



Quality Assurance Code of Practice

Approval of Courses under Curriculum Transformation (CT) during 2023/24

This document is primarily intended for:

- CT course design teams
- Assistant Registrars (Faculty/School) or equivalent
- Curriculum Development Officers (CLT)
- Members of committees involved in the approval of CT courses

Queries:

First point of contact

- Curriculum Development Officers (CLT)

Technical/specialist contact:

- Academic Registry

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Related documents available at: [Code of Practice statements | University of Bath](#)

QA-CT Templates

Form A	Notification of Revisions to Phase 1 Plans
Form B	Requests to use flexibilities in Academic Framework parameters
Form C	CT Oversight and Design Information
Form D	Unit Information
Form E	Option Block Information

Other required course templates

QA44 Annex B	Course Specification, including course description and structure
QA3 Form 4	Course Intended Learning Outcomes mapping to units

Guidance notes

Guidance for F/SLTQCs on CT Phase 2 and 3 approvals	
QA3 Form 5	Example assessment mapping

Reference points

For the Academic Framework, Curriculum Design Principles, Assessment Taxonomy, and Assessment for Learning Design Principles, see Annexes A, C, D and E of [QA3 Approval of New Courses of Study](#).

1. Purpose and Scope

- 1.1 This statement sets out procedures relating to the development and approval during 2023/24 of PGT courses redesigned as part of the University's curriculum transformation (CT) initiative for launch in 2025/26.
- 1.2 For the courses launching in 2025/26 (as defined in 1.1), this statement supersedes previous QA-CT statements relating to CT approvals taking place in previous academic years.
- 1.3 For the development and approval of any brand new courses, see [QA3](#) Approval of New Courses of Study. For course changes outside the CT initiative, see [QA4](#) Amendments to Existing Units and Courses and the Approval of New Units.

2. Design Principles and Reference Points

- 2.1 CT course teams must align course design with key reference points, unless exemptions are sought and approved:
 - The Academic Framework for Taught Courses (10 credits), QA3 Annex A
 - The Curriculum Design Principles, QA3 Annex C
 - The Assessment for Learning Design Principles, QA3 Annex D
 - The Assessment Taxonomy, QA3 Annex E
 - The CT Phase 2-3 Success Criteria approved by Senate on 10 April 2019
 - [Postgraduate Taught Assessment Regulations](#) (PGTAR).

3. Phases of CT course approval

- 3.1 The University approved a three-stage process for transforming its curricula:
 - 3.1.1 **Phase 1:** strategic positioning, evaluation of current provision involving internal and external stakeholders, leading to approval of refreshed course vision
 - 3.1.2 **Phase 2:** course development leading to approval of course-level information (material information for recruitment purposes)
 - 3.1.3 **Phase 3:** unit development leading to approval of unit detail.
- 3.2 For PGT courses, it is expected that normally Phase 2 and 3 will be combined. If the intention is to present the two phases separately for approval, the Secretary to the Faculty/School Learning, Teaching & Quality Committee (F/SLTQC) should be consulted at an early stage.
- 3.3 Timelines for approval of CT proposals during 2023/24 are summarised in Annex 3 below.

4. Confirming CT design intentions

- 4.1 The Centre for Learning & Teaching (CLT) Curriculum Development team, Academic Registry, and Faculty/School Assistant Registrars work with CT course teams in departments during the course design stage to:
 - Identify course interdependencies affecting CT planning and transition

- Identify requests to use flexibilities in the academic framework parameters
 - Identify where updating may be required to the original approved Phase 1 course vision to reflect subsequent developments.
- 4.2 Given the time that has elapsed since PGT Phase 1 plans were originally approved, CT course teams are asked to reaffirm that their Phase 1 course vision remains current and appropriate. Should any substantive revisions be proposed, QA-CT Form A should be used to provide a brief summary of these to the Associate Dean (Education) at an early stage. The Associate Dean (Education) will review proposed revisions, consulting as appropriate with the Chair of Courses and Partnerships Approval Committee (CPAC) and/or the Chair of Academic Programmes Committee (APC) and with input from Academic Registry as required. If the proposed revisions involve strategic changes (such as course title changes), these will be recommended to APC for approval prior to submission of Phase 2 and 3 proposals.
- 4.3 Where applicable, CT course teams should use QA-CT Form B to notify the Associate Dean (Education) of any intentions to request use of flexibilities in the academic framework parameters (as set out in QA3 Annex A). The Associate Dean (Education) will consult the Chair of CPAC as appropriate at this stage. Formal approval of any such requests will be considered by CPAC at the end of Phase 3, along with proposals involving substantive revisions to Phase 1 plans other than strategic changes.

5. Phase 2 and 3 approval

- 5.1 The Phase 2 and 3 approval process is summarised in Annex 1.

Development and submission of proposals

- 5.2 Faculties/the School will set internal deadlines for submission of proposals for F/SLTQC approval, bearing in mind the overall project deadlines set out in Annex 3, and any course interdependencies, and will notify departments of these. It is recommended that approval meetings take place in good time to ensure that any follow-up amendments can be completed by the overall deadline of **28 June 2024**.
- 5.3 **CT course teams must provide the required course information as set out in Annex 2.** Directors of Studies are responsible for checking that final information submitted for approval is correct.
- 5.4 For new courses that have been approved outside the CT project within the last 5 years, but with CT design principles in mind (for example, aligning with the 10-credit academic framework), CT Phase 2 and 3 proposals do not need to include all aspects of the standard information requirements if this would repeat work already completed at the time of new course approval. The Chair of the F/SLTQC will determine which aspects of the Phase 2 and 3 course information are relevant and required with respect of these courses.
- 5.5 Approved information from QA44 Annex B (course description and structure), QA-CT Form D (unit information - summary level only including synopsis) and QA-CT Form E (option block information) provides material information for publication in the digital prospectus. CT

course teams should share draft copy with their Faculty/School Marketing Manager/Teams at an early stage and work with them to develop and produce final copy that is accurate and suitable for marketing purposes. Marketing input must take place **prior to** submission for approval.

Phase 2 and 3 approval

- 5.6 Proposals will be considered at an extraordinary meeting of the F/SLTQC, including at least two members of CPAC in the membership and a representative from CLT and from Academic Registry in attendance. Where required, proposals will be recommended to CPAC for final approval. The roles of the F/SLTQC and of CPAC are set out in Annex 4. Assessment regulations exemptions requests will be referred to Education, Quality & Standards Committee (EQSC).

Following Phase 2 and 3 approval

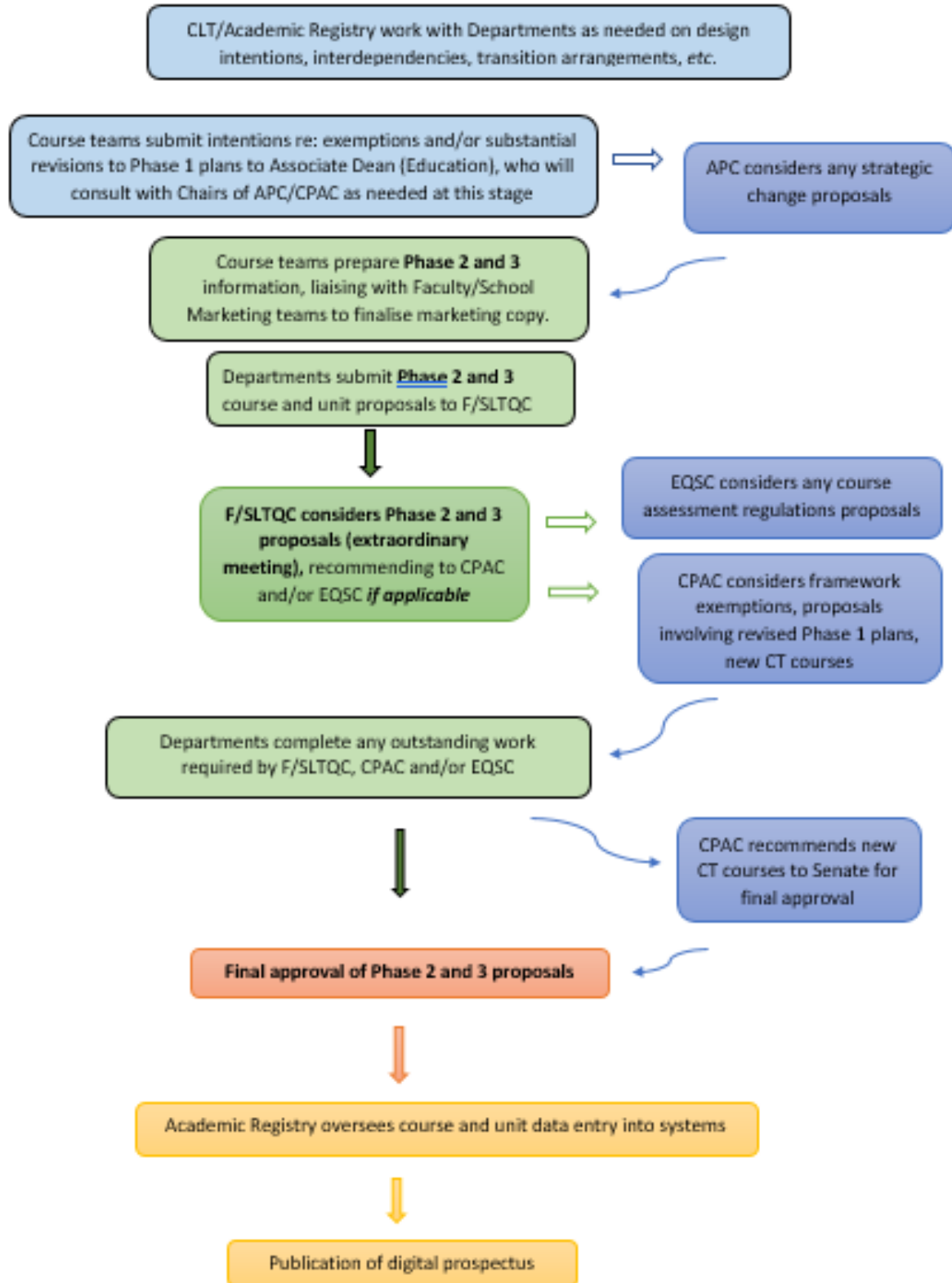
- 5.7 Material information is used to provide course content for the prospectus following approval by F/SLTQC and, if applicable, CPAC. Material information is contractual from the point of making an offer. It is not normally expected that changes would be made to the course contract. Any changes to approved material information would require timely re-approval to ensure accurate communication to applicants.
- 5.8 Faculties/the School are responsible for holding master copies of all documentation during the approval process, including final approved documentation, to ensure version control. Following approval, final documentation will be provided to Academic Registry for entry of data into systems.

Statement Details			
Issue Version:	1.0		
Date:	October 2023		
Antecedents:	<i>Education, Quality and Standards Committee</i>	19 October 2023	Minute TBC
Related Documentation:	CT Outcomes and Success Criteria - Phases 2 and 3 QA3 including Annexes		
Author:	Academic Registry		

Annex 1: CT Process Overview

QA-CT

CT Process Overview: PGT approvals for 2025/26 start



Annex 2: Summary of Required Information for CT Phase 2 and 3 approval

For Phase 2 and 3 approval the following information is required:

	Output	Notes on submission
1.	<i>Where applicable only:</i> Confirmation of requests to use flexibilities in the Academic Framework parameters and/or substantive revisions to the approved Phase 1 course vision	Provide QA-CT Forms A and/or B where applicable with Phase 2 and 3 proposals at this stage. These will have been provided to the Associate Dean (Education) at an earlier stage and, if appropriate, APC approval will already have been sought on strategic changes, and CPAC consulted on potential exemptions.
2.	Course Specification (including Course Description and Course Structure)	QA44 Annex B Where relevant, Course Descriptions must incorporate any updates as directed by Curriculum Transformation Committee (CTC) at Phase 1. Academic Registry can supply further details of Phase 1 feedback where necessary.
3.	Course Intended Learning Outcomes (CILO) mapping	QA3 Form 4
4.	Phase 2 and 3 oversight and design information	QA-CT Form C <i>Includes sections on:</i> <ul style="list-style-type: none"> • Oversight and Feedback • Rationale for CT Course Design • Assessment Strategy
5.	Course-level assessment mapping	Please attach – No prescribed format but QA-CT Form C provides guidance on content and QA3 Form 5 provides an illustrative example of format.
6.	Unit description	QA-CT Form D The unit information template must be provided for all units, compulsory and optional. Phase 2 and 3 information sections should all be completed. Unit descriptions for units on the course that are delivered by other departments must also be provided for reference, although they will be approved by the owning Faculty/School.
7.	Option block text	QA-CT Form E Text to describe the role of options on the course (where applicable) for use in the digital prospectus.

Annex 3: Timelines for CT approvals during 2023/24

The following timelines apply for the approval of PGT CT courses for a **2025/26** start.

Faculties/the School can set their own internal deadlines provided the final University deadlines for completion are adhered to. However, where there are course interdependencies, Faculties/the School should discuss and align respective deadlines to ensure that these will work in practice.

Deadlines	Activity
December 2023	<p>If applicable, Departments notify their Associate Dean (Education) of:</p> <ul style="list-style-type: none"> • any proposals involving substantive revisions to originally approved Phase 1 vision • design intentions which may require exemptions from academic framework flexible parameters <p>Triaging of such proposals to identify any further consultation needed at this stage.</p> <p>Where required, recommendation of strategic changes to APC.</p>
December 2023 – March 2024	CT course teams continue to develop Phase 2-3 proposals, working with Faculty Marketing teams to develop and agree marketing copy for submission (Course Descriptions and unit synopses)
March - May 2024	<p>Submission of Phase 2 and 3 documentation to Faculty/School by internal deadline.</p> <p>Extraordinary F/SLTQC meetings to approve Phase 2 and 3 proposals</p> <p>Submission of any proposals requiring CPAC and/or EQSC approvals to those committees by May 2024 meetings.</p>
June 2024	<p>Completion and sign-off of any final amendments directed by approving committee(s).</p> <p>Final deadline for approval of all Phase 2 and 3 information: 28 June 2024</p> <p>Academic Registry to coordinate entry of course and unit data into systems.</p>
September 2024	PGT course pages for 2025/26 entry go live in early September.

Annex 4: Roles of F/SLTQCs and CPAC in CT approvals

Role of F/SLTQCs

1. Phase 2 and 3 proposals will be considered at an extraordinary meeting of the F/SLTQC, including at least two members of CPAC in the membership and a representative from CLT and from Academic Registry in attendance.
2. Proposals will be reviewed with reference to the Curriculum Design Principles, Phase 2 and 3 Success Criteria, Academic Framework, Assessment for Learning Design Principles, and Assessment Taxonomy. The F/SLTQC will also have access to the CT Phase 1 submission for reference. The F/SLTQC will:
 - Consider and approve Phase 2 and 3 course proposals for existing courses, or consider them for recommendation to CPAC where required (see para. 4 below)
 - Consider Phase 2 and 3 course proposals for new courses for recommendation to CPAC.
 - Consider any Phase 2 and 3 plans requiring consideration with respect to assessment regulations for recommendation to EQSC for final approval
 - Confirm that Phase 2 and 3 assessment information has been provided in accordance with the Assessment Taxonomy.
 - Where it remains relevant, review how any CTC feedback originally provided at Phase 1 in December 2019 has been addressed in the Phase 2 and 3 submission
 - Where applicable, consider how any feedback from CPAC in 2023/24 concerning (updated) design intentions has been addressed.
3. The F/SLTQC may either: (i) approve the Phase 2 and 3 proposal (and recommend to CPAC and/or EQSC where applicable); (ii) approve the proposal subject to conditions/requirements; or (iii) not approve the proposal with requirement for further work and re-presentation of the proposal.

Role of CPAC

4. At Phase 2 and 3, CPAC will:
 - Consider and approve requests for exemptions from the University's academic framework (note: EQSC approves requests for exemptions from assessment regulations)
 - Consider proposals for new courses for recommendation to Senate
 - Consider and approve exemptions to the CT principles and/or proposals departing substantively from the approved CT Phase 1 vision (note: APC approves strategic changes such as course title changes).
5. CPAC may either: (i) approve the proposal (and recommend to Senate for full and final approval in the case of new courses); (ii) approve the proposal subject to conditions/requirements; or (iii) not approve the proposal with requirement for further work and re-presentation of the proposal.