees Sub-Committee.

11.2   Adding a new PhD to the framework

11.2.1   To add a new PhD to the framework, Schools and Colleges must:

(a)   Obtain the agreement of the Head of School or College to offer the new PhD title.

(b)   Contact the School or College Assistant Registrar who will arrange for the PhD to be set up on the student record system.

(c)   Contact the Graduate School to request for the new PhD to be added to the list of titles they hold.

(d)   Contact the Webcontent Team to ask for the new PhD title to be added to the University website.