



**College Course and Module Amendment Sub-Group
Guidance**

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Changes to Courses and Modules

The University's approach to managing Module and Course Amendments is underpinned by a commitment to proportionality based on the perceived level of risk, the impact on the course as approved, and the associated level of externality required to inform and confirm the revision.

Module and Course Amendments are managed by the School/Institute through the College CMAS Committee. The process for making changes to courses and modules is outlined in the [Course Planning and Approval/Re-approval Process](#) (paras 76-90) and in [CTMC Guidance on Amendments to Modules and Courses](#) (table of categories). APPG1 Guidance sets out the [Relationship between Course Change, Course Re-Approval and APPG](#).

Forms:

CTMC Form 1 - [Amendments to Approved Modules \(AAM\)](#)

CTMC Form 2 - [Amendments to Approved Courses \(AAC\)](#) (including removal of optional modules)

CTMC Form 3 - [Temporary Amendments to Approved Modules \(AAM\)](#)

CTMC Form 4 - [Cumulative change tracking template](#)

Associated Policy and Procedures:

[Course Planning and Approval/Re-approval Process](#)

[Course Closure, Suspension and Significant Change Policy](#)

[University Terms and Conditions for Applicants](#)

College Course and Module Amendments Sub-Group

Terms of Reference

Membership

- Chair – College Director LTQE
- At least one member of staff, from each School/Institute, drawn from the College LTQE membership
- School/Institute representative from Senior Management Team (a SMT representative may, in exceptional circumstances, deputise for the College Director LTQE to approve changes to courses outside of their School)
- School/Institute Quality Administrator from each School/Institute
- School/Institute Quality Coordinator
- Member of AQU.

Secretariat will be drawn from School/Institute Quality Administrators.

The Sub-Group can co-opt other members for specific meetings or items of business (for example: Head of Apprenticeship & Work based Learning).

Terms of Reference

1. Consider and approve proposals for course change and new or substantially revised modules, in accordance with University procedures and guidance.
2. To ensure there are effective processes in place for managing minor amendments to courses/modules and for monitoring cumulative change.
3. Ensure effective management of minor changes to courses/modules.
4. Monitor cumulative change.

Reporting requirements

The Sub-Group is responsible to College Learning, Teaching and Quality Enhancement Sub-Committee for oversight of changes made to modules and courses.

Quorum:

There must be at least one member of staff, from each School/Institute, drawn from the College LTQE membership. Where the School/Institute has vacancies in the roles related to the LTQE, a member of the School/Institute SMT will be required to deputise in place.

Frequency of meetings:

Meetings to be held at least four times per year.

Working Brief

The Sub-Group is responsible to College Learning, Teaching and Quality Enhancement Committee for the approval and management of changes made to courses.

Specifically, it is the responsibility of Sub-Group to consider and/or approve new modules and amendments to existing modules and courses in accordance with the University's agreed categories of minor and major change - [Course Planning and Approval/Re-approval Process](#) (para 76 – 90).

- 1. To consider and approve Category 1 changes.** The Amendments to Approved Modules (AAM) form should come to the Sub-Group already signed off by Course Leader and Head of Department (or nominee) and the Sub-Group considers, approves & records Category 1 changes: CTMC Form 1 – [Amendments to Approved Modules \(AAM\)](#).
- 2. To consider and approve Category 2 changes.** The Amendments to Approved Courses (AAC) form should come to the Sub-Group already signed off by Course Leader and Head of Department (or nominee) and the Sub-Group considers, approves & records Category 2 changes: CTMC Form 2 – [Amendments to Approved Courses \(AAC\)](#).
- 3. To consider and approve Category 3a changes.** The Amendments to Approved Courses (AAC) form should come to the Sub-Group already signed off by the Course Leader, the Head of Department and the Head of School/Institute and the Sub-Group considers, approves & records Category 3a changes: CTMC Form 2 – [Amendments to Approved Courses \(AAC\)](#) form plus discussion with AQU to confirm impact of change.
- 4. To consider and approve Temporary Amendments to Assessment to Approved Modules (exceptional circumstances).** The Temporary Amendments to Approved Courses (AAC) form should come to the Sub-Group already signed off by Course Leader and Head of Department (or nominee) and the Sub-Group considers, approves & records the changes: CTMC Form 3 [Temporary Amendments to Approved Modules \(AAM\)](#).
- 5. Annual consideration cumulative change.** An annual paper is prepared by the School/Institute Quality Administrator for the Sub-Group at the start of each academic year, identifying from the School's/Institute's records the volume and level of change over the last three years for each course. The Sub-Group should make recommendations for re-approval in relation to any courses identified as having a volume or significant amount of change which has led to substantive revision of the course as originally approved. An annual overview of cumulative change will be produced for ASQEC.

Roles and Responsibilities

College Director (CD)	Chairs CMAS meetings Agrees staff/colleague attendance as development opportunities With QA allocate each proposal to two CMAS attendees to scrutinise
Quality Coordinator (QC)	Advises on appropriate category CTMC Guidance on Amendments to Modules and Courses (table of categories) and changes and appropriate module course (CTMC) form
Quality Administrator (QA)	Develops agendas; chases papers; sends out meeting invitations (including allocating a time slot to MLs and CLs); submits documents to the shared site; takes minutes (including clear actions set out in full); follows up on actions; prompts CD as necessary; completes cumulative changes documentation; amends definitive documentation as appropriate; informs Registry and AQU of changes and sends amended definitive documentation as appropriate; works with CD to allocate each proposal to two CMAS attendees
Module Lead (ML)	With the CL's assent may present Category 1 amendments and temporary amendments to assessment of approved modules
Course Lead (CL)	Signs off all categories of changes prior to submission to CMAS Attends CMAS to present all Category 2 and 3a changes. May consent to the ML presenting Category 1 and temporary amendments to assessment of approved modules
Head of Department (HOD)	Signs off Category 1, 2 and 3a changes prior to submission to CMAS
Head of School/Institute (HOS)	Signs off Category 3a changes prior to submission to CMAS

It is the responsibility of the College Module Amendments Sub-Group to consider and/or approve new modules and amendments to existing modules and courses in accordance with the University's agreed categories of minor and major change. The context to approval of changes speaks to the Office for Students Conditions of Registration specifically:

Condition B1 Academic Experience

- B1.1: the provider must ensure that the students registered on each higher education course receive a high quality academic experience.
- B1.3: for the purposes of this condition, a high quality academic experience includes but is not limited to ensuring all of the following:
 - a. each higher education course is up-to-date;
 - b. each higher education course provides educational challenge;
 - c. each higher education course is coherent;
 - d. each higher education course is effectively delivered;
 - and e. each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills.

Condition B4 Assessment and Awards

- B4.1: the provider must ensure that:
 - a. students are assessed effectively;
 - b. each assessment is valid and reliable;

Colleagues may find the [Learning Outcomes Guide](#) useful when considering changes to learning outcomes, ensuring they are expressed through the use of active verbs which spell out what students will be able to do, and are constructively aligned to assessments.

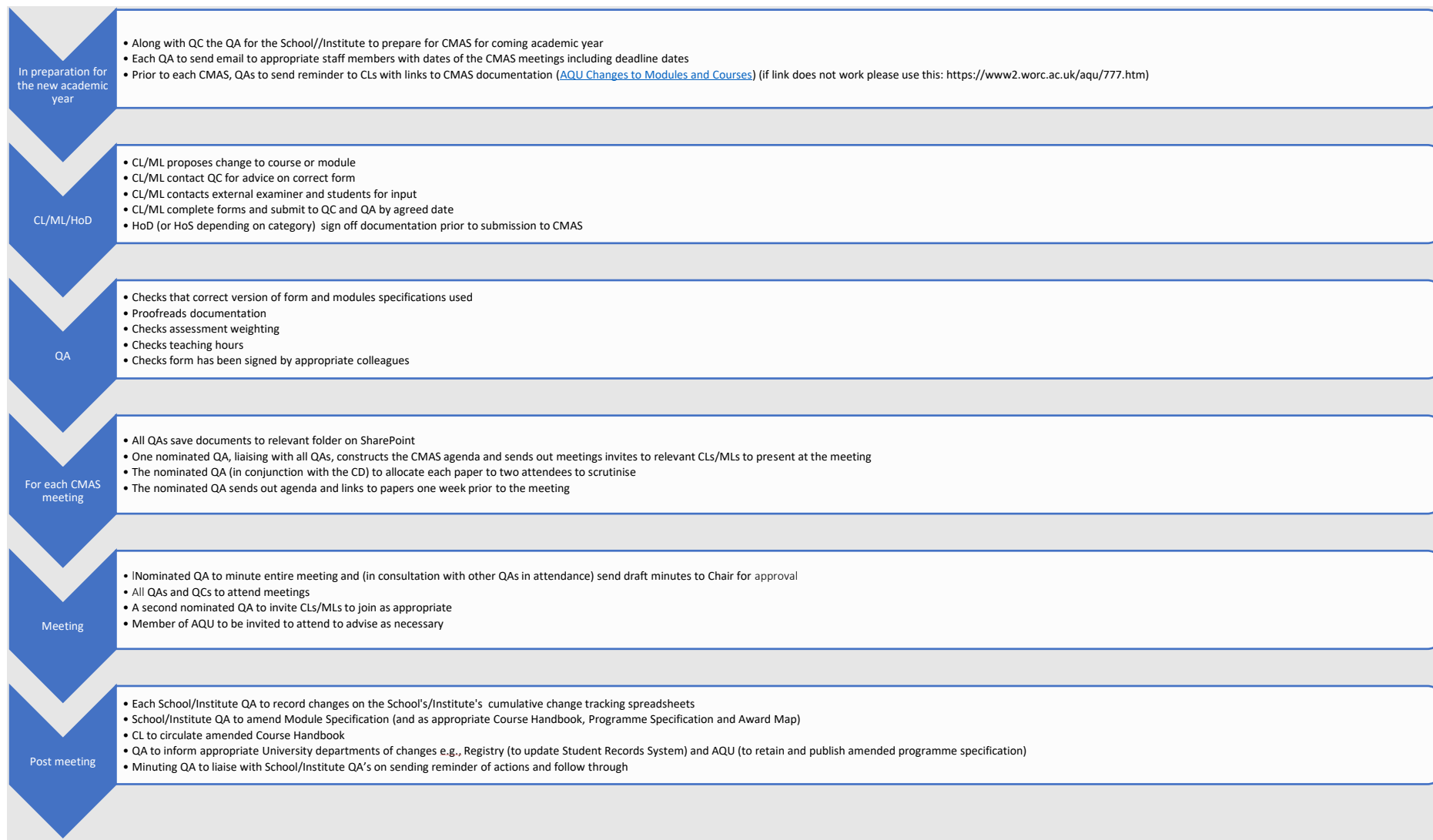
CMAS meetings 2024/25

Dates available from School/Institute Quality Administrators

Note:

- All deadlines must be met.
- Category 1, 2 and 3 changes are to be presented by the Course Leader.
- Changes to 30 credit modules must come to the first and second CMAS meetings of the academic year.
- Level 5 and Level 6 amendments must come to the first and second CMAS meetings of the academic year (due to module selection dates).
- L4 and PG amendments can be considered at all meetings.
- Chair's action is by exception only.

CMAS Flow Chart



Checklist for consideration prior to proposal sign off:

Module Leaders and Course Leaders should note that a proposal to CMAS is comparable to final course approval and that final documentation submitted should be of the same high standard. Module Leaders and Course Leaders need to give themselves sufficient time to look critically at the proposed changes which are to be accurately presented on the correct template.

The following should be considered:

Has the QC advised on category and appropriate CTMC form?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Has the most up to date Module Specification been used. Has it been completed appropriately and been checked for typos and grammatical errors?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Have both the original module specification and revised version been submitted to CMAS?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Has the proposal been checked against the Programme Specification?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Do the proposed changes impact the Award Map?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If 'Yes' has the Award Map (and Programme Spec) been amended?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Are the original and revised module specifications, award map and programme specification, where applicable, attached with changes highlighted?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Has the cumulative change spreadsheet been checked to consider previous changes and whether the cumulative changes are likely to trigger a course reapproval?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Have any revised learning outcomes been reviewed against the grade descriptors ? (See Assessment Practice page)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Have the principles of assessment set out in the Assessment Policy (Appendix 1) been considered (See Assessment Practice page). For example (not exhaustive):	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• is assessment appropriate: does it align with course aims and learning outcomes (will it enable students to demonstrate meeting learning outcomes)?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• is the weighting appropriate as set out in the Assessment Policy?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• does the loading of assessment across modules at each level and for the course remain appropriate?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• has consideration been given to group work?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Does the module map against any professional accreditation?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Has the PSRB been contacted in relation to the changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Has the response from the PSRB been considered and recorded?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Do the proposed changes, including those of the learning outcomes, impact on professional accreditation?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Are you sure that changes will not invalidate professional accreditation?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Has compensation been considered/noted on the module specification?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Have you considered whether changes impact the academic level and the overall course and how this module sits with other modules in the course)?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Post CMAS checklist

Following approval at CMAS, the School/Institute Quality Administrator must ensure that the Module Specification, and Programme Specification/Award Map, where appropriate, is amended to incorporate the changes and the “**Date Module Specification Approved**” and “**Date and Record of Revisions**” (and the “**Date of Programme Specification preparation/revision**” where appropriate) are completed appropriately.

If the award map has been changed because of the module amendment, the School/Institute Quality Administrator must amend the Programme Specification and share with the AQU Officer who will upload the revised Programme Specification to the AQU website and arrange for the information for prospective students to be updated (webpages and marketing materials). The revised documentation (amended award map and module specification) must also be shared with Registry including Programme Advisors. The PAS team are to be informed of the changes in relation to timetabling. Course Handbooks must also be amended and shared with the Course Leader to issue to students. PSRBs are to be notified as appropriate. The dates of all actions and changes are to be recorded by the School/Institute Quality Administrator on CTMC Form 4 – Cumulative change tracking template.

Each course should be recorded on a separate spreadsheet.

The School/Institute Quality Administrator is to communicate the details via the revised documentation to Registry Services so that the Student Records system can be updated. Each change to each course should be clearly set out.

The Schools'/Institute Cumulative Change Tracking Spreadsheet should include the following:

- Department
- Module Code
- Module Title
- Key contact
- Category of amendment
- Brief detail of amendment
- Courses impacted
- Mandatory or optional for course
- Date approved
- Date of implementation
- Revised documentation sent to Registry Services (Module Specification)
- Award Maps amended and sent to Programme Advisors (Registry) & PAS member responsible for timetabling
- Revised Programme Specification sent to AQU
- PSRB notified as appropriate
- SOLE Updated (Module Specification)
- Course Handbook updated and Course Leader informed to issue to students
- Revised Module Specification sent to other departments (where shared).