

## Guidance for Committee approval of new degree programmes / major curriculum changes.

Further additional notes of guidance on specific areas are referenced throughout this document via [links](#).

### School Level Approval

The school teaching and learning committee (or equivalent) should check the full academic case, in detail. The role of the school committee is to assure itself that the academic case is complete and ready to send to the Faculty. In signing off an academic case, the school committee confirms that:

- the information provided on the programme specification is in line with the school's teaching plans in terms of provision of units;
- the programme [intended learning outcomes](#) are clear and well written;
- the programme outcomes are appropriate to the discipline and align with [QAA subject benchmarks](#) if applicable;
- the unit learning outcomes can be mapped to the programme learning outcomes, and are at an appropriate academic level;
- the unit learning outcomes are clearly written and include verbs;
- the unit [assessment](#) is proportionate and appropriate and assesses the learning outcomes;
- appropriate [marking criteria](#) are in place;
- the proposed methods of teaching are appropriate to the discipline and the staff involved are equipped to deliver teaching in this way;
- the recommended reading list is appropriate;
- the balance of units between teaching blocks is equal;
- there are enough units at the appropriate level to achieve the intended award, as per the [University's credit framework](#)
- if units from outside the school are included on the optional units list, that this has been agreed with the school(s) delivering the units;
- if an [Educational Partnership](#) is being proposed, that AQPO has been informed and EPEG approval has been confirmed;
- appropriate academic support/[personal tutoring](#) has been considered and will be in place for students;
- appropriate arrangements are in place for students who fail a unit or part of a unit;
- if the programme is jointly delivered, the second school(s) has(have) also approved the academic case;
- student and external consultations have been undertaken;
- the critical friend's report has been received and responded to;
- where relevant, that PSRB requirements have been considered.

### **Faculty Level Approval**

The faculty teaching and learning committee (or equivalent) should review the full academic case. The role of the faculty committee is to assure itself that the school has carried out due diligence and that the proposed new programme (or curriculum changes) fits with faculty education plans. In signing off an academic case, the faculty committee confirms that:

- there is **evidence** that the school has carried out a careful check as described above, and that the information provided is complete and correct;
- the proposal is academically sound and fits with faculty plans;
- the assessment is in line with any faculty-wide standards;
- contact hours are in line with any faculty minimum requirements;
- the programme structure aligns with the university and faculty progression rules;
- the programme aligns with the University's regulations and credit framework.

### **University Level Approval**

The University Academic Quality and Standards Committee (UAQSC) will review the full academic case, including a FED coversheet which confirms faculty approval and sets out any faculty conditions or comments. The role of the UAQSC is to provide University-level scrutiny of all proposed new programmes/ high-risk changes to existing programmes, and to recommend approval (or not) to the University Education Committee. In signing off an academic case, UAQSC confirms that:

- there is **evidence** that all relevant information has been reviewed and signed off by the school and the faculty committees;
- due consideration has been given to faculty conditions or comments as specified in the FED coversheet;
- the programme aligns with the University's Education Strategy.