# Curriculum Development

This section of the Hartpury Quality Enhancement Framework covers the development and approval of new programmes and modules that enable a student to gain University credit, amendments to existing curriculum, and suspension and closure of curriculum.

## Key reference points

QAA's UK Quality Code for Higher Education, Office for Students (OfS) Conditions of Registration, Southern England Consortium (SEEC) Credit level descriptors and appropriate institutional strategic documents.

## Audience

Members of staff particularly members of programme or module design teams, leaders of the Hartpury Academic Framework (HAF) sections and members of committees involved in the development of programmes and modules.

## Sections

1. Scope and principles
2. Key roles and responsibilities
3. Timescales
4. Approval of new curriculum
5. Curriculum Amendment
6. Curriculum Suspension and Closure
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## 1. Scope and principles

This section outlines the principles and processes for approval of new curriculum, and amendment, suspension and closure of all programmes and modules.

The Hartpury University Academic Framework (HAF) underpins all Hartpury University programmes to ensure consistency in a high-quality student experience across the University. It supports the development and delivery of a distinct set of skills, competences and attributes common to all Hartpury University graduates. The resultant curriculum is designed in mind of pedagogical best practice, the needs of industry, and feasibility in relation to student workload, staff capacity and facility capacities.

The curriculum development process aims to ensure that developments:

- Align with the institution's strategic direction

- Make a positive contribution to financial sustainability and enable the institution to manage risk
- Meet national requirements on standards
- Are academically robust and meet the requirements of the Hartpury Academic Framework.

This is tested by a period of consultation involving internal and external sources as appropriate. At all points, ensuring a programme of study offers a high-quality and vocationally-relevant student experience is central to this process.

# 2. Key roles and responsibilities

## Key individuals

a) The **Academic Registrar** has oversight of the curriculum development and approval process.

b) The **Curriculum Records Manager** is the primary source of advice on curriculum design and approval, including the collation of all documents required for final approval, the administrative responsibilities in ensuring the process is logged and complete, and the arrangements for external review.

c) The **Head of School** is responsible for ensuring curriculum development activity within their school aligns with the institution's strategy and meets key objectives.

c) The **Head of Department** is responsible for planning and monitoring curriculum development activity within their department, ensuring suitable external review has occurred and the curriculum provides a high-quality student experience aligning to the Hartpury Academic Framework.

d) The nominated **Curriculum Development Leader** is responsible for leading the development work, compiling all the necessary documentation, chairing / coordinating design meetings, ensuring deadlines are met, and liaising with the necessary team members and professional services.

e) The **Curriculum Design Team** (with the Curriculum Development Leader) is responsible for consulting with relevant individuals during the design process to ensure curriculum:
- supports a high-quality student experience
- meets expectations of academic quality and standards
- conforms with academic regulations
- is described in accurate and clear documentation
- supports students in developing to be the best they can become.

## Committees

a) The **Corporation** has responsibility for the overall educational character and mission of the institution and, as such, oversight of curriculum development that may affect it, including large scale curriculum development and closure.

b) The **Academic Board** has delegated responsibility for the final approval of curriculum development to the Curriculum Validation Committee.

c) The **Curriculum Validation Committee** is responsible to Academic Board for the approval of new programmes and modules and for the approval of revisions to approved programmes and modules. It also oversees closure of curriculum once approved by Academic Board (permanent closure of curriculum to new entrants and subsequent removal from the curriculum portfolio). The Curriculum Validation Committee provides an annual report of activity to Academic Board.

d) The **Curriculum and Number Planning Group** and the **Higher Education Executive** are responsible for ensuring that a proposed curriculum development or suspension is aligned to the Higher Education strategic plan, is sustainable (and in particular financially sustainable),

and will consider the resource and public information implications of initial proposals for curriculum approval, amendment, suspension and closure.

e) The **Curriculum Scrutiny Panel** oversees the implementation of the guidance on curriculum approval and amendment. For new proposals, the panel facilitates collaboration leading to co-creation of curriculum, as part of the development process prior to the Curriculum Validation Committee. For curriculum amendments, the panel may enable peer-scrutiny. The panel can consider and approve non-material amendments under delegated authority from Curriculum Validation Committee.

f) The **Departmental Committee** facilitates student and staff input to proposed curriculum developments within a department, and ensures that the Departmental Monitoring and Enhancement Plan includes recommendations made during the curriculum development process.

# 3. Timescales

In advance of an academic year the Heads of Department will be asked to present the planned curriculum development for the year to Higher Education Executive. At that point a timetable of curriculum development will be agreed. Normally the concept for a new programme would be considered by February of the year before proposed entry to enable a fully informed marketing cycle to be completed prior to the first enrolment. The Curriculum Records Manager will agree appropriate deadlines with the Curriculum Development Leader to ensure timescales are met. Should a development fall outside of these timescales, the Head of Department should be consulted.

# 4. Development of new curriculum

## 4.1 Stage 1 Proof of Concept

An initial concept for new curriculum is raised, usually by a Head of Department, to the Curriculum and Number Planning Group. Informal discussions will have been held prior to this, potentially at Departmental Committee meetings.

The Curriculum and Number Planning Group is responsible for ensuring that the proposal is aligned to the institutional strategies and for considering the academic credibility, initial indications of financial viability, resource implications (physical and human), and feasibility (including timescales) of developments. If the concept is supported, the Department then nominates a Curriculum Development Leader who will lead the development of the new curriculum.

## 4.2 Stage 2 Approval to go to market

The Curriculum Development Leader, in discussion with the Head of Department, will identify a design team. Whilst the membership of the design team may vary depending on the nature of the development, it will usually include the following core members.

Table 1: The suggested membership of a Curriculum Development Team

| Role | Contribution to curriculum development team |
|------|---------------------------------------------|
| **Curriculum Records Manager** | Arrange communications, assist in drafting and development of documentation, provide advice to the programme team on process, |

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| | requirements and regulations, oversee the timeline for consideration by relevant committees. |
| **Module leaders** | Draft new module specifications or consider whether existing modules may contribute to the development. |
| **Students** | To provide insight from a student perspective.  Can be achieved by using the existing representation system, inviting students to join design meetings, by holding open meetings or organising discussion groups for students to attend. |
| **Subject external advisers** (eg external examiners, employers, industry experts) | To advise on the development of the curriculum within the context of their specialist expertise.  This must include advice on current developments in the discipline and relevant benchmark statements. |
| **Professional Accrediting Bodies** (as appropriate) | To advise the development team of specific PAB requirements. |

The design team may wish to include others, such as National Teaching Fellows, Research Group Leads, specialist input for alternative forms of delivery, or members of our professional services (e.g. library, careers and other student academic support services).  In addition, recent graduates and other alumni may also provide useful input into the design process.

Initial meeting of the Curriculum Development Team should be held for the Curriculum Development Leader to brief colleagues on the proposal so far and discuss initial ideas.

A meeting between the Curriculum Development Team and Curriculum Scrutiny Panel members should then be held to discuss collaboratively initial ideas and how the curriculum may be structured and designed to meet the requirements of the Hartpury Academic Framework and wider positive practice.

A decision as to whether the curriculum can be advertised (going to market) is made by an appropriate decision-making body.  The Higher Education Executive, based on detailed rationale and information on the design and resource implications of the curriculum development proposed, consider the curriculum initially.  Where appropriate, the Senior Management Team and Corporation are consulted (for example, where a proposal may have a significant impact on the educational character of the institution or resource requirements).

For a **new programme** a Market Impact and Authorisation form facilitates proposed developments to be evaluated to establish where the new programme will sit in comparison to competitors and to provide sufficient information to enable the programme to be marketed to prospective applicants (contingent on approval).  It will include details of any new modules proposed as part of the programme development, and whether a PAB is likely to be involved in the validation of the programme. Alongside the Market Impact and Authorisation Form, the course content information (that informs website and advertising material) is considered.

For a **new module** being developed independently of a programme a Resource Impact and Authorisation form is completed if the module requires resources additional to those within the department's planning and budget.

The officer for the decision-making body will complete the outcome section of an Impact and Authorisation form including any conditions and recommendations.  If the Impact and Authorisation form is authorised to proceed, the Curriculum Development Leader is responsible for

ensuring the conditions or recommendations are addressed during the approval process. Once new curriculum has been authorised then it can be marketed as 'subject to validation'. The Curriculum Development Leader, Admissions Department and Marketing work together to ensure that marketing information is accurate, up to date and informative, in line with legislative requirements, guidance and best practice.

The approval process should be completed within two years of the authorisation, otherwise the curriculum should be re-presented for consideration.

## 4.3 Stage 3 Validation of the curriculum

Validation is the final stage of the rigorous approval process and considers whether to confirm that curriculum is ready for student enrolment.

A further meeting between the Curriculum Development Team and Curriculum Scrutiny Panel members should be held as part of the preparation for the validation meeting, to provide peer insight to support creation of the curriculum aimed at supporting the improvement of proposals during the development process, as well as supporting the Curriculum Development Team in producing curriculum that meets the requirements of the Hartpury Academic Framework.

Although the subject external advisers must be able to comment on the content and learning outcomes of the proposal, the level, and its currency in the market, as well as its alignment to subject benchmark statements or professional body requirements as appropriate, the Curriculum Validation Committee will usually include an external subject expert. The approval process may require the involvement of one or more Professional Accrediting Bodies (PABs) that may be endorsing or accrediting curriculum and / or graduates. PAB representatives may be invited to join the Curriculum Validation Committee or be involved as part of the design team. More detail on PABs is available within the PAB section of the HQEF.

### 4.3.1 Information required for curriculum to be considered for validation

The following information must be completed during the design of the curriculum:
  a) Current required validation documents: Hartpury Academic Framework Mapping document, Programme Design and Consultation form (as required).
  b) Definitive documents: programme specifications and/or module descriptors.
  c) Academic profiles, providing details of personnel involved in delivery and / or assessment of the programme.
  d) Details of any additional or variant regulations that may be required (usually originating from PAB requirements).
  e) Description of any changes to course content information required.

The current required validation documents, e.g. Hartpury Academic Framework Mapping document and the Programme Design and Consultation form, are designed to support the Curriculum Development Team through the significant consultation which will underpin a proposal for a new curriculum development and to ensure that all Hartpury curriculum meets the requirements of the Hartpury Academic Framework.

The definitive documents are a definitive description of the curriculum and will be made publicly available.  A programme specification is the definitive description of a programme, and a module descriptor is the definitive description of a module.  They should be written in a way that is comprehensive to a lay audience but are mainly intended for both current and future students.  All curricula must have completed definitive documentation.

## 4.3.2 Committee scrutiny and approval

The Curriculum Validation Committee is responsible to Academic Board for the approval, amendment and closure of curriculum.  Members of the curriculum design team will usually be invited to present new programmes.  Additional panel members may be invited to attend as appropriate.  In particular, this may include individuals at the request of a PAB.

The Curriculum Validation Committee ensures the design and organisation of the curriculum promotes student learning and achievement of the learning outcomes.  As part of this process, it considers the impact on the student experience of teaching, learning and assessment strategies within curriculum and facilitates external scrutiny of the proposal.  It considers whether there is evidence that academic profiles underpin and enhance the provision.  It ensures that the range of learner requirements has been considered and that external requirements and positive practice have been used to enhance the learner's experiences.

The outcome of the Curriculum Validation Committee's consideration for the proposed new curriculum will be:
>   a) Approval for a maximum of six years.
>   b) Approval for a maximum of six years with conditions and / or recommendations.
>   c) Non-approval.

The Curriculum Validation Committee will identify positive practice and innovative curriculum design to facilitate dissemination.  The Curriculum Validation Committee will set a deadline by which the response to any conditions should be submitted.  This will be considered at a future Curriculum Validation Committee meeting. The curriculum will not be open for enrolment until all relevant conditions have been met.  If recommendations are made, the response to these must be included within the Departmental Monitoring and Enhancement Plan and must be overseen by the relevant Head of Department.  Where a proposal is not approved, a full report outlining all the concerns with specific recommendations or conditions will be produced by the Officer and included in the minutes of the Curriculum Validation Committee.  If a programme or module reaches the end of its approval period it must be reviewed and taken through the curriculum amendment process as if material alteration was required.

As appropriate the Curriculum Development Leader and Head of Department must then work with Marketing and Admissions Departments to ensure that public information (including that externally reported) about the curriculum is accurate, up-to-date and informative, in line with legislative requirements, guidance and positive practice.  If changes to public information are required these must be communicated to current students and applicants as quickly as possible, ensuring that it is clear how their interests are being protected.

# 5. Curriculum amendment

Where current curriculum is believed to require amendment the instigator of this proposed amendment should discuss this with departmental colleagues and the programme managers and module leaders that utilise this curriculum. If the proposed amendment is supported or where the curriculum is approaching the end of its approval period, a Curriculum Development Leader will be nominated.

The Head of Department, Curriculum Development Leader and the Curriculum Records Manager meet to confirm the documentation required for approval, and whether the curriculum amendment is sufficiently large scale to warrant approval following the process for new curriculum. The Curriculum Records Manager will offer advice on the process, records and paperwork that need to be completed and retained, and will provide access to a copy of the definitive document complete with its change log and Hartpury Academic Framework mapping documents associated with this curriculum.

The Curriculum Development Leader should consider the scope of the amendment proposed (which could range from a whole programme review to a single point of syllabus in one module) and following confirmation from the Head of Department, ensure appropriate consultation is undertaken (and records of this consultation kept) with appropriate stakeholders (see Table 1). Students enrolled on, or about to enrol on, the current curriculum must be consulted.

Curriculum consultation should be undertaken and recorded to support the development of documentation that ensures the enhancement of the student experience for all potential students enrolling on that curriculum and the future employability of graduates (as well as align with current regulations, strategies and guidance). The nature of that consultation will differ between proposals and will usually involve (as a minimum) any Programme Managers and / or Module Leaders that are affected by the proposed amendment, enrolled students and the external examiner(s) for the curriculum. To support the development of documentation that ensures the enhancement of the student experience for all potential students enrolling on that curriculum and the future employability of graduates (as well as align with current regulations, strategies and guidance), curriculum consultation should be undertaken and recorded. Records of the consultation must be made and provided to the Curriculum Records Manager in addition to the documentation in order for the proposed amendment to progress.

The documentation usually required for a curriculum amendment are:
a) Revised definitive documents (programme specification and / or module descriptor(s), including a completed change log).
b) Required validation documents as applicable, which may include Hartpury Academic Framework Mapping documents,
c) If a Resource Impact and Authorisation form highlighted a change of personnel was required, then an academic profile providing details of personnel involved in amended delivery and / or assessment should be completed.
d) Details of any additional or variant regulations that may be affected or special consultation required (usually originating from PAB requirements).

Following consultation, the Curriculum Development Leader will meet with the Head of School, Head of Department and the Curriculum Records Manager to discuss whether or not the proposed curriculum amendment should be progressed.

Curriculum amendments that would materially alter curriculum for students currently enrolled on that curriculum would not normally be permitted unless it can be evidenced (e.g. via student or external examiner feedback) that the change would have real and substantial benefits to the students.  Support from the Departmental Committee, and evidence of discussion and advice from colleagues in the Admissions and Marketing Departments (particularly with regard to the effect on, and implications for, public information), would strengthen any such proposals.

Information is needed to assess whether the proposed amendment would materially alter the curriculum.  A material alteration is one which would change it in such a way that marketing information about it would require amendment, e.g. change of programme and module titles, change of learning, teaching or assessment methods significant enough to change assessment or teaching and learning data significantly.  An amendment that materially alters the curriculum advertised will require timely, written communication advising affected parties (usually applicants and / or students) of the change and the impact it may have on them (in line with legislative requirements and sector good practice).

If an amendment also involves a change to the resources required to support that curriculum, that is not currently within the department plan and budget, then a Rationale and Impact Assessment Form should be completed.  If required, the Resource Impact and Authorisation Form should be submitted by the Head of Department to the Curriculum Records Manager.  The Resource Impact and Authorisation Form will be submitted for review.  If the resource is significant, then further input may be sought to support a decision.  The outcome of the consideration of the Resource Impact and Authorisation Forms will be:
> a) Recommend the amendment goes forward for development
> b) Recommend the amendment is revised before going forward for development
> c) Does not recommend the amendment goes forward for development.

Curriculum amendments that involve material alterations are considered for approval through Curriculum Validation Committee (as described in section 4.3.2 above).  Curriculum amendments involving non-material alteration may be considered for approval through an approval meeting of Curriculum Scrutiny Panel.

## 5.1 Following authorisation to develop

The Head of Department, Curriculum Development Leader and the Curriculum Records Manager meet to confirm the documentation required for approval and who should be consulted prior to approval.  The documentation usually required for a curriculum amendment include:

a) Revised definitive documents (programme specification and / or module descriptor(s) including a completed change log).
b) Revised Hartpury Academic Framework mapping document with amendments clearly identified, or if no amendments required, a clear statement made to this effect.
c) If a Resource Impact and Authorisation form highlighted a change of personnel was required, then an academic profile providing details of personnel involved in amended delivery and/or assessment should be completed.

d) Details of any variant regulations that may be affected or special consultation required (usually originating from Professional, Statutory and Regulatory Body requirements).

To support the development of documentation that ensures the enhancement of the student experience for all potential students enrolling on that curriculum and the future employability of graduates (as well as align with current regulations, strategies and guidance) curriculum consultation should be undertaken and recorded. The nature of that consultation will differ between proposals and will usually involve any Programme Managers and / or Module Leaders that are affected by the proposed amendment, enrolled students and the external examiner(s) for the curriculum. Records of the consultation must be made and provided to the Curriculum Records Manager in addition to the documentation in order for the proposed amendment to progress. From this point the proposal will be considered as described for new curriculum.

# 6. Curriculum periodic re-validation

Curriculum is approved for a maximum of six years, and this end date is stated on the definitive documents for both module descriptors and programme specifications. A list of curriculum whose end date is in 2 years or less, will be considered at Curriculum Validation Committee on an annual basis. This is to enable departments and administrative support to plan and prepare for the curriculum to be reviewed. All curriculum must be scrutinised by Curriculum Validation Committee at least every 6 years, to ensure currency of syllabus, and teaching, learning and assessment strategy to support the students' programme experience.

# 7. Curriculum suspension and closure

There are a number of drivers which may precipitate a decision to remove a programme from the institution's portfolio on either a permanent (closure) or temporary (suspension) basis. These include, but are not limited to, as an outcome of programme monitoring or programme review, changes in patterns of demand from prospective students, or for other reasons, underpinned by analysis of management information. The suspension or closure of curriculum should be considered as early as possible, and normally before the intake is marketed (e.g. UCAS advertising for undergraduate provision).

Whatever the rationale for the removal of the curriculum for new entrants, the interests of current students will be paramount. In the case of closure, currently enrolled students and individuals holding an offer will be consulted, alongside the Students' Union, and wherever possible steps will be taken to ensure they are fully supported.

Consideration will also be given to how academic standards on the programme(s) will be maintained and where necessary significant external stakeholders (e.g. employers or Professional, Accrediting Bodies) will be consulted.

Steps will be identified, at the point of decision, to support individuals holding an offer to study the programme or expecting to study the module to find an alternative programme or module, either at the institution or with another higher education provider. At all points the interests of applicants will be protected. The Student Protection Plan will be consulted, and action will be initiated as required.

Where a programme exists in a dormant state and there are no students or applicants holding offers, closure can take effect immediately following appropriate approval.

## 7.1 Proposal format

The Head of School (or nominee) will normally, and where timeframes allow, submit a Curriculum Suspension and Closure Form to the Higher Education Executive.  The Higher Education Executive can approve a suspension, but if a closure is recommended the resource implications should be considered (with advice sought as necessary) and the Curriculum Suspension and Closure Form (including Higher Education Executive's recommendations) must be referred to Academic Board for consideration and approval, and submitted to Corporation.  Reference to the consideration of the Student Protection Plan should be made.

## 7.2 Communication

The Curriculum Account Manager will ensure the completed Curriculum Suspension and Closure Form is circulated, normally within five working days of the decision, to:

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| **The Pro-Vice-Chancellor and Academic Registrar** | For information and action as appropriate. |
| **Admissions** | To remove the programme from UCAS (where applicable), the website and contact existing applicants as soon as possible after the decision has been made. |
| **Marketing** | To ensure the programme is removed from promotional/ recruitment literature, including the website. |
| **Academic Services and MIS** | For information and to inform programme and student administration processes e.g. adding an end date to the student record system. |
| **Chair and Officer of Curriculum Validation Committee** | Curriculum Validation Committee oversees closure of curriculum |
| **Head of Department and Head of School** | To inform academic staff and include in planning.  In the case of closure, currently enrolled students must be contacted to confirm the outcome of the proposal, and the arrangements made to protect their interests. Particular attention should be given to articulating how student feedback as part of the closure process has been taken in to account. |
| **Student Services** | For information and action as appropriate. |

# 8. Annex

## Log of operational changes made to HQEF Curriculum Development Section

| Version | Section | Change |
|---|---|---|
| **16-17 v1** | **All** | **This was the original Approved document** |
| **17-18 v1** | **All** | **Nomenclature- Associate Faculty Board being renamed Academic Board**<br>HEFCE replacing Key Information Sets with Unistats<br><br>HEFCE have replaced their KIS return with Unistats and therefore reference to KIS should be replaced by Unistats. |
| | **4.1 Market Impact and Authorisation Forms** | Reducing duplication of information between approval and marketing<br>The Market Impact and Authorisation form was designed to try to provide information for initial approval of development and permission to market a new programme.  With the increased requirements of webpage programme information provided by HEFCE through its Unistats return/audit the programme level information we provide on programmes we market had to be reviewed.  It is proposed that the Course Information Sheet and information for the webpage form part of the Market Impact and Authorisation form with minimal additional information.  In this way there is less duplication and less room for inaccurate information being in circulation.<br>Resulting in: revising the Market Impact and Authorisation form and Course Information Sheet to between them provide all relevant information for initial approval to go to market. |
| | **4.1 The Impact and Authorisation Forms** | The Resource and Impact Form has been revised.<br>The summary of Programme Amendments now requires a Course Information Sheet to be attached:<br>*☐You need to include the 'Course Information Sheet' with this form.  Highlight the changed text that this includes to support approval.*<br>A reminder that when developing a new module the Employability Mapping Database will require completion.<br>*☐Remember that this new module will have to be added to the Employability Mapping Database, and as such an appointment should be made with the ICE administrator.  This will be requested at validation.*<br>A module amendment requires a revisit to the Employability Mapping Database and this is now required for that section of the RIA:<br><br>{{TABLE_INNER}}<br><br>The RIA form already goes to the Head of a service affected, so that would help to close this loop.<br>We will also add this to the Change Log on a module. |

Inner table within the last cell:

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| Summarise the Employability Mapping Database ratings without the amendment | |
| Summarise the Employability Mapping Database ratings with the amendment. Comment on the implications of the amendment. | |

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| | **4.3 The Design Phase** | The academic departments have altered.<br><br>Resulting in: change in guidance in Module Descriptor and Programme Specification documents. |
| | **5 - Curriculum Amendments** | Remove repetition from paperwork around curriculum amendments<br><br>Definitive documents have a Change Log, which is very useful for version control.  The Resource, Impact Authorisation Form requested extensive information additionally.  Many amendments had no resource implications and information was either duplicated or (more often) forms were poorly completed.  It is suggested that the Change Log be used to record the amendment and the Resource, Impact and Authorisation Form only be completed where there are resource implications to the amendment.  Strengthening the requirement to obtain the definitive document from the Curriculum Records Manager and following this process will enable a more effective and appropriate level of consideration and paperwork.<br><br>Resulting in: revising the Curriculum Development web text and the Resource, Impact and Authorisation Form. |
| | **5.1 Following Authorisation to Develop** | Introducing a requirement for programme development teams to engage with the Employability Mapping database.<br>The Employability Mapping Database is being overseen by the Innovation, Careers and Enterprise centre and enables the employability skills developing within programmes to be visualised and developed strategically.  Engagement with this is seen as good practice and as such reference to it has been made.<br>Resulting in: inclusion of requirement to map and respond to the mapping within the Programme Design and Consultation Form. |
| **18-19 v3** | **All** | Nomenclature<br>Academic Registrar replaced the Associate Dean: Quality and Standards<br>Curriculum Validation Committee replaced the Curriculum Approval Committee |
| | **4.1 The Impact and Authorisation Forms** | The Resource and Impact Form is now only required if the curriculum development has resource implications beyond those already within the department's plan and budget.  Due to this the form has been revised to solely focus on resource implications.<br><br>The MIA form has been revised to allow for modules well developed in their planning to be submitted as draft module specifications (with change log) instead of duplicating information. |
| | **4.4 Committee scrutiny and approval** | Remove reference to the Curriculum Approval Notification of Outcome.  This form was not effectively communicating the outcome of the meeting and as such was an unnecessarily burdensome piece of administration that did not add to the information within the records of the meeting. |
| | **The Module and Programme Specifications** | The Change Log has been amended to enable more useful information to be held, including the sentence for the Course Information Sheets describing the module.  It has also been moved to the final pages as it will be retained with the specification for publication. |

| 19-20 v1 | All | Update the documentation to accurately reflect the revised UK Quality Code. |
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| | **4.4 – Committee Scrutiny and Approval** | Refine the approval process to enable curriculum amendments that do not significantly impact marketing information, and Curriculum Scrutiny Panel believes to be beneficial, to be noted at Curriculum Validation Committee.  This should enable Curriculum Validation Committee to invest more time and effort in scrutinising other curriculum. Reinforce the importance of planning engagement with PSRBs, by mentioning this at planning stages, as well as development. |
| | **6 – Curriculum Suspension and Closure** | Reference to the Student Protection Plan has been added to this section. |
| | **The Module and Programme Specifications** | The first page has been amended to include the date that an approval can come into effect, rather than referring to an amendment only. The programme specification has had some guidance added to attempt to increase the worth and quality of aims and learning outcomes that are first proposed. Part 5 of the programme specification has been amended to integrate the distinctive features into the Teaching and Learning section, as the separation appeared to increase repetition and split the section artificially. |
| | **Curriculum periodic re-validation** | Inclusion of this new section to ensure that there is a clear process for identifying and reviewing curriculum if it is approaching its validated end date. |
| 20-21 v1 | All | Update terms including 1) Department Enhancement Plan to Department Strategic Enhancement Plan, 2) HE Strategic Plan to Hartpury University Academic Strategy |
| | **Market Impact Approval** | The sign off area has been amended to encourage successful completion before presentation to HE Executive and then addition of the date that HE Executive considered the proposal. |
| | **Programme Specification** | The programme learning outcomes' guidance has been amended to clarify that usually optional modules will not be mapped to programme learning outcomes. |
| V2 | **Programme Specification** | The change log has been amended to include a question about whether the change affects the mapping of the Hartpury University Curriculum Framework. |
| V3 | All | Updates to ensure that there is a clear, single point of curriculum approval, and therefore for new programmes the Curriculum Scrutiny Panel is a facilitator for co-construction, although it can convene to approve non-material amendments to curriculum. |
| | All | Minor typographic changes to simplify language. |
| | **Key roles and responsibilities** | Roles updated to reflect organisational role changes, e.g. introduction of Heads of School, and the introduction of Curriculum Number and Planning. |
| | **4. Approval of new curriculum** | Section rewritten and retitled to 'Development of New Curriculum' to clarify process, make clearer reference to the Hartpury Academic Framework and to reflect the introduction of Curriculum Number and change of role for Curriculum Scrutiny Panel. |
| | **5. Curriculum amendment** | More information on the process of amendment, and how consideration of material and non-material changes will occur. |