

School/Institute Course and Module Amendments Sub-Group (CMAS)
Terms of Reference

Membership

- Chair – Head of School/Institute (or nominee Deputy HoS or Quality Coordinator)
- School/Institute Quality Administrator (Secretary)
- School/Institute Quality Coordinator
- At least one senior member of staff / Quality Coordinator from another School/Institute (Nominated annually by HoS, list of staff will be held by AQU at the start of each academic year)
- School/Institute representative from Senior Management Team x 1
- Senior Member of AQU
- Course leaders / School members (optional for professional development purposes)
- School/Institute Learning & Teaching Coordinator (optional)

The Sub-Group can co-opt other members for specific meetings or items of business (for example: Apprenticeships and Employer Engagement).

Terms of Reference

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

Reporting

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

Quorum:

The Quorum for Academic Board and Committees of Academic Board will be one half of the total membership (rounded down to the nearest whole number when this is a fraction). There must be at least one member of staff 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.

Meetings must allow for reporting to College LTQEC, LTSEC and ASQEC. Level 5 and Level 6 amendments to be considered in Meeting 1 or Meeting 2 (due to module selection dates) for the following academic year. L3 L4 and PG amendments to be considered at all meetings.

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Operational Guidance

Context:

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;
- 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.

Administrative changes (do NOT require formal approval):

These are amendments to a course or module which do not change their aims, outcomes or nature. The module specification template indicates sections which cannot be amended without formal approval, and these are asterisked (*). Sections without an asterisk can be amended as part of the routine updating of modules.

These may include:

- To amend course lead, module lead, administrative contacts
- Correcting typographical errors
- Updates to module indicative content and/or short module descriptor with no impact on aims, learning outcomes or assessment
- Changes to sample assignments for summative assessment and/or formative assessment strategy and examples of formative assessment
- Changes to module learning and teaching strategy and methods (where these do not impact the overall student workload hours and/or do not change mode of delivery)
- Minor amendments to assessment (e.g. wording of assessment to clarify requirements that does not impact the type of assessment; amendments to word count or duration of assessment where this does not impact the overall course module assessment strategy)

- Amendments to the programme specification which clarify practice (i.e. adding information, which is not currently included in the programme specification, but which does not constitute a change to the course/modules).

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.
6. **To consider and approve credit-bearing modules as part of CPD offer.** The CPD Form 1 should come to relevant School CMAS or Extra Ordinary School Sub-Group (where earlier meeting is required to respond to market demand) having been approved to proceed by the relevant College Executive, plus provide CPD Website, module information form, Module Specification and APPG Costings Form (available from, and completed in conjunction with, Finance).
7. **To consider and approve credit-bearing modules as part of Postgraduate Professional Development award.** The Postgraduate Professional Development award sits across the University but is located in the School of Nursing and Midwifery for operational

management and management of quality assurance. Where it is an existing approved module with no change proposed the CPD Form 1 should be submitted directly to the School of N&M CMAS having been signed by the proposing Head of School and reviewed by the Postgraduate Professional Development award Course Leader.

Cumulative and simultaneous change:

When making course and module amendments it is important to consider the impact of multiple changes simultaneously or over a period of time, particularly where this significantly affects the structure and/or content of the originally approved course, and the alignment of learning, teaching and assessment with course learning outcomes.

- Course teams are required to consider the effect of multiple minor (course and/or module) amendments over more than one academic year.
- Where multiple amendments have been made over time, course teams are required to comment on the effect of these on course learning outcomes, and the overall structure and content of the course.
- Where multiple amendments are being made simultaneously, course teams are required to comment on the effect of these on course learning outcomes, and the overall structure and content of the course.

Annexe A. Documentation, sign-off and approval by category of change

Category	Documentation required	Sign-off	Approval mechanism
Category 1 Module Amendments	Amendments to Approved Modules form Module specification(s)	Course Leader Head of Department (or nominee)	School CMAS
Category 2 Minor Course Amendments	Amendments to Approved Courses form Programme specification Award map(s) Module specification(s)	Course Leader Head of Department (or nominee)	School CMAS
Category 3a Significant Change	Amendments to Approved Courses form Programme specification Award map(s) Module specification(s)	Course Leader Head of Department Head of School	School CMAS
Category 3b Significant Change	Request for Significant Change form External Examiner consultation Student consultation	Head of School	APPG (additional approval mechanism to be determined following APPG approval)

Annexe B. Roles and Responsibilities

Head of School/Institute (or nominee Deputy HoS or Quality Coordinator)	Chairs meetings. Sets dates for meetings (with QA). Agrees additional attendees. Allocates proposals for review (with QA).
School/Institute Quality Administrator (Secretary)	Produces agenda. Sets dates for meetings (with Chair). Circulates meeting invites. Minutes meetings. Maintains and populates SharePoint sites. Monitors actions. Compiles cumulative change tracker. Amends definitive documentation. Informs Registry and AQU of amendments. Allocates proposals for review (with Chair).
School/Institute Quality Coordinator	Advises on appropriate category of change. Advises on documentation required for each proposal.
Senior member of staff / Quality Coordinator from another School/Institute	Reviews/ scrutinises proposals. Makes recommendations for approval and/or enhancement (as appropriate).
School/Institute representative from Senior Management Team	Reviews/ scrutinises proposals. Signs off proposals (as required) prior to submission to CMAS. Makes recommendations for approval and/or enhancement (as appropriate).
Course leaders / School members	Signs off all proposed amendments prior to submission to CMAS. Presents category 2 and category 3 amendments. May consent to module leader presenting category 1 amendments.
School/Institute Learning & Teaching Coordinator	Advises on course development and enhancement (as appropriate).
Senior Member of AQU	Advises on quality matters relating to compliance with relevant regulations.