UNIVERSITY OF BATH

Quality Assurance Code of Practice

Approval of Courses under Curriculum Transformation (CT): Phase 2

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1.   Purpose and Scope

1.1   This statement sets out principles and procedures relating to the development and approval of existing courses redesigned, and new courses designed, as part of the University's curriculum transformation (CT) initiative, for launching in 2023/24 - i.e. in accordance with:
1.1.1   The CT Principles approved by Senate on 6 June 2018
1.1.2   The CT Phase 2-3 Success Criteria approved by Senate on 10 April 2019
1.1.3   The Academic Framework approved by Senate on 21 April 2021.

1.2   For the development and approval of new courses **not** being designed as part of the CT initiative, see QA3 Approval of New Programmes of Study. For programme changes outside the CT initiative, see QA4 Amendments to Programmes of Study and Units and Approval of New Units.

2.   Principles and overview

2.1   The CT course approval process is intended to ensure that:
2.1.1   Robust, effective and proportionate procedures are in place for approving courses designed or redesigned under the curriculum transformation (CT) project
2.1.2   Roles and responsibilities of everyone involved in the CT course design and approval process are clear, and stakeholders (including students, External Examiners and professional accrediting bodies) are appropriately consulted
2.1.3   Course information is clear, accurate and accessible.

3.   Phases of CT course approval

3.1   The University's process for transforming its curricula involves a three-stage process of development and approval:
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)
3.1.3   **Phase 3**: unit development leading to approval of unit detail.

3.2   Curriculum Transformation Committee (CTC) approves Phase 1 outcomes for existing courses. Academic Programmes Committee (APC) approves Phase 1 outcomes for new courses.

3.3   Undergraduate course teams are encouraged to bring forward separately for approval outcomes for Phases 2 and 3. Separation of the two phases will ensure that material course information is available by December 2021 for inclusion in the digital prospectus whilst optimising development time for course teams. Holistic design at the course level is underpinned by detailed thinking about unit content and assessment, providing assurance at Phase 2 approval. However, the full finalised unit detail does not need to be submitted for approval until Phase 3.

4.   Confirming Phase 2 design intentions

4.1   Academic Registry, the Centre for Learning & Teaching (CLT) Curriculum Development team, and Faculty/School Assistant Registrars, work with Faculties/the School and departments during the development stage to:
- Confirm a schedule of CT courses coming forward for approval
- Identify course interdependencies affecting CT planning and transition
- Identify requests to use flexibilities in the 2021 academic framework parameters
- Identify proposals differing substantively from the approved Phase 1 course vision (for example, a change of approach in relation to the distinctive course aims and content, or to a placement element)

4.2   Prior to formal submission of Phase 2 proposals, and to facilitate discussion and planning, where applicable:

4.2.1   Course design teams will use Form 1 (Annex 8) to indicate the intention to seek an exemption from academic framework flexible parameter(s), along with a brief rationale

4.2.2   Departments will use Form 2 (Annex 9) to provide notification of their CT design intentions with respect to:
- Any proposals for new courses (requiring CTC approval);
- Course interdependencies;
- Phase 2 proposals differing substantively from the approved Phase 1 course vision, along with a brief rationale
- Simultaneous submission of Phase 2 and 3 information, for example where necessitated by accrediting body requirements.

5.   Phase 2 approval

Submission of Phase 2 proposals

5.1   Course design teams must provide the required Phase 2 course information as listed in Annex 2. Drafting templates are provided for preparation of all required written information (see Annexes 3 – 7), and for sharing with stakeholders for comment, prior to final submission.

5.2   The rationale for course design may be submitted as an oral report to the approving committee at the latter's discretion. In whatever format, the rationale must cover the points specified in Annex 2. In addition, a final version of Form 1 (Annex 8) must be resubmitted for any formal exemption requests as per 4.2.1 above, and a final version of Form 2 (Annex 9), Part C, must be resubmitted for any formal proposal to depart substantively from the Phase 1 course vision (as per 4.2.2 above).

5.3   Any formatting requirements in the drafting templates for Phase 2 information must be followed to ensure consistency of information outputs for subsequent use including, where applicable, to enable presentation in the digital prospectus course pages following approval. Directors of Studies are responsible for checking that final information submitted

for approval is correct. Discussions will take place with Faculties/the School to confirm the process for entering finalised information into systems.

5.4   The purpose of Phase 2 is to ensure that material information is ready for publication in the digital prospectus. Course Teams must work with their Faculty/School Marketing Manager/Teams to produce final copy. Course Descriptions (see Annex 3) must be updated at Phase 2, as directed by CTC at Phase 1. This information, along with unit summary information (see Annex 7) will feed into the digital prospectus.

5.5   The Oversight and Feedback output is used to provide assurance that stakeholders have been consulted as appropriate and their feedback addressed, including:

5.5.1   Confirmation of how students have been consulted at Phase 2.
5.5.2   Confirmation by the Head of Department that all course information to be used for marketing and recruitment activity is accurate.

5.6   An External Examiner feedback report is not required for submission at Phase 2, but will be required at Phase 3, alongside the course design team's response.

Role of Faculty/School Learning, Teaching and Quality Committees (F/SLTQCs)

5.7   An extraordinary meeting of the F/SLTQC, including at least two members of CTC in the membership and a representative from CLT and from Academic Registry in attendance, will:
5.7.1   Consider and approve Phase 2 course proposals for existing courses, or consider them for recommendation to CTC where the proposals deviate from the approved Phase 1 vision or require an exemption from the framework parameters.
5.7.2   Consider Phase 2 course proposals for new courses for recommendation to CTC.

5.8   Where the course(s) are 'and' or 'with' courses, representatives from the contributing departments should attend the extraordinary meeting.

5.9   The F/SLTQC will review Phase 2 proposals against the CT Principles, progress against the Success Criteria, and the Academic Framework.

5.10   The F/SLTQC will have access to the CT Phase 1 submission for reference, and will be responsible for reviewing how any CTC feedback at Phase 1 has been addressed in the Phase 2 submission (as indicated in the Oversight and Feedback form).

5.11   The F/SLTQC may either: (i) approve the Phase 2 proposal (and recommend to CTC 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. However, stakeholder input and support at the development stage is designed to minimise the likelihood that further work will be required following committee scrutiny.

Role of Curriculum Transformation Committee (CTC)

5.12   CTC will:

5.12.1 Consider and approve exemptions from the flexible parameters of the academic framework.

5.12.2 Consider Phase 2 proposals for new CT courses for recommendation to Senate

5.12.3 Approve proposals to depart substantively at Phase 2 from the approved Phase 1 course vision.

5.13 For new courses, CTC will review all Phase 2 course information. CTC will review the Phase 2 proposals against the CT Principles, progress against the Success Criteria, and Academic Framework. CTC may either: (i) approve Phase 2 outcomes and recommend the course to Senate for full and final approval; (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.

5.14 For exemptions and departures from Phase 1 plans, CTC will consider the rationale (via the final submission of Form 1 (Annex 8) or Form 2 (Annex 9) – Part C, as appropriate) and relevant course information, depending on and proportionate to the nature of the request.

Following Phase 2 approval

5.15 Material information at Phase 2 is used to provide course content for the prospectus following approval by F/SLTQC and, if applicable, CTC. 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 Phase 2 information would require timely re-approval to ensure accurate communication to applicants.

6.   Phase 3 approval

6.1 Course design teams must submit unit and assessment detail at Phase 3. In addition, for Phase 3 submission, course teams must provide:
- the External Examiner report and course team's response
- confirmation of how students have been consulted during Phase 3.

Further detail will be provided to course teams on any additional information that may be required for assurance on assessment patterns across the course.

6.2 The F/SLTQC draws up a schedule for Phase 3 approvals, ensuring that these are completed by the final Phase 3 deadline (see section 7).

6.3 The F/SLTQC reviews Phase 3 proposals against the CT Principles and Success Criteria. F/SLTQC approves all Phase 3 outcomes at an extraordinary meeting. The F/SLTQC is responsible for confirming that Phase 3 unit information aligns with approved Phase 2 course information.

6.4 If Phase 3 development requires modification and reapproval of Phase 2 material information, both Phase 2 and 3 information should be resubmitted to an extraordinary meeting of the F/SLTQC.
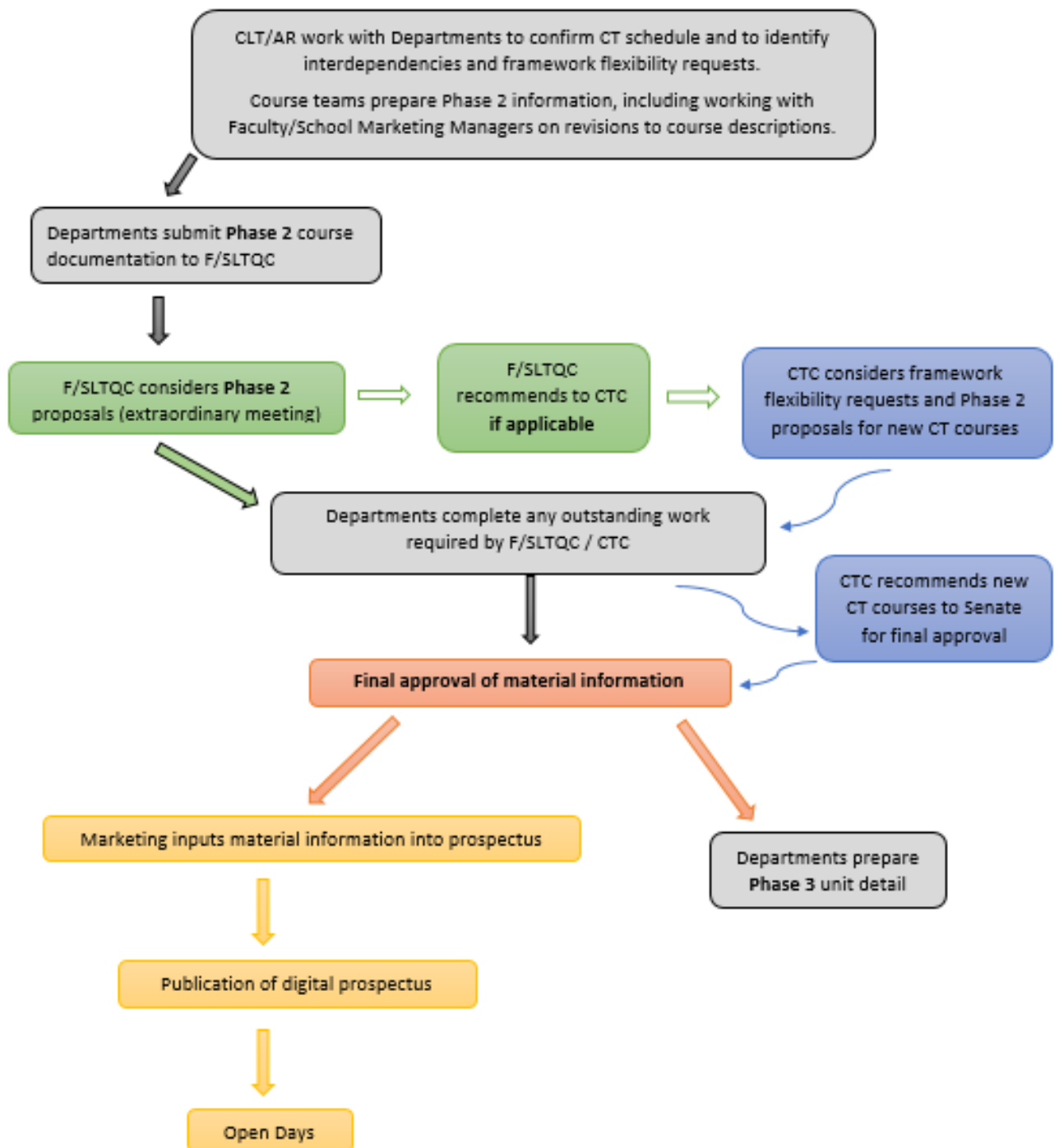
7.   Timelines

7.1   The following timelines apply for the approval of undergraduate and postgraduate taught CT courses for a **2023/24** start.

Deadlines	Activity
Up to 28 July 2021	CLT/AR work with departments to identify UG interdependencies, and exemptions from flexible framework parameters. Course teams to indicate whether they wish to proceed for 2023/24 start. UG schedule agreed.
October 2021	Submission of UG Phase 2 course documentation to Faculty/School.
Up to 31 October 2021	CLT/AR work with departments to identify PGT interdependencies, and exemptions from flexible framework parameters. Course teams to indicate whether they wish to proceed for 2023/24 start. PGT schedule agreed.
November 2021	F/SLTQC scrutiny of UG courses CTC scrutiny of UG courses/exemptions where applicable
November 2021	Deadline for Senate final approval of new UG courses for 2023/24 (for inclusion in the digital prospectus from Feb. 2022)
December 2021	**Deadline for approval of all UG material information**
January 2022	Marketing input UG material information into prospectus
February 2022	UG digital prospectus published
March 2022	Submission of PGT Phase 2 course documentation to Faculty/School
April 2022	F/SLTQC scrutiny of PGT courses CTC scrutiny of PGT courses/exemptions where applicable
May 2022	UG Open Days
June 2022	**Deadline for approval of all PGT material information**
July 2022	**Final deadline for approval of unit detail (Phase 3) – UG and PGT**

Statement Details			
Issue Version:	**1.1**		
Date:	**July 2021**		
Antecedents:	*Education, Quality and Standards Committee*	12 July 2021	Chair's Action
Related Documentation:	Academic Framework - key elements 2021 CT Outcomes and Success Criteria - Phases 2 and 3 CT Principles		
Author:	Academic Registry		

Annex 1: CT Process Overview: Phase 2 (UG and PGT)

CLT/AR work with Departments to confirm CT schedule and to identify interdependencies and framework flexibility requests.

Course teams prepare Phase 2 information, including working with Faculty/School Marketing Managers on revisions to course descriptions.

Departments submit **Phase 2 course** documentation to F/SLTQC

F/SLTQC considers **Phase 2** proposals (extraordinary meeting)

F/SLTQC recommends to CTC **if applicable**

CTC considers framework flexibility requests and Phase 2 proposals for new CT courses

Departments complete any outstanding work required by F/SLTQC / CTC

CTC recommends new CT courses to Senate for final approval

Final approval of material information

Marketing inputs material information into prospectus

Departments prepare **Phase 3 unit detail**

Publication of digital prospectus

Open Days

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

For Phase 2 approval the following information is required:

	Output	Notes on submission
1.	Course-level information (including Course Description)	See Annex 3 for drafting template
2.	Course structure	See Annex 4 for drafting template
3.	Course Intended Learning Outcomes (CILO) mapping	See Annex 5 for drafting template
4.	Oversight and Feedback	See Annex 6 for drafting template
5.	Phase 2 unit summary information	See Annex 7 for drafting template
6.	Rationale for course design	An oral report in the meeting, unless instructed otherwise by the F/SLTQC. The following points must be addressed in the rationale, in whatever format provided. Give an overview of: a) your **course-wide approach** to design b) your **strategy for assessment** across the course c) how you have taken forward your **Phase 1 course vision** at Phase 2 d) how your design choices enable you to meet the **CT Principles** e) your **transitional plans** for delivering courses with placement or study abroad variants, where students on a sandwich year who start in 2022/23 (on the existing course) will reach their final year at the same time as students who start in 2023/24 (on the transformed course) and do not take a sandwich year.
7.	*Where applicable only:* Confirmation of requests to use flexibilities in the Academic Framework parameters and/or to depart substantively from the approved Phase 1 course vision	To supplement the rationale for course design, where applicable, provide final versions of Form 1 (Annex 8) and/or Form 2 (Annex 9) – Part C.

Guidance on completion of these elements at Phase 2 can also be found via the CLT Hub.