

SECTION 1

Module, Course and Programme Developments

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1. OVERVIEW AND PURPOSE

1.1 Introduction

All of the University's course provision is designed using the Scottish Credit and Qualifications Framework (SCQF), which means its awards are described in terms of SCQF levels and SCQF credits. A full description of the SCQF may be found at its website (www.scqf.org.uk) and its application to the University's awards is prescribed in [Academic Regulation A1: Courses](#).

The University defines a *course* as the approved curriculum followed by an individual student that leads to a named award and/or the achievement of academic credit. In some instances, courses are grouped into a *programme* to act as a suite of routes with a high degree of commonality, or as a framework for course administration and management.

This section of the *Academic Quality Handbook* provides details of the *Validation Procedure*, whether this is for the purpose of approving new, or substantial amendments to existing, credit-rated provision, and offers guidance on each of the stages of the procedure and other issues to consider during the process.

It also provides the procedures to be followed to approve and amend modules and credit-rated short courses, as well as credit-rated academic provision specific to a corporate client.

As a significant proportion of the University's provision is recognised/accredited/approved by professional, statutory and regulatory bodies (PSRBs), procedures are also incorporated for managing PSRB accreditation whether or not this includes a visit.

In producing this section of the Handbook due cognisance has been taken of the relevant chapters of the [UK Quality Code for Higher Education](#).

All proformas referred to in this section are available from the main Handbook web page: www.rgu.ac.uk/qualityhandbook.

1.2 Validation Procedure

The approval of new courses and programmes, or of substantial amendments to existing courses or programmes, involves two stages. Before the Validation Procedure is initiated for a new course/programme, the Course Development Leader will generate an [ADC Course Development Proposal Proforma](#) (or an [ADC Course Change Proforma](#) for substantial changes to existing provision) and will engage with relevant stakeholders, including PSRBs, students, alumni, employers, service users and carers as appropriate, to help inform the proposal. In addition, consultation will be undertaken with the Departments for Strategy, Planning and Policy; Marketing; Finance; and Business and Economic Development to inform, for example, demand, competition and viability for the proposed provision.

The proposal requires to be approved by the Academic Development Committee (ADC). Thereafter, validation is the process through which the University assures itself of the quality and standards of its course/programme provision prior to implementation and delivery, or approves substantial changes to existing course/programme provision, where this affects more than 25% of an individual award's SCQF credit.

The Validation Panel is asked to examine the standards and quality of the proposed course in: an academic sense; in the context of external employer requirements, and in the context of an increasingly global and international marketplace. With this in mind, the Validation Panel is asked to consider, in particular:

- admission and intake;
- course/programme aims and outcomes;
- structure and content of the course/programme;
- teaching and learning strategies and alignment with the University's Learning and Teaching Framework;
- assessment arrangements and methodologies;
- organisation and management;
- how the course ensures graduate employability.

Key aspects of the Validation Procedure include:

- the completion of a Planning Sheet for the validation;
- the preparation of documentation, drafted in accordance with the University's requirements, e.g. *Contextual Overview, Course Specification, Module Descriptors* etc.;
- consultation between the Course/Programme Leader, the Department for the Enhancement of Learning, Teaching and Assessment (DELTA) and Academic Quality Officer (AQO) in preparing the documentation;
- authorisation, by the Dean of School, for the release of the documentation to the Panel, after internal scrutiny and approval of the documentation by a Documentation Scrutineer (normally the AQO);
- validation to occur in accordance with a timescale agreed by ADC. This timescale may vary depending on the nature of the proposal; for example, whether the course proposal met a pre-identified, bespoke market or whether extensive marketing following validation would be required;
- the preparation, by the School, of a response to the validation outcomes that is subject to the subsequent approval by the Vice-Principal for Academic Development and Student Experience.

1.3 Amendments to Existing Provision

Approval for changes to existing courses/programmes is undertaken at two levels:

- (i) The Academic Development Committee (ADC) is required to approve amendments to existing courses/programmes if these amendments involve any or all of the following:
- changes to an existing course/programme title;
 - additions/changes to mode(s) of delivery;
 - changes to named exit awards;
 - additional intakes and changes to intake timing;
 - changes to duration of the course/programme in line with the internal *Course Duration Institutional Guidance*;
 - proposals for re-developments to the course/programme curriculum, either between Institution-Led Subject Reviews or within the Course Re-approval process, affecting more than 25% of an award's SCQF credit value (refer [subsection 1.3.1](#));
 - course/programme cessations.
- (ii) School Academic Boards (SABs) have devolved authority to approve amendments affecting less than or equal to 25% of an award's SCQF credit value (e.g. for an undergraduate four-stage Honours course, up to and including 120 of the total 480 SCQF credits' refer [subsection 1.3.1](#)). Course/Programme Management Teams are required to consider course/programme changes prior to submitting these to the SAB. Thereafter, executive action by the AQO, is taken to confirm completeness of paperwork. Changes proposed might include:
- changes affecting progression;
 - inclusion of new and/or revised modules (i.e. module titles, SCQF level/credit);
 - replacement of modules with other existing, or new, modules;
 - alteration to the timing of delivery of existing modules;
 - changes to assessment.

The timing of implementation of changes requires careful consideration with respect to the recruitment cycle and to prospectus and web-based recruitment material. Where changes are made that will impact on students in a live recruitment cycle, students will need to be informed by Admissions of changes so they make an informed choice about whether to pursue study at the University.

In making changes to existing courses, as well as creating new modules and credit-rated short courses (refer [subsection 1.4](#) and [subsection 1.5](#)) it is essential that current students and External Examiners, and any other relevant stakeholders as appropriate, are kept informed of proposed and approved changes.

1.3.1 25% Changes

Normally, non-cumulative course changes affecting over 25% of the course credits i.e. those being presented within one proposal, require approval by ADC, e.g. when these affect module learning

outcomes, module replacements, the course assessment strategy, or significant course structure changes between Stages. However, if the changes are accumulative enhancements but not significant changes to a course, e.g. revisions to module titles without a change to the core subject of the module, modules moving semesters within the same Stage, clarification in Assessment Plan descriptions etc., then it would be permissible for the SAB to approve these proposals on a case-by-case basis. Further clarification can be sought from the Academic Quality Officers.

1.4 Module Approval

Modules may be used in the following ways:

- as constituent units of credit-rated award-bearing courses and programmes;
- as credit-rated non-award-bearing short courses typically offered as Continuing Professional Development (CPD) provision or fulfilling the University's commitment to lifelong learning;
- as credit-rated non-award-bearing short courses offered in collaboration with a third party (refer to [Section 5](#) of this Handbook).

Modules delivered as part of a credit-rated award-bearing course or programme can normally only be credit-rated with 15 SCQF points at the appropriately defined level, or multiples thereof, unless otherwise required by a PSRB or a corporate client. Modules offered as credit-rated non-award-bearing short courses can normally be credit-rated with 5, 10 or 15 SCQF points at the appropriately defined level.

All modules are contained within, and prepared using, the *Module Database*, which automatically generates *Module Descriptors*. The Department for Governance and Academic Quality administers the *Module Database* and advice on its use should be sought from the Department.

Unless modules are approved during a validation (or as part of the Course Re-approval element of Institution-Led Subject Review), new and amended modules require approval by the School Academic Board (SAB) with further scrutiny of paperwork by the AQO. The key aspects of this process include:

- the preparation of proposed changes by the Course/Programme Leader and consideration of these changes by an external subject expert;
- consultation with the External Examiners and students if assessment and/or progression requirements are affected;
- consideration by the Course/Programme Management Team and the SAB prior to its subsequent consideration by the AQO.

1.5 Credit-Rated Short Course Approval

The procedure for approving modules to be delivered as credit-rated non-award-bearing short courses is the same as for the approval of new modules. Approval allows credit-rating for future delivery only; credit cannot be awarded retrospectively.

Short courses derived from existing approved modules that have not been amended are not subject to any further formal approval. However, any variances in the standard fee would require endorsement by the Dean of School.

1.6 Professional, Statutory and Regulatory Body (PSRB) Accreditation

A significant proportion of the University's courses are affiliated to PSRBs and are therefore recognised/accredited/approved by the relevant bodies. The organisation and management of accreditation visits and/or a documentary submission (usually where no visit is required) is included within the University's quality assurance procedures to ensure appropriate oversight and monitoring (refer [subsection 7](#)). Generally the format of PSRB visits is dictated by the individual body. The Course Leader should consult with the AQO well in advance of any PSRB submission/visit regarding requirements for oversight and monitoring by the University.

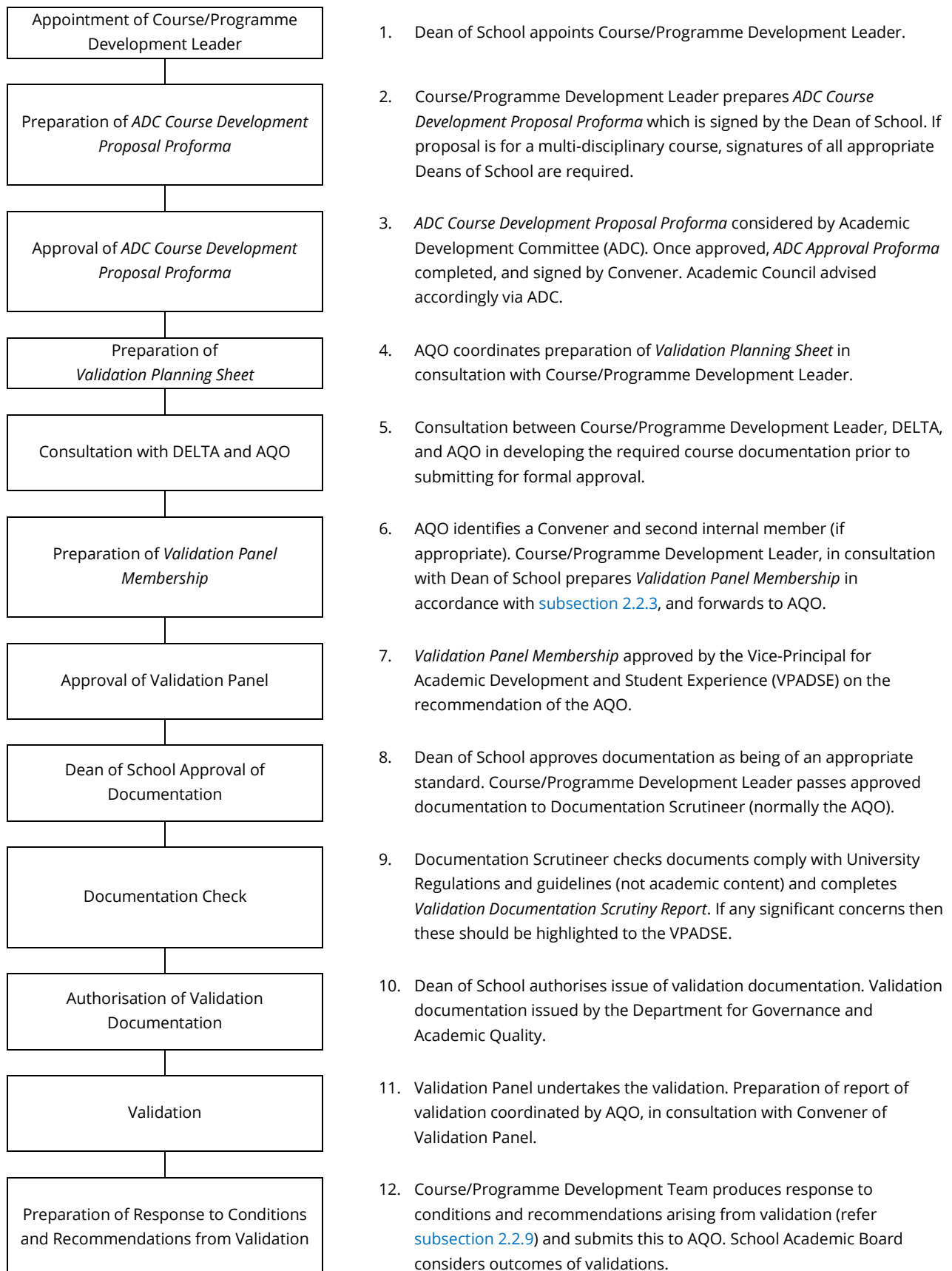
Key aspects are likely to include:

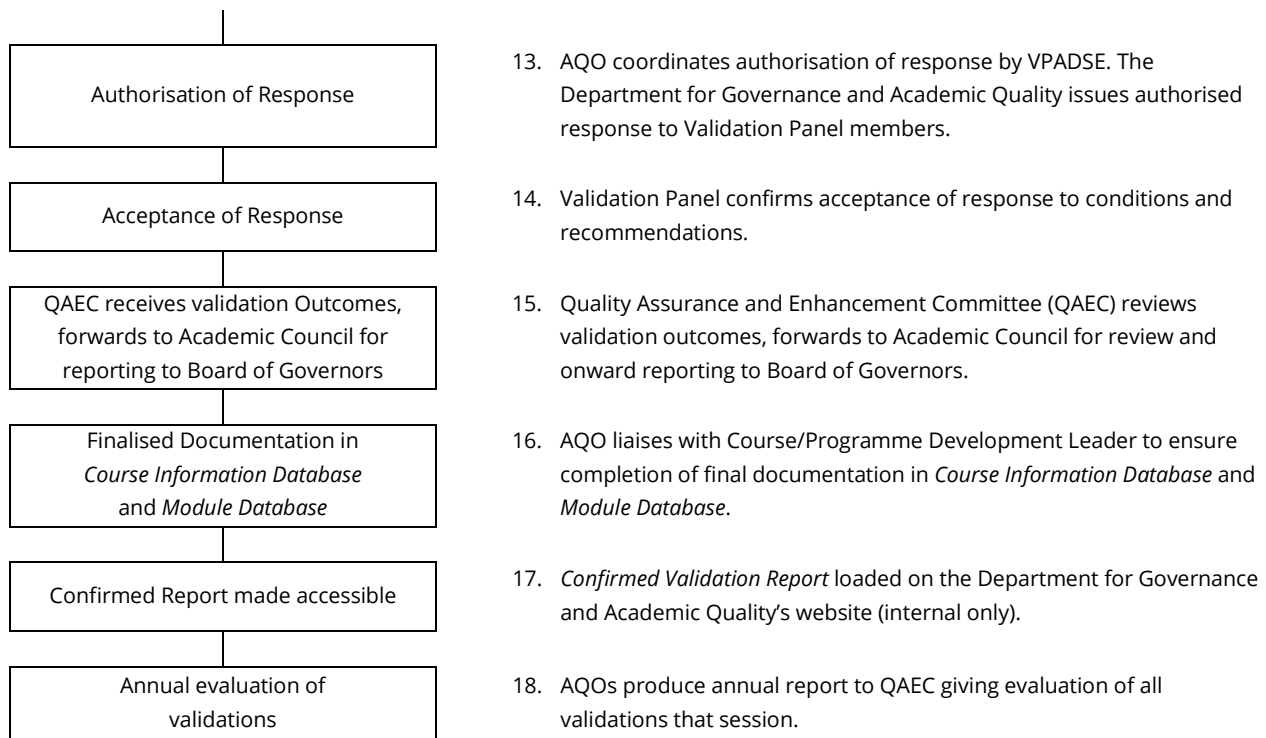
- the completion of a *PSRB Planning Sheet*;
- the preparation of documentation, drafted in accordance with both the PSRB and University requirements, e.g. *Course Specifications, Module Descriptors* etc.;
- authorisation, by the Dean of School, for the release of the documentation to the PSRB, after appropriate internal scrutiny and approval of the documentation by a Documentation Scrutineer (normally the AQO);
- the preparation by the School of a response, as appropriate, to the accreditation outcomes that is subject to the subsequent approval by the Dean of School prior to issue to the PSRB.

Details of PSRB accreditations and affiliations are held within the *Course Information Database* and a summary of these is available from the [Governance and Academic Quality](#) website.

2. COURSE/PROGRAMME VALIDATION

2.1 Course/Programme Validation Procedure





2.2 Guidance – Course/Programme Validation Procedure

2.2.1 Course Titles

The title of a course must be simple in form, clearly reflect the course content, and accord with the form generally accepted by higher education institutions and by the relevant PSRBs. Academic Development Committee (ADC) must approve all changes to course titles (refer [subsection 1.3\(i\)](#) and [subsection 3.1](#)).

Use of 'with' in the title of a course is permitted if at least 25% of the subject content is in that area. The use of 'and' in the title is permitted only if at least 40% of the subject content is in that area.

A course title is not normally permitted if its curriculum content is less than 25% different from that of any existing course title.

2.2.2 Planning and Scheduling of the Validation

The validation must be scheduled in accordance with the timescale agreed by ADC and with sufficient time (normally a minimum of 16 weeks) to enable responses and actions arising from a validation to be addressed prior to delivery. The [Validation Planning Sheet](#) serves as a framework for the establishment of timescales and deadlines and is used to monitor progress against these targets.

The process for validation will be determined by the Department for Governance and Academic Quality following approval of the course proposal by ADC; the process will be proportionate to the scale, context and circumstances of the change involved.

A validation is normally conducted over one full day though it may be shortened depending on the extent of change involved, e.g. if the changes affect between 25% and 40% of the SCQF credit of the existing course. The Validation Panel will be invited to submit any feedback or comments normally at least one week in advance of the event, which will help prepare the Course Development Team and inform the event.

A validation will typically require, as a minimum, a meeting of a Validation Panel with the Dean of School and Course/Programme Development Leader. This will be extended to include the full Course/Programme Development Team where a new course/programme is proposed or where changes affect more than 40% of the SCQF credit of an existing course. In some cases, a validation may take the form of a review of documentation by Critical Readers, normally followed by a meeting of an internal Validation Panel with the AQO.

The programme for each validation is agreed in discussion between the Dean of School and the Department for Governance and Academic Quality.

2.2.3 Validation Panels

Panels for validations comprise a combination of external and internal members appropriate to the nature of the validation, and the membership is derived with the aim of making available as wide a spectrum of external advice and comment as possible. The relevant PSRBs should also be consulted, where appropriate, in respect of the composition and/or membership of the Panel. The external membership for some validations may comprise Critical Readers (subject experts) who consider documentation provided electronically rather than attending in person.

Validation Panels have a minimum composition as follows:

Convener:	A Dean of School who is not from the host School.
*One external member:	An academic with relevant subject experience.
Student member	A Student School Officer who is not from the host School or a Sabbatical Officer from RGU Union.

The Panel may also include a second academic internal member (from the approved list held by Governance and Academic Quality) not from the host School, and a second external member who represents the appropriate industry or profession.

An exemplar *Validation Panel Membership* is [available](#).

For each external member of the Validation Panel there must be a statement indicating previous involvement/close association with the host School(s)/Department(s)/staff. Normally any such association within the last five years would preclude appointment to a Validation Panel. Where there has been no involvement this should also be stated.

*Where a proposed Panel member is domiciled outwith the UK it is essential that the School contacts the University's Legal Office without delay and prior to the nomination of the individual. The Legal Office will confirm the contractual process to be followed.

2.2.4 Observers

The University may invite internal or external observers to validations as it deems appropriate. For example, attendance at a validation can be useful for staff development purposes if staff are likely to be involved in validations in their host School.

2.2.5 Documentation and Course Preparation

The Course/Programme Development Leader undertakes preparation of the documentation following consultation with the Department for the Enhancement of Learning, Teaching and Assessment (DELTA) and the AQO.

DELTA will provide advice on learning, teaching and assessment aspects to help inform the development of the course and the preparation of the documentation. The following resources are particularly important in this respect and must be consulted when drafting the *Course Specification*.

- [RGU Standards](#) including the RGU Assessment & Feedback Standard, RGU Blended Learning Standard, RGU Academic Calendar Guidance and RGU Digital Learning Standard.
- [How To @RGU](#) including Guidance - How to Write Learning Outcomes.
- [Graduate Attributes at RGU](#)
- [Writing a Course Approach to Learning, Teaching and Assessment](#)

The AQO will provide advice on the preparation of the documentation in accordance with the University Regulations and procedures, including the *Guide to Preparing University Documentation*. This will include completion and submission of the *Inclusive Curriculum Tool* which has been designed to enable course teams to consider inclusive course design and delivery from an Equality, Diversity, and Inclusion (EDI) perspective. Schools are also encouraged to undertake mock validation event(s) in preparation for the event itself.

It is also essential that other relevant central support departments are consulted from a very early stage of development, prior to submission to ADC. Typically, this would include the Library, Estates and Property Services and IT Services. Issues such as Library resources (including whether user licences are available for all students in a potential cohort), timetabling, and information technology requirements must be considered. The Library can provide additional assistance to the Course Development Team by ensuring that Indicative Bibliographies in *Module Descriptors* are up to date and reflect contemporary sources (both hardcopy and electronic).

2.2.6 Documentation Scrutiny

A Documentation Scrutineer, normally the AQO, checks the documentation has been produced according to University Regulations and Guidelines, and completes a *Validation Documentation Scrutiny Report*.

The Dean of School authorises the issuing of the validation documentation by the Department for Governance and Academic Quality to the Panel. The documentation is normally issued at least three weeks in advance of the event.

2.2.7 Moodle Delivery

DELTA advises on the use of consistent style and formatting of course/programme materials in line with the [RGU Digital Learning Standard](#) which provides a key reference point for colleagues developing online materials for delivery on CampusMoodle. Course/Programme Development Teams should ensure that all online materials meet the minimum requirements of the Standard.

2.2.8 Outcomes of Validation

The outcomes of validation will:

- formulate a recommendation for approval of the course subject to normal quality assurance arrangements or recommend that the course not be validated;
- impose conditions where these are considered to be necessary for the approval of the course and identify a deadline for meeting these conditions;
- make such other recommendations where appropriate, and
- highlight areas for commendation.

2.2.9 School Response to Outcomes of Validation

Following a validation, the School is required to produce a response to any conditions and recommendations, which must be approved by the Vice-Principal for Academic Development and Student Experience before it is issued to Panel members. Once the Panel confirms acceptance of the response the course/programme can commence delivery.

The School Response should be set out in the following way:

- Each condition and recommendation should be re-stated, in bold, as it appears in the validation outcomes. Under each, the School should indicate how it will meet the condition or address the recommendation in as detailed a manner as possible/appropriate. A template is sent to the School by the Department for Governance and Academic Quality to assist with this task.
- If the conditions and recommendations require a re-write of some of the course/programme documentation presented at validation, then the relevant revised sections should be attached as appendices to the response.

2.2.10 Validation Report

A formal report of each validation is prepared by officers in the Department for Governance and Academic Quality. After it has been approved by all members of the Panel, the *Confirmed Validation Report* is made available within [RGyoU](#).

The *Confirmed Validation Report* is normally structured around the sections of the *Validation Documentation Evaluation Form*.

2.2.11 Evaluation of Process

As part of its commitment to continuous enhancement of its quality assurance procedures, the University reviews, on an annual basis, the efficiency and effectiveness of the validation process. To assist in this process, Panel members and the Dean of School involved in a specific validation will be asked to provide feedback.

2.3 Documentation Requirements – Course/Programme Validation Procedure

2.3.1 Format of Validation Documentation

The documentation for a course/programme validation comprises a single volume containing; a *Contextual Overview*, *Course Specification (Core Award Data and Student Learning Experience)*, *Module Descriptors*, and a *Learning Outcomes Mapping* document. The *Inclusive Curriculum Tool* must also be completed and submitted to the Documentation Scrutineer, but it is not issued to the Validation Panel.

The *Contextual Overview* will include:

- An introductory statement indicating that the course has been developed following approval by the University's Academic Development Committee.
- Context, for example the rationale for the course development (or for revisions in the case of a re-validation) and any other salient points and making reference to the University's strategy.
- Specific support needs (i.e. staff, physical etc).

Course Specifications are required for every course and are generated within the [Course Information Database \(CID\)](#). The Department for Governance and Academic Quality is responsible for ensuring the accuracy and currency of these documents and administers the *Course Information Database (CID)*. The [CID Writing Guide](#) provides guidance on generating *Course Specifications*.

The *Module Descriptors* are individually generated from the [Module Database](#) and compiled, in numerical order. The [Guide to Preparing University Documentation](#) provides guidance on generating *Module Descriptors*.

Advice and assistance on the preparation of course/programme validation documentation, its format and layout are available from the relevant AQO and other members of staff in the Department for

Governance and Academic Quality. Where the validation is combined with a PSRB visit for accreditation, recognition or approval purposes, it is essential the School liaises with the body as early as possible to establish its documentation requirements.

Advice on learning, teaching and assessment aspects is available from DELTA, and consultation between the Course/Programme Development Leader and DELTA should be undertaken prior to drafting the documentation (refer [subsection 2.2.5](#)).

The Department for Governance and Academic Quality will supply the Validation Panel with the following:

- *Briefing Note for Members of Validation Panels;*
- a customised *Validation Documentation Evaluation Form;*
- Links to *QAA Subject Benchmarks* (as appropriate);
- Links to the *Undergraduate Prospectus* and *Postgraduate Guides;*
- Links to the University's *Academic Quality Handbook, Academic Regulations and Organisational Regulations.*

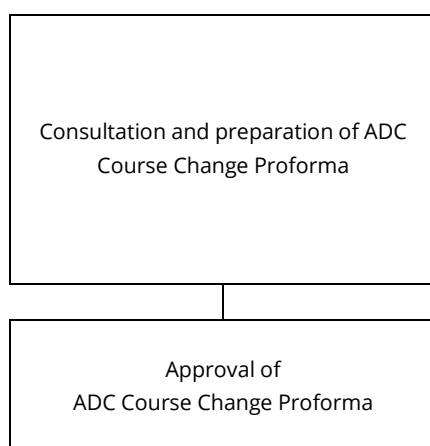
2.3.2 Production of Validation Documentation

The University seeks to use electronic documentation for validations wherever possible and only exceptionally will hard copy documentation be provided to Panels. The relevant AQO can advise regarding requirements for the production of documentation.

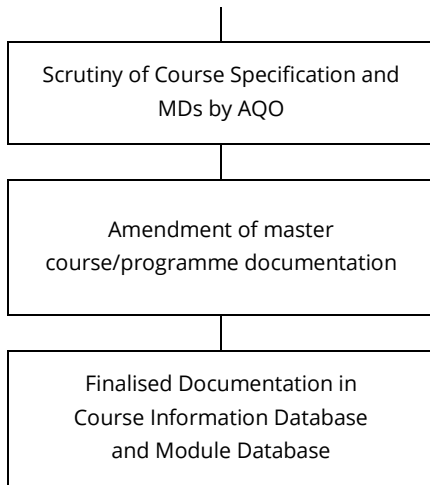
3. AMENDMENTS TO EXISTING COURSES AND PROGRAMMES

3.1 Academic Development Committee (ADC) Approval Procedure

For changes to an existing course title; additions/changes to mode(s) of delivery; changes to named exit awards; additional intake points, and proposals for re-developments to the course curriculum affecting more than 25% of an award's SCQF credit value (refer [subsection 1.3.1](#)); and course/programme cessations.



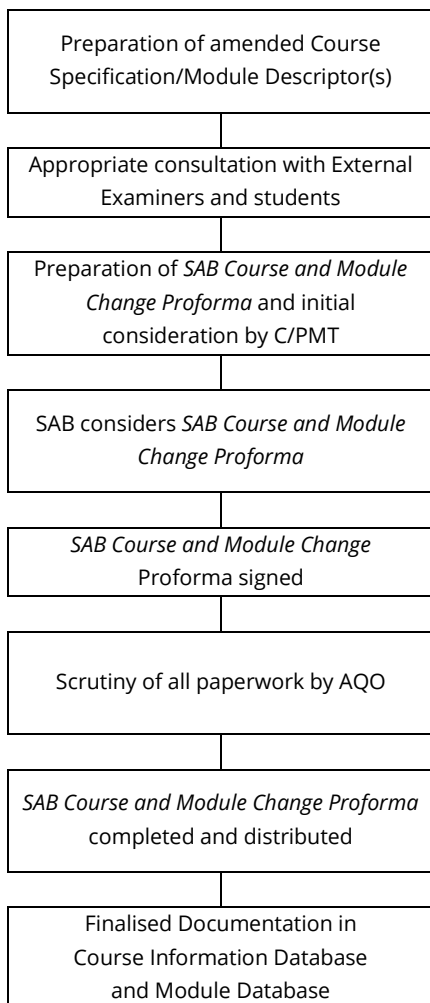
1. If changes affect progression and/or assessment, External Examiners must be consulted and written consent received. All students affected by change must be consulted and their views taken into consideration. Consultation with relevant PSRB if appropriate, and DELTA if online learning or change involves conversion to online learning. Course/Programme Leader prepares *ADC Course Change Proforma*, confirming extent of all consultation, and obtains signature of Dean of School in which course/programme is delivered.
2. *ADC Course Change Proforma* considered by ADC. Following approval, *ADC Approval Proforma* completed and distributed as specified and, if appropriate, course/programme change referred to Dean of School or validation procedures initiated. Academic Council advised accordingly.



3. AQO scrutinises *Course Specification* and *Module Descriptors* to ensure they include appropriate details of approved revisions. AQO completes *Validation Documentation Scrutiny Report* as appropriate.
4. Course/Programme Development Leader updates master course/programme documentation (*Module* and *Course Information Databases*) in liaison with the Department for Governance and Academic Quality.
5. AQO liaises with Course/Programme Development Leader to ensure completion of final documentation in *Course Information Database* and *Module Database*. Relevant support departments would be notified of changes as appropriate by the AQO.

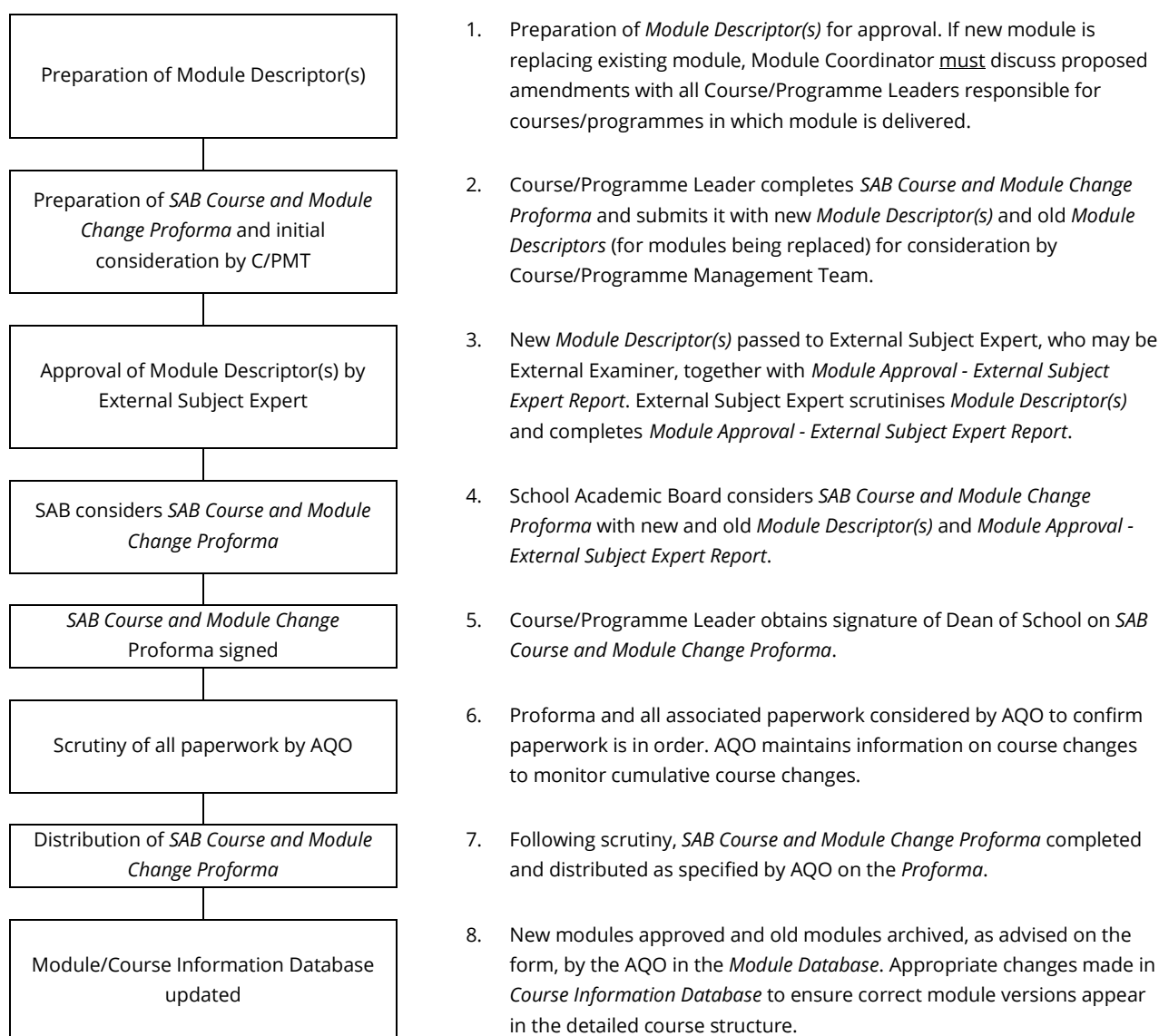
3.2 School Academic Board Approval Procedure

For changes affecting less than or equal to 25% of an award’s SCQF credit value (refer [subsection 1.3.1](#)). Normally course changes must be approved at least **six months** prior to the enrolment of the next cohort of students.



1. Preparation of amended *Course Specification/Module Descriptor(s)* for approval using *Course Information Database* and *Module Database*, as appropriate.
2. Appropriate consultation with External Examiners and students.
3. Course/Programme Leader completes *SAB Course and Module Change Proforma*. This along with the amended *Course Specification/Module Descriptors* are considered by Course/Programme Management Team.
4. School Academic Board considers *SAB Course and Module Change Proforma* with amended *Course Specification/Module Descriptors* and supporting paperwork.
5. Course/Programme Leader obtains signature of Dean of School on *SAB Course and Module Change Proforma*.
6. Proforma and all associated paperwork considered by AQO to confirm paperwork is in order. AQO maintains a record of course changes. .
7. *SAB Course and Module Change Proforma* considered by AQO. Following approval, *SAB Course and Module Change Proforma* completed and distributed by AQO as specified.
8. AQO liaises with Course/Programme Development Leader to ensure completion of final documentation in *Course Information Database* and *Module Database*.

4. MODULE APPROVAL PROCEDURE



5. CREDIT-RATED SHORT COURSE APPROVAL PROCEDURE

5.1 Credit-Rated Short Course Approval Procedure

The procedure for approving modules to be delivered as credit-rated non-award-bearing short courses is the same as for the approval of new modules (refer [subsection 4](#)). Such approval allows credits to be awarded for future delivery only; credits cannot be awarded retrospectively.

5.2 Third Party Collaboration

The University may wish to validate and credit-rate provision that will be developed and delivered by an external organisation (e.g. an employer, a professional body, or a non-degree-awarding institution). Please refer to [Section 5](#) of this Handbook for further guidance on the approval process.

5.3 Quality Assurance of Modules Delivered as Short Courses

The following applies to modules delivered as short courses, which are not part of an award-bearing course.

External Examiners

Existing External Examiners should be requested to consider credit-rated short courses as appropriate to their own discipline and will be paid a supplementary fee for such duties. The External Examiner's agreement to this additional responsibility should be confirmed in writing prior to the completion and approval of an *External Examiner Extension/Reallocation Application*. Decisions relating to the award of credit must be ratified by an Assessment Board prior to the issue of certificates or transcripts. The External Examiners must either include reference to short course provision in their *External Examiner Annual Report* or, if the volume of short courses merits it and with the School's agreement, complete a separate *External Examiner Annual Report*. For details of the procedures relating to External Examiners, and a template for the annual reporting of short courses, please refer to [Section 4](#) of this Handbook. [Academic Regulation A5: External Examiners](#) provides additional information regarding the appointment of External Examiners.

Annual Appraisal

Credit-rated short courses are included in the Annual Appraisal Process. An *Annual Course Appraisal Report* is completed by the Short Course/Programme Leader on behalf of the host School for consideration by the School Academic Board. For details of the Annual Appraisal Process, please refer to [Section 2](#) of this Handbook.

Course Re-approval

If they are delivered at least on an annual basis, credit-rated short courses are subject to re-approval during formal Course Re-approval. For details of the requirements for course re-approval, please refer to [Section 3, subsection 3](#) of this Handbook.

Evaluation

All participants on short courses are required to complete an *Evaluation Questionnaire* (refer to [Section 2](#) of this Handbook). Analysis of the evaluation outcomes should inform the Annual Appraisal Process and Institution-Led Subject Review.

6. AMENDMENTS TO EXISTING MODULES AND SHORT COURSES

6.1 Approval Procedure

If an existing module or short course requires amendment, such amendments require approval by the School Academic Board only if they affect:

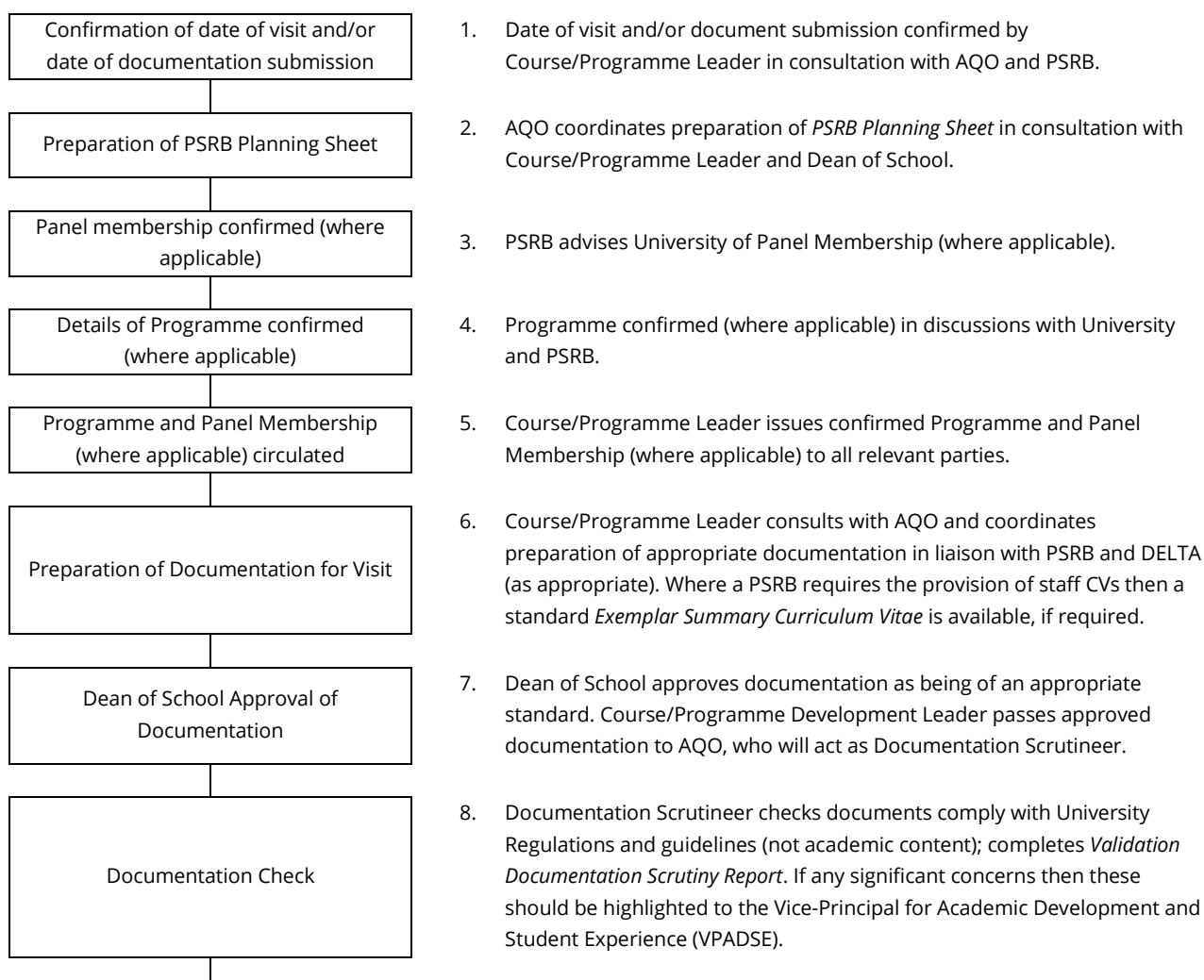
- Module Learning Outcomes

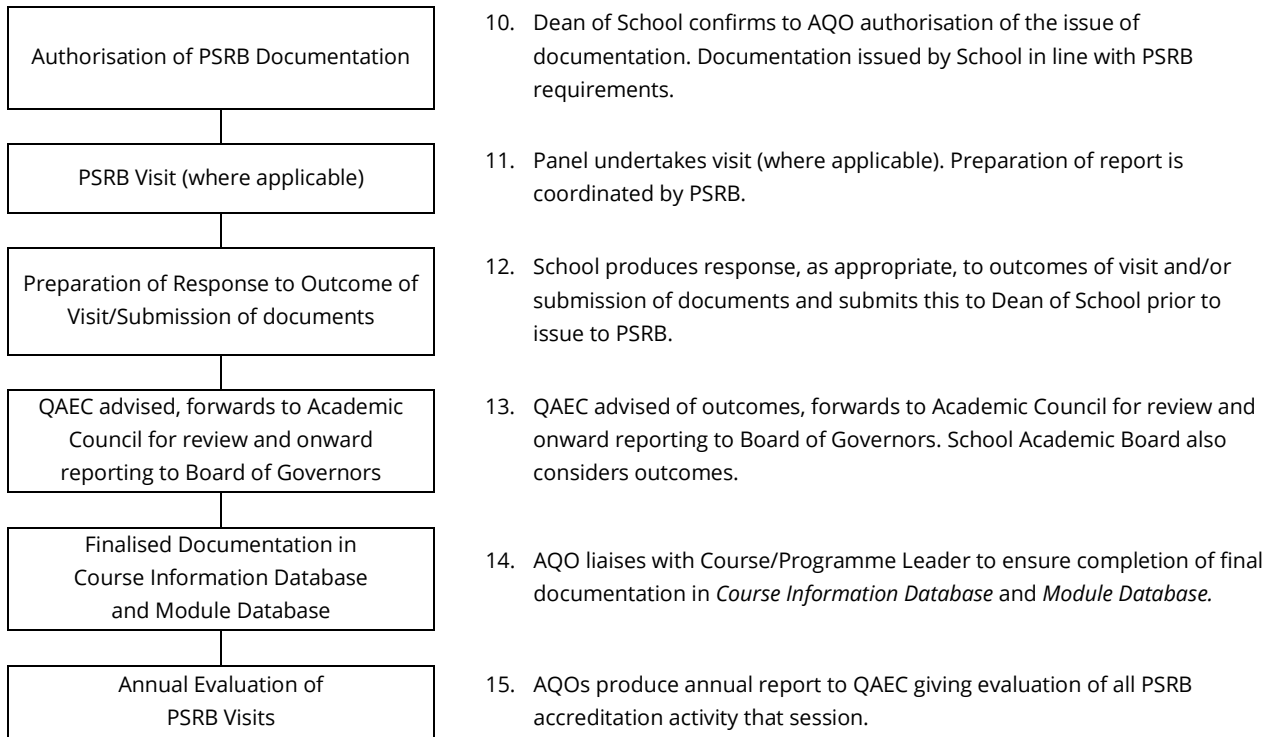
- SCQF level or credit; where a change to a module's SCQF level or number of credits is being proposed a new module with a new module reference number will need to be generated
- Module Reference Number
- Module Title; where a change to a module title is being proposed a new module with a new module reference number will need to be generated
- Assessment Plan
- Progression requirements

Refer to [subsection 4](#) for the Module Approval Procedure. Any other changes to modules, other than those listed, should be made in liaison with the AQO so that the *Module Database* and *Course Information Database* are kept current.

Assessment and/or progression changes require the approval of the relevant External Examiner(s) and the School Academic Board.

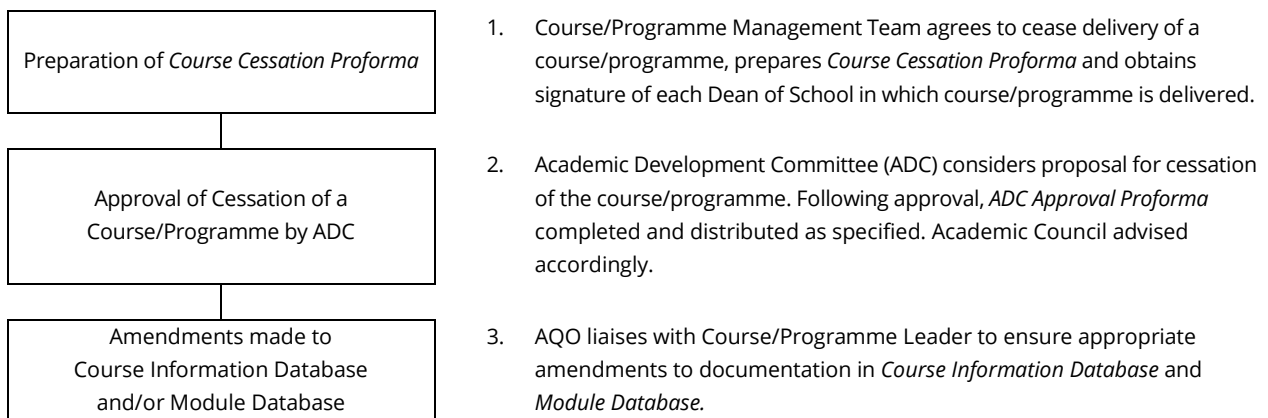
7. PROFESSIONAL, STATUTORY AND REGULATORY BODY ACCREDITATION (PSRB)





8. PROCEDURE FOR CESSATION OF A COURSE/PROGRAMME

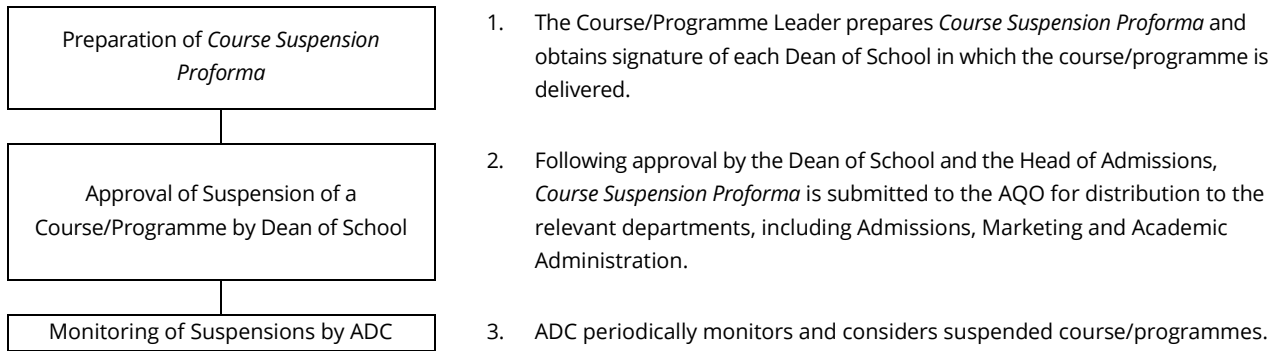
Proposals for the cessation of a course/programme require the approval of ADC.



9. PROCEDURE FOR SUSPENSION OF A COURSE/PROGRAMME

Proposals for the suspension of a full course/programme, a particular intake or a particular mode of delivery, require the approval of the Dean of School and sign off by the Head of Admissions. ADC have a role in monitoring course suspensions.

Suspension is a temporary arrangement. In the event a suspension becomes permanent, refer to [subsection 8](#) for the course cessation procedure.



10. CORPORATE COURSE/PROGRAMME APPROVAL PROCEDURE

A corporate course may be defined as an approved curriculum followed by a cohort of corporate students for the achievement of academic credit and/or a named award, funded by a corporate client. The difference between a corporate course and a collaborative course is that the corporate course utilises the University's own curriculum and the University retains all responsibility for designing, delivering, assessing, quality assuring and awarding credit. Corporate arrangements will normally be agreed on the basis of individual courses. Developments may be defined as follows:

- a **new award-bearing course/credit-rated short course** specifically designed and approved for delivery to a cohort of students from a corporate client;
- an **existing award-bearing course**, of identical content, approved for extension of delivery to a corporate cohort. This could involve a new mode or location of delivery;
- a **modification of an existing award-bearing course/credit-rated short course** approved for delivery to a corporate cohort. This may, for example, involve modifying the course content and, in addition, involve a new mode or location of delivery.

ADC has responsibility for considering and approving proposals for all forms of award-bearing courses, including corporate courses and individual credit-rated short courses, which may not result in an award.

Prior to the development and implementation of a corporate course, an appropriate *Contract*, which details the responsibilities and duties of each party, and specifying financial arrangements and delivery arrangements, must be signed by both the corporate client and the University.

The formal approval process for the course will be undertaken in accordance with procedures as outlined in [subsection 2](#) and [subsection 4](#). Thereafter, the course will be subject to the normal quality assurance processes of the University (refer [Section 2](#), [Section 3](#) and [Section 4](#) of this Handbook). Monitoring and compliance with contractual arrangements will be overseen by Business and Economic Development.