Code of practice for programme life cycle processes

Academic year 2019/20

Contents

Introduction

1. This *Code of practice for programme life cycle processes* applies to all of the University's undergraduate and taught postgraduate provision. It also applies to undergraduate and taught postgraduate programmes delivered by the University's Associated Institutions (AIs)[1] that lead to an award of the University. It covers the processes for programme viability, programme validation, periodic enhancement, modification, suspension, re-suspension, reinstatement and withdrawal.

2. Processes for annual programme review are covered in a separate Code, the *Code of practice for annual programme review: taught programmes*. Processes for the approval of Degree Apprenticeship programmes is covered in a separate Code, the *Code of practice for the validation of new degree apprenticeships*. This *Code of practice for programme life cycle processes* has been informed by the *QAA Quality Code for Higher Education.*

Key deadlines

3. The following tables show the deadlines for the processes contained with this Code and those that the various professional service departments use in managing the related marketing, administration and timetabling processes.

Table 1: Process deadlines

Process	Context	Deadline (last day of the month)	Timescale
Programme viability	Approved programme viability proposals submitted to Quality Enhancement and Standards (QES)	August*	One year prior to the introduction of the programme
Validation/periodic enhancement	The desk-based review and consultation portion of the initial checks process has normally taken place	November / December*	Prior to the introduction of the programme
Validation/periodic enhancement	Conditions following the initial checks exercise should normally have been signed off by the QES and the Quality and Standards Sub-committee (QSS) representative	December / January*	Prior to the validation/periodic enhancement event
Validation	Validation events should normally have taken place	April*	Prior to the introduction of the programme

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[1] Reference to Faculty/School/Department should also be taken to include the relevant unit within the AIs.

Periodic enhancement	Enhancement events should normally have taken place	May*	Prior to end of the current approval period
Validation/periodic enhancement	Conditions following a validation/periodic enhancement event (exceptional circumstances only) must be signed off in full by the panel	August*	Prior to the start of the upcoming academic year
Modification	Any major/minor modification must have been submitted on QCM	July*	Prior to the start of the upcoming academic year
Modification	Programme name changes to be submitted on QCM	15th January*	Prior to the start of the upcoming academic year
Suspension / withdrawal	Undergraduate programmes being suspended for the upcoming academic year must have been submitted on QCM	February*	Prior to the start of the upcoming academic year
Suspension / withdrawal	Taught postgraduate programmes being suspended for the upcoming academic year must have been submitted on QCM	July*	Prior to the start of the upcoming academic year
Withdrawal	Applicants to be informed of a programme withdrawal	5th August*	Prior to the commencement of the withdrawal

*NB: the above dates are in place to ensure compliance and support the ongoing quality of the student experience. There may be occasional exceptions to the above deadlines, which should be discussed with QES.

Table 2: Professional Service Departmental deadlines

Department	Context	Deadline	Timescale/notes
Marketing	New undergraduate programmes – to be included in the printed prospectus and major recruitment fairs	October (last day of the month)	Two years prior to the introduction of the programme
Marketing	New postgraduate programmes – to be	February (last day of the	One and a half years prior to the introduction

	included in the printed prospectus and major recruitment fairs	month)	of the programme
Marketing	To be notified of programmes being withdrawn	December	One and a half academic years prior to the year of closure
Programme Administration – central modules team	Module selection/online module registration – continuing students	One week preceding the end of each semester (mid-late June – semester 1, mid-February – semester 2)	Students can make changes to their selections within the first two weeks of each semester
Programme Administration – central modules team	Module selection - new students	End of week 2 semester one	For students to select their modules for the year. Students can make changes to their selections within the first two weeks of each semester
Programme Administration – central modules team	Changes to the module catalogue	July (last day of the month)	Prior to the start of the upcoming academic year
Timetabling	Module requirements to be received for semester 1 timetable	Mid-May	Annual process
Timetabling	Timetabling release semester 1 teaching timetables to Faculties	Beginning of August	Annual process
Timetabling	Faculties check semester 1 teaching timetables and request any changes	Beginning of September	Annual process
Timetabling	Final teaching timetable for semester 1 published to students	Beginning of September	Annual process
Timetabling	Timetabling release semester 2 teaching	Mid December	Annual process

	timetables to Faculties		
Timetabling	Faculties check semester 2 teaching timetables and request any changes	Beginning of January	Annual process
Timetabling	Final teaching timetable for semester 2 published to students	Beginning of January	Annual process

Programme viability

The process[2]

4.   The programme viability process is the first stage of the validation process. A new programme cannot be offered to applicants until it has been approved through the programme viability and validation process. The process is designed to assess the viability of each proposal within the following areas:

- financial
- resource
- market

5.   Once a proposal has been approved through the programme viability process it can progress to the validation stage, which focuses on academic viability, and advertised as 'subject to validation'.

6.   Postgraduate research and degree apprenticeship proposals must also seek initial approval through the programme viability process, once approved they undertake the approval process for new PhD and MD programmes as detailed within the *Code of practice for the approval of new PhD and MD programmes* and the validation process for new degree apprenticeships as detailed within the *Code of practice for the validation of new degree apprenticeships*.

Forms and guidance

7.   For all forms and guidance in relation to the programme viability process please visit the Quality Enhancement and Standards webpages.

Validation and periodic enhancement

The process

8.   The design and approval process (validation) is the quality assurance mechanism by which a proposed programme of study is scrutinised, in order to assure Senate (the academic authority of the University) that the programme meets the University's expectations for academic standards and quality.

9.   Periodic enhancement is the process by which periodically the University assures itself that existing provision and practices within Schools/Departments continue to be relevant, current and meet their stated aims and objectives. The periodic enhancement process operates at School/Department level, normally on a five-year cycle, and it is the expectation that all taught programmes within a School/ Department will go through the process at the same time.
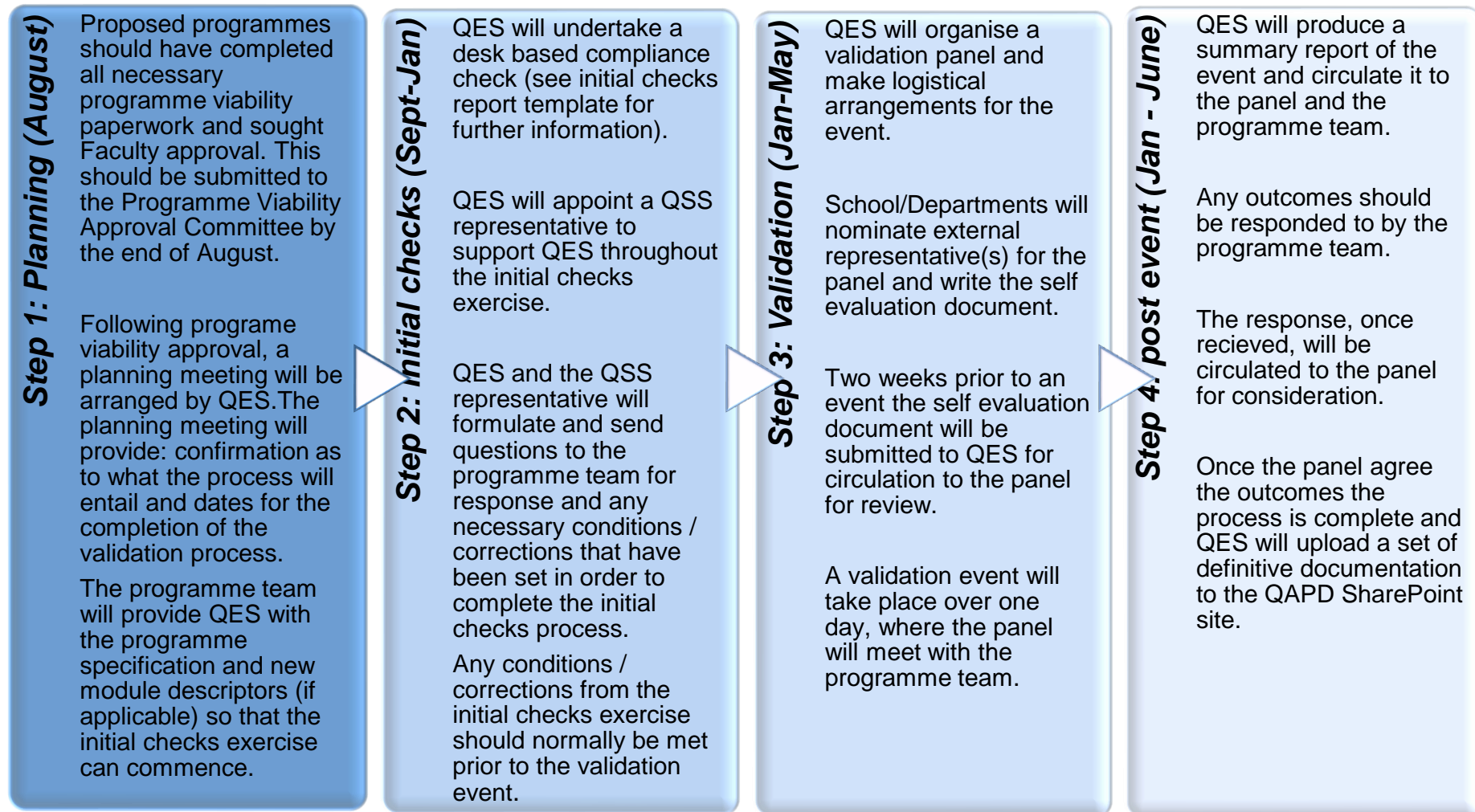
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[2] The programme viability stage of the process is not applicable to the Associated Institutions who operate their own planning schedules.

10. When designing a new programme or reviewing an existing programme, programme teams are expected to ensure that their programmes will / continue to meet internal and external reference points. This includes:

   - University regulations

   - relevant Codes of practice

   - Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)

   - relevant subject benchmark statements

   - relevant PSRB requirements

11. The validation/periodic enhancement process is made up of two stages: initial checks and the validation/periodic enhancement event (see Table 3 below for the process timescales and process maps 1 and 2 for the validation and periodic enhancement process maps). Programmes approved through the validation process will have an open ended approval and will be subject to the periodic enhancement process when their School/Department next undertakes the process as per the schedule (the periodic enhancement schedule dates can be obtained from qualitysupport@surrey.ac.uk).

12. Postgraduate research programmes with taught elements may be considered as part of the periodic enhancement process. When a School/Departments taught content is due to undertake the periodic enhancement process, the inclusion of relevant postgraduate research programmes will be discussed with the programme team at the initial stages of the process.

13. Foundation year and degree apprenticeships programmes will also be considered through the periodic enhancement process when the School/department the programme is attached to is next due to undertake the periodic enhancement process. Dates of planed periodic enhancements can be obtained by e-mailing QES at: qualitysupport@surrey.ac.uk.

14. The validation and periodic enhancement process operate on an academic year schedule. Those programmes which have a non-standard start date, ie January, March, July will still undertake either process be subject to the standard process schedule and deadlines. In cases where a new programme is due to start in January it may be possible to extend the deadline for holding validation events past April and into the summer months.

15. For new University programme initiatives that do not fit existing programme structures, an adaptation of the validation/periodic enhancement process may be necessary to ensure that the particular features of the initiative can be accommodated.

Table 3: Timescales – validation and periodic enhancement

Context	Deadline (last day of the month)	Timescale
The desk-based review and consultation portion of the initial checks process has normally taken place	November / December*	Prior to the introduction of the programme
Conditions following the initial checks exercise should normally have been signed off by the QES and QSS representative	December / January*	Prior to the validation/periodic enhancement event
Validation events should normally have taken place	April*	Prior to the introduction of the programme
Enhancement events should normally have taken place	May*	Prior to end of the current approval period
Conditions following a validation/periodic enhancement event (exceptional circumstances only) must be signed off in full by the panel	August*	Prior to the start of the upcoming academic year

*NB: the above dates are in place to ensure compliance and support the ongoing quality of the student experience. There may be occasional exceptions to the above deadlines, which should be discussed with QES.

Process map 1: Validation

Step 1: Planning (August)

Proposed programmes should have completed all necessary programme viability paperwork and sought Faculty approval. This should be submitted to the Programme Viability Approval Committee by the end of August.

Following programe viability approval, a planning meeting will be arranged by QES.The planning meeting will provide: confirmation as to what the process will entail and dates for the completion of the validation process.

The programme team will provide QES with the programme specification and new module descriptors (if applicable) so that the initial checks exercise can commence.

Step 2: Initial checks (Sept-Jan)

QES will undertake a desk based compliance check (see initial checks report template for further information).

QES will appoint a QSS representative to support QES throughout the initial checks exercise.

QES and the QSS representative will formulate and send questions to the programme team for response and any necessary conditions / corrections that have been set in order to complete the initial checks process.

Any conditions / corrections from the initial checks exercise should normally be met prior to the validation event.

Step 3: Validation (Jan-May)

QES will organise a validation panel and make logistical arrangements for the event.

School/Departments will nominate external representative(s) for the panel and write the self evaluation document.

Two weeks prior to an event the self evaluation document will be submitted to QES for circulation to the panel for review.

A validation event will take place over one day, where the panel will meet with the programme team.

Step 4. post event (Jan - June)

QES will produce a summary report of the event and circulate it to the panel and the programme team.

Any outcomes should be responded to by the programme team.

The response, once recieved, will be circulated to the panel for consideration.

Once the panel agree the outcomes the process is complete and QES will upload a set of definitive documentation to the QAPD SharePoint site.

*The timelines detailed within the above process map are advisory and subject to change.

Process map 2: Periodic enhancement

Step 1: Planning (August)

School/Departments due to undertake the periodic enhancment process in the upcoming year will be notified by QES.

QES will arrange a planning meeting with key School/Department staff.

The planning meeting will provide: confirmation as to what the process will entail and dates for the completion of the periodic enhancement process.

Step 2: Initial checks (Sept-Jan)

QES will undertake a desk based compliance check (see initial checks report template for further information).

QES will appoint a QSS representative to support QES throughout the initial checks exercise.

QES and the QSS representative will formulate and send questions to School / Department staff for response and any necessary conditions / corrections that have been set in order to complete the initial checks process.

Any conditions / corrections from the initial checks exercise should normally be met prior to the periodic enhancement event.

Step 3: Periodic enhancement (Jan-May)

QES will organise a periodic enhancement panel and make logistical arrangements for the event.

School/Departments will nominate external representative(s) for the panel and write the self evaluation document.

Two weeks prior to an event the self evaluation document will be submitted to QES to be circulated to the panel for review.

A periodic enhancement event will take place over one day, where the panel will meet seperately with students and School /Departmental staff.

Step 4: post event (Jan-June)

QES will produce a summary report of the event and circulate it to the panel and School/Depatment Staff.

Any outcomes should be responded to by School/Department staff.

The response, once recieved, will be circulated to the panel for consideration.

Once the panel agree the outcomes the process is complete and QES will upload a set of definitive documentation to the QAPD SharePoint site.

*The timelines detailed within the above process map are advisory and subject to change.

Initial checks

16. The initial checks exercise is designed to assess compliance to ensure that the provision under review is in line with the University's regulations, codes of practice and policies in addition to any external requirements. The initial checks process is led by Quality Enhancement and Standards (QES) working with a member of the Quality and Standards Sub-committee (QSS) and will normally take place early in semester one of an academic year. The following information will be sourced by QES and reviewed in order to complete the initial checks process:

    - programme specification (s) (new and existing)
    - module descriptors (new and existing)
    - assessment overview report (to be sourced from the assessment timetabling system in SITS)
    - approved and proposed modifications from the past two academic years (periodic enhancement only)
    - most recent Professional, Statutory or Regulatory Body (PSRB) report (if applicable/available) (periodic enhancement only)

    The programme team will need to complete a programme specification (validation only) and module descriptors for any new modules prior to the completion of the initial checks exercise (see process maps 1 and 2 for further information).

17. The initial checks process will concentrate on the following areas:

    - programme structures and curriculum
    - assessment and feedback
    - quality assurance
    - PSRB accreditation

18. Further information can be found within the initial checks report template which is completed by QES.

19. The initial checks process requires approval from the QES and QSS representatives in order for the process to be signed off as complete. There are three possible outcomes of the initial checks exercise:

    - compliant – the programme(s) can continue to the validation/periodic enhancement event stage

    - compliant with conditions/corrections – the programme team must complete any conditions/corrections and have them approved by the QES and QSS representatives before the programme(s) can progress to the validation/periodic enhancement event stage

    - non-compliant – it is expected that this would only be the case in exceptional circumstances. In the case of a validation the programme(s) could not proceed to the validation event stage. In the case of a periodic enhancement the relevant Associate Dean (Learning and Teaching) would be informed in order to consider an appropriate course of action for existing provision

    Publication of programme and module records

20. Following the completion of the initial checks exercise new programme specifications and module descriptors will be released to the public catalogue. Quality and Standards (QES) input updated programme specifications for new programmes into the Quality and Curriculum Management (QCM) system once they have been approved through the initial checks process and forward any new modules to the Programme Administration team to be input into SITS and QCM. Once the setup

process is complete the public catalogue is updated by QES and relevant Professional Services teams are informed so that their records can be updated, eg Marketing programme pages.

Validation/periodic enhancement event

21. The validation/periodic enhancement event is designed to provide a forum to consider the provision under review in a peer-led discussion focusing on innovation and plans for the future to include:

   - strategic aims and objectives of the Department/School
   - learning and teaching
   - assessment and feedback
   - the student experience

22. The programme team will be expected to complete a self-evaluation document that will be circulated to a panel for consideration. A validation/periodic enhancement event will take place over one day. The panel will be appointed by QES and consist of:

   - a chair
   - an internal member
   - an external member(s)
   - a student member
   - the event co-ordinator (from QES)

   For further information on areas the validation/periodic enhancement event will focus on see the self-evaluation document template.

23. The outcomes of the validation/periodic enhancement event will be recommendations and, in exceptional circumstances, conditions. The recommendations should be designed to be helpful to the School/Department to further improve their practice based on, for example, good practice already in use within the University or externally. The implementation of recommendations should be monitored through the annual programme review process. If conditions are set, they will need to be met before the process can be signed off as complete.

Table 4: Roles and responsibilities – validation and periodic enhancement

Role	Responsibility
Programme team	- Attend a planning meeting with QES to agree dates and discuss the various stages of the validation/periodic enhancement process - Complete a programme specification (validation only) and module descriptors for new modules to support the completion of the initial checks process - Be available for meetings with the QES and QSS representatives during the initial checks process - Complete a self-evaluation document for the validation/periodic enhancement event - Attend the validation/periodic enhancement event and answer any questions the panel may have as well as contribute to discussions - Keep key stakeholders informed of the outcomes of the process - Complete any conditions/recommendations from the initial checks and validation/periodic enhancement event exercise

Quality Enhancement and Standards	• Hold a planning meeting and set dates for the validation/ periodic enhancement process • Lead on and complete the initial checks process • Coordinate the validation/periodic enhancement event, including: securing panel members, circulating documentation, booking rooms and catering • Attend the validation/periodic enhancement event and produce a brief summary report of discussions and outcomes • Chase the outcomes any conditions/recommendations for the two stages of the process • Publish finalised documentation
Quality and Standards Subcommittee representative	• Appointed by QES • Support the QES representative through the initial checks exercise by: reviewing the outcomes of the desk-based compliance exercise, reviewing the questions set and the responses to them, reviewing the conditions/corrections compiled and the responses to them • Provide advice on academic process and procedures • Agree the completion of the initial checks exercise
Chair of the validation / periodic enhancement event	The Chair is a senior member of University staff who has experience of the validation and periodic enhancement process. The Chair is from a different Faculty to that of the programme(s)/School/Department under consideration *Before the event the Chair is expected to:* • inform the event coordinator, in advance, if they have any issues or concerns and resolve any queries regarding the proposal or the event before the event date • work with the event coordinator to set the agenda and organise the panel, where necessary • read the documentation and prepare discussion points/questions for the private panel meetings, consultation with the programme team and, in for a periodic enhancement event, meeting with students *During the event the Chair is expected to:* • establish an agenda for each meeting during the event • chair meetings of the panel • ensure that members of the panel, staff and students are able to contribute to the discussion and further explore themes with the programme team, and students in enhancement events • within the initial meeting, provide a brief overview of the University's processes and its outcomes, noting which areas need to be covered, using the University's *Codes of practice* as guidance • ensure that the external assessor(s) understand the process • clarify and enable the role of any PSRB representative(s) • ensure that the event runs smoothly and to time • identify and record areas of good practice

	• in conjunction with the event coordinator, compile any commendations and recommendations identified by the panel and ensure that they are clear and achievable. Conditions are only to be set in exceptional circumstances • feedback the outcomes to the programme team at the conclusion of the event *After the event the Chair is expected to:* • approve the brief report compiled by the event coordinator summarising the outcomes and key areas of discussion • if conditions are set, work with the event coordinator to approve their completion • review the response to any recommendations set by the panel
Internal panel member of the validation / periodic enhancement event	Internal panel members cannot be from the same Faculty as the programme/School/Department being considered through the validation/periodic enhancement process, and must be a member of staff at the University of Surrey *Before the event the internal panel member is expected to:* • read the documentation and prepare discussion points/questions for the private panel meetings, meeting with the programme team and, for a periodic enhancement event, meeting with students • highlight any issues to the event coordinator, that need to be dealt with prior to the validation/periodic enhancement event *During the event the internal panel member is expected to:* • advise the University as to whether the programme(s) threshold standards are comparable with other programmes within the University and the FHEQ • discuss with the programme team how the learning, teaching and assessment opportunities have been enhanced • discuss their findings and conclusions with the panel • help identify any areas of good practice *After the event the internal panel member is expected to:* • advise on any corrections that need to be made to the event summary report • if necessary, work with the Chair and event coordinator to approve any conditions. Conditions should only be set in exceptional circumstances • review the response to any recommendations set by the panel

External panel member of the validation / periodic enhancement event	One or more external panel member(s) will be appointed from comparable higher education institutions (and where applicable from a PSRB or industry)
	Before the event the external assessor is expected to:
	• read the documentation and prepare discussion points/questions for the private panel meetings, meet with the programme team and, for a periodic enhancement event, consult with students, in particular:
	• examine the content and the curriculum to determine whether it is appropriate for the subject area and comparable to similar programmes offered at other HEIs
	• review the programme and module learning outcomes and consider whether they are: set at the correct level, reflect the content and clearly demonstrate progression
	• review the assessment strategy and the individual assessment methods to ensure that they are appropriate for the subject area and the level
	• determine the currency and viability of the programme in light of current trends within the subject area and industry
	• provide any suggestions for improvements or examples of good practice which could be adopted
	• highlight any issues to the event coordinator, that need to be dealt with prior to the validation / periodic enhancement event
	During the event the external assessor is expected to:
	• provide independent subject expertise and / or professional experience
	• advise the University whether the threshold standards as expressed in the learning outcomes meet the expectations of the FHEQ, relevant subject benchmarks and, where applicable, PSRB/external body requirements
	• advise the University whether the delivery and assessment methods of the learning resources (including, where applicable, in professional practice) support students in achieving and demonstrating the learning outcomes and allow the outcomes to be demonstrated by students
	After the event the external assessor is expected to:
	• advise on any corrections that need to be made to the event summary report
	• if necessary, work with the Chair and event coordinator to approve any conditions. Conditions should only be set in exceptional circumstances
	• review the response to any recommendations set by the panel
Student panel member of the validation / periodic enhancement event	The student panel member will be appointed from a pool of trained reviewers (who are nominated by the University of Surrey Students' Union, USSU) from a different Faculty to that of the programme(s)/School/Department under consideration.

The student member will normally have experience of being a student representative for a programme or hold a post within the USSU (excluding anyone who has served on a complaint or appeal panel for the programme under review). The principal role of the student reviewer will be to bring to the process the student perspective. The student reviewer may explore any themes (as a non-subject specialist) he/she wishes that impact on the student learning experience.

Key areas of discussion and consideration for the student reviewer will include, but not be limited to:

- the arrangements made for the student voice to be heard – examples can include the student rep system, tutorials, surveys etc
- whether issues raised through the student voice have been considered and responded to (only applicable for periodic enhancement events)
- whether student feedback received via the NSS, PTES, Module Evaluation Questionnaires (MEQs) and student representation has been considered and responded to (only applicable for periodic enhancement events)
- the information available to students in support of their studies is accurate, complete and effective
- the arrangements for supporting students to progress and achieve, including personal tutoring
- the learning opportunities and resources provided to students to achieve the intended learning outcomes

Before the event the student reviewer is expected to:

- read the documentation and note any areas which may need further investigation during the validation/periodic enhancement event

During the event the student reviewer is expected to:

- contribute to the discussions of the private panel meetings
- highlight any areas that were not clear in the documentation, which need further investigation in the meetings with the programme team and students
- ask questions that arise and are pertinent to the discussion during the event

After the event the student reviewer is expected to:

- advise on any corrections that need to be made to the event summary report
- if necessary, work with the Chair and event coordinator to approve any conditions. Conditions should only be set in exceptional circumstances
- review the response to any recommendations set by the panel

Event coordinator of the validation / periodic enhancement event	*Before the event the event coordinator is expected to:*
	• read the documentation and prepare discussion points/questions for the private panel meetings, consultation with the programme team and, for an enhancement event, meeting with students.
	During the event the event coordinator is expected to:
	• provide information and advice on the University's *Regulations* and the relevant *Codes of practice* • keep a formal record of the events key discussions and outcomes • contribute to discussions where applicable • assist in the formulation of the outcomes
	After the event the event coordinator is expected to:
	• write a brief summary report of key discussions and outcomes from the event • circulate the final report to the panel and programme team • if conditions are set work with the Chair and, if applicable, the panel to approve the conditions. Conditions should only be set in exceptional circumstances • review the response to any recommendations set by the panel

Forms and guidance

24.　All forms and guidance for the validation and periodic enhancement processes can be downloaded from the QES webpages. In order to complete the process, the following forms will need to be completed:

- self-evaluation document template
- programme specification template (validation only)
- module descriptor template (if new modules are being proposed)
  - validation – new modules will be created in the Quality and Curriculum Management (QCM) system by the relevant professional services department following approval
  - periodic enhancement – new modules should be created through the modification task within the QCM system but they can be provided in Word format for the initial checks stage of the process

25.　Following the completion of the validation or periodic enhancement process, a definitive set of documentation will be uploaded to the Quality Assurance Programme Documentation (QAPD) SharePoint site.

Programme and module modification

The process

26.　The modification process is the quality assurance mechanism by which any proposed changes to programmes and/or modules are considered and, if approved, implemented.

27.　Quality Enhancement and Standards (QES) maintains the records of any modifications. This *Code of practice* provides detailed information and guidance

about the programme and module modification process, in addition to the responsibilities of all participants.

28. The University is committed to ensuring the continuous improvement of its programmes to guarantee the best possible student experience. Part of this commitment is to recognise where change is needed and to make sure there are no unnecessary barriers to enable programmes to stay relevant, current, viable and competitive. The modification process allows for this.

29. There is an expectation that a modification is identified through one or more of the factors below, which then flags the need for a change:

- data on student progression and achievement
- Professional, Statutory or Regulatory Body (PSRB) requirements
- external examiners' reports
- annual programme review reports
- student surveys
- discussion at Boards of Studies
- feedback from students, employers, alumni and staff
- validation
- periodic enhancement

30. The modification process should not be used for individual students who require reasonable adjustments to a module/programme due to extenuating circumstances. Faculty level processes are in place to manage these instances.

31. Where substantial changes are being made to an existing programme, a scrutiny process may be triggered which involves the changes being scrutinised through the initial checks process (see paragraphs 16 - 19 above) in addition to the changes being processed through the modification process. Once approved through the initial checks and modification process no further action will be required.

32. Where a need for modification is identified, the Programme Leader, or nominated alternate, is required to log into the Quality and Curriculum Management (QCM) system and start a modification. They will be required to complete the modification context sections as well as edit any programme and/or module records related to the modification. For example, if the modification was to introduce new programme content through the development of a new module, this would need to be created within the system and the programme record updated to include the new module. Based on the modifications entered, the system will then determine whether the modification is major/minor (see paragraphs 42– 45 below).

33. It is the expectation that any proposed changes to modules and/or programmes are discussed with students before final approval and implementation. The method used to collect this information should be documented within the context screen of the QCM system. Students can be consulted or kept informed through means such as Staff/Student Liaison Committee and Boards of Studies meetings.

34. If current and/or prospective students need to be contacted to inform them of the modification, a form of words should be produced and included within the context screen of the QCM system.

35. Programme and Module Leaders that will be impacted by the proposed modification(s) should be informed at the earliest possible opportunity. A notification from the QCM system will be sent to relevant parties affected by the modification, once it has been submitted by the proposer. It is the responsibility of the affected Programme / Module Leader to submit a further modification to ensure any changes that affect their provision is also updated for their own area. For example, a shared

module may be removed from a programme, other areas that share this module may then also need to remove this module from other programmes as it is no longer available.

36. Modifications such as the introduction of a new programme structure and/or programme title should only come into effect for new cohorts of students, unless there are exceptional circumstances why they should be introduced for existing cohorts. Clear evidence for the modification and how it will be implemented must be detailed within the context screen of the QCM system, to ensure that academic standards are maintained during any transition period.

37. It would be atypical for a modification to be introduced during the academic year; however, it is recognised that this might be necessary in exceptional circumstances, which will be considered on a case-by-case basis. In these instances, a clear rationale must be provided to the Board of Studies as to why the introduction cannot wait and how it will improve the overall student experience. In-year changes must be communicated to all students affected and where possible they should be consulted beforehand. Examples of exceptional circumstances in this context include:

- where the only staff subject expert has left the University, meaning there is no one to carry on the delivery of a module's content

- a PSRB requirement that must be implemented with immediate affect

- where a programme is in breach of the University's regulations

38. Modifications and any necessary amendments to programme and module records should be completed and submitted by members of academic staff to the Board of Studies for consideration and approval. The Secretary to the Board of Studies will manage the consideration of the modification(s) through the Board of Studies process.

39. Normally Board of Studies Chairs should not submit and approve their own modifications. A modification submitted by the Chair should normally be considered at a Board of Studies meeting. Also, Chair's action to approve any modifications should only be used in exceptional circumstances.

40. All modification approvals should clearly be recorded within the Board of Studies minutes and the papers made available to Quality Enhancement and Standards on request. Where Chair's action has been granted, the modification must be reported at the next Board of Studies meeting and clearly recorded.

41. All modifications are to be reported on through the annual programme review process[3] to ensure that the University can be assured of the positive effect of the change.

Table 5: Timescales - modification

Context	Deadline (last day of the month)	Timescale
Any major/minor modification must have been submitted on QCM	July*	Prior to the start of the upcoming academic year

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[3] A revised version of the annual programme review is in operation for reporting on 2018/19 which consists of a review of student performance data. This will be considered alongside a pilot Subject level TEF process.

Programme name changes to be submitted on QCM	15th January*	Prior to the start of the upcoming academic year

*NB: the above dates are in place to ensure compliance and support the ongoing quality of the student experience. There may be occasional exceptions to the above deadlines, which should be discussed with QES.

Major/minor changes

42.   Modifications are classified as major or minor and this determines the level of approval required. Minor modifications can be approved by a Board of Studies, major modifications are first approved by a Board of Studies and then forwarded on for further levels of approval (see Table 6 below for roles and responsibilities in this respect).

43.   The following changes represent a major change:

- programme name change(s)
- new awards or change of existing award (eg changing a BA to a BSc)
- new pathway(s)
- change to/removal of/introduction of a mode of study (full-time/part-time/distance learning/ short course)

44.   The following changes represent a minor change (please note that the following list is not exhaustive):

- module scheduling (ie semester 1/2)
- module classification (core/compulsory/optional)
- removal of an existing module (core/compulsory/optional)
- introduction of a new module (core/compulsory/optional)
- changes due to PSRB requirements (unless the change conflicts with the University's regulations in which case a case would need to be made to the University Learning and Teaching Committee and then to Senate)
- module titles
- learning outcomes and/or aims (programme/module)
- assessment patterns/strategy
- learning and teaching methods
- content (programme/module)
- contact hours

When auditing modifications, Quality Enhancement and Standards will consider each modification on a case by case basis.

45.   Where there is a large volume of changes that could culminate in a minor change becoming a major and/or a major requiring a periodic enhancement event, or a change that does not fit within either category (major/minor) as listed above, this would be classed as a substantial change. Where a substantive change is identified QES should be contacted in the first instance to determine how the change(s) should be processed.

Table 6: Roles and responsibilities - modification

Role	Responsibility
The proposer	- Identify the modification(s) required - Discuss the modification(s) with students - Consult with relevant Departments, eg Admissions,

	Marketing, collaborating academic areas • Complete the relevant sections within the QCM system • Submit the modification within the QCM system once all information has been provided and changes made • Implement the change(s) whilst maintaining the academic standards of the programme and the quality of the learning experience • Report on and monitoring the effectiveness of the modification(s) through the annual programme review process and any subsequent periodic enhancement events • Carry out the process in a timely manner • Keep all relevant parties informed throughout the process
Quality Enhancement and Standards	• Ensure that all modifications are reported to any institutional level committees in a timely manner (if applicable) • Ensure that the QCM system has been completed correctly and accurately • Ensure that the proposed changes are compliant with the University's regulations and relevant processes and policies • Be responsible for the modification audit step within QCM system and seek input on the auditing of modifications from relevant professional service departments • update the programme and module catalogue once modifications have been released from the audit step NB: notifications to relevant parties in relation to the approval of modifications are automated and sent out via the QCM system.
Board of Studies	Consider and, if appropriate, approve all modifications in the first instance. Minor modifications only need to be approved by a Board of Studies, major modifications must be first approved by a Board of Studies and then forwarded on for further levels of approval. The Board of Studies are responsible for: • ensuring the information provided is sufficient to make an informed decision • ensuring the proposed modification is appropriate and timely • ensuring the proposed implementation process is sufficient and that it can be supported by the Faculty, ie if funds are required for further resources • ensuring that students have been informed • approving modifications or recommending further improvement • ensuring the change(s) is/are monitored through the relevant quality assurance mechanisms, ie annual programme review and periodic enhancement

	Within the QCM system the Chair has the ability to click the approve button in addition to the Board of Studies Secretary. The Secretary can only approve the modification within the system with the Chair and/or Board's permission.
Associate Dean (Learning and Teaching)	• review major modifications to ensure that they are clear, accurate and are compliant with University regulations, policies and procedures • approve, return or reject major modifications following Board of Studies approval.
Quality and Standards Sub-committee	The Sub-committee are responsible for: • review major modifications to ensure that they are clear, accurate and are compliant with University regulations, policies and procedures • approve, return or reject major modifications following Associate Dean (Learning and Teaching) approval. • assessing the risk involved in major modifications • assuring the implementation process proposed is appropriate • ensuring that students have been informed • deciding whether the modification is appropriate and timely • approving the modification (if appropriate) or escalating the modification to the University Learning and Teaching Committee for further scrutiny
University Learning and Teaching Committee	If the Quality and Standards Sub-committee considers that a modification is too substantial for their approval it may be forwarded to the University Learning and Teaching Committee for consideration and, if appropriate, final approval. NB: Modifications can be returned to the requester or a previous stage of approval at any point in the modification approval process within the QCM system.

Audit checks

46.   All modifications submitted within the QCM system are subject to an audit check, which is managed by QES. The audit step is the final stage within the approval work flow within the system. Once released from this step all changes are released to the public catalogue.

47.   In addition to the QCM audit step all modifications that have been approved within the QCM system will be subject to periodic audit checks by Quality Enhancement and Standards, the relevant Associate Dean (Learning and Teaching) and Director of Learning and Teaching.

48.   The purpose of the audit checks is to identify any areas that may require further investigation and to ensure that due process is being followed.

49.   Those carrying out the audit checks reserve the right to investigate any changes in the process of being approved, or which have been approved through the modification process and if necessary may request that revisions/amendments are

made. Further information on the criteria in place for auditing changes can be found within appendix 1, modification implications.

Forms and guidance

50.   All modifications must be made within the QCM system. Once logged in the system can be accessed by clicking on 'curriculum management' and then 'programme life cycle'. How to guides and videos are available at the QAPD SharePoint site

51.   The QCM system allows the user to create and submit modifications. However, the system will not allow the submission of the following:

- a modification for a suspended or withdrawn programme
- a modification for an old version of a programme, for example, if the latest programme specification applies from 2019/20 onwards it will not be possible to submit a modification for the 2018/19 academic year
- a modification if an action is already in progress for a programme/module to be amended

52.   Modifications are still possible in these instances, but another process must be followed. In the first two circumstances a modification template must be completed, considered and approved at the Board of Studies and then forwarded to qualitysupport@surrey.ac.uk. The modification template can be obtained by e-mailing the above e-mail address. Once Quality Enhancement and Standards has received the completed modification form with confirmation of its approval, the modification will be actioned. If a programme / module requiring modification is locked by another user, as they are carrying out an action, then normally the current action needs to be submitted and approved before further changes can be made. For any assistance in determining if any of the above relates to a programme / module please contact qualitysupport@surrey.ac.uk.

Suspension, re-suspension, reinstatement and withdrawal

The process

53.   The purpose of the programme suspension and withdrawal process is to record and monitor the life cycle of programmes, ensure that due process is being followed and maintain the quality of the students' learning experience. Programme suspensions and withdrawals must be monitored to ensure that students are given every opportunity to finish their studies without compromising the quality of their learning experience and the academic quality of their award (for further information see the *Student protection plan*).

54.   The completion of the suspension or withdrawal process gives formal notice to the University, enabling the programme team and the University to ensure that the interests of continuing students are safeguarded and that appropriate measures are taken to notify applicants at the earliest opportunity.

55.   Programmes are suspended for one academic year at a time. Before the end of each suspension period, the programme team must decide whether to re-suspend the programme for a further academic year, re-instate the programme and start accepting applications or permanently withdraw the programme.

Table 7: Timescales – suspension and withdrawal

Context	Deadline (last day of the month)	Timescale
Undergraduate programmes being suspended for the upcoming academic year must have been submitted on QCM	February*	Prior to the start of the upcoming academic year
Taught postgraduate programmes being suspended for the upcoming academic year must have been submitted on QCM	July*	Prior to the start of the upcoming academic year
Applicants to be informed of a programme withdrawal	5th August*	Prior to the commencement of the withdrawal

*NB: the above dates are in place to ensure compliance and support the ongoing quality of the student experience. There may be occasional exceptions to the above deadlines, which should be discussed with QES.

Table 8: Roles and responsibilities – suspension and withdrawal

Role	Responsibility
The proposer	• Identify the need to suspend / withdraw a programme • Discuss the modification(s) with students • consult with relevant Departments, eg Admissions, Marketing, collaborating academic areas • Complete the relevant sections within the QCM system • Submit the suspension/re-suspension/re-instatement/withdrawal within the QCM system once all information has been provided • Implement the change(s) whilst maintaining the academic standards of the programme and the quality of the learning experience • Carry out the process in a timely manner • Keep all relevant parties informed throughout the process
Quality Enhancement and Standards	• Audit the suspension and withdrawals once they have been approved • Release the changes to the relevant sections of the marketing pages and the programme and module catalogue pages once the request has been approved

Board of Studies	• Ensure that due process is followed and relevant departments have been consulted • Ensure that plans are in place to manage the teach out period for a withdrawn programme if there are students remaining on the programme • Return the suspension / re-instatement / re-suspension / withdrawal request if further work is required • Approve/reject the suspension / withdrawal request, as appropriate Suspension, re-suspension, re-instatement and withdrawal requests must be approved by the Board of Studies in the first instance. These requests are normally approved by Chairs action.
Associate Dean (Learning and Teaching)	• Ensure that due process is followed and relevant departments have been consulted • Suspension/withdrawal - ensure that plans are in place to manage the teach out period if there are students remaining on the programme • Return the suspension / re-instatement / re-suspension / withdrawal request if further work is required • Approve/reject the suspension / withdrawal request, as appropriate Suspension, re-suspension and re-instatement requests receive final approval from the Associate Dean (Learning and Teaching). Withdrawal requests are approved by the Associate Dean (Learning and Teaching) and forwarded on to the Executive Dean for further approval.
Executive Dean	Review all withdrawal requests and where appropriate approve, return or reject withdrawal requests on behalf of the Faculty.

Forms and guidance

56.   All processes can be completed by logging into the QCM system, going to curriculum management, programme life cycle and clicking on the relevant process tile. Managing suspended programmes is done via clicking on the suspension management hub

57.   How to guides and videos are available at the QAPD SharePoint site

Implications of module and programme modifications

58.   When undergoing any of the programme life cycle processes detailed above it is important to understand the implications involved. When a change is made it is important to ensure that all relevant parties are aware of the changes and all necessary checks have been made, to ensure that the student experience is protected and published information is clear.

59.   The following organisations are examples of external bodies who have an influence upon what changes are possible and when they can be made:

- Competition and Markets Authority (CMA)
- Office for Students (OfS)
- Student Loans Company (SLC)
- Visas and immigration – Tier 4

60.   Examples of implications when changes are made through the above processes are as follows.

Table 9: Examples of implications

Action	Implication
Programme name change	• International students would have to re-apply for a visa, which may not be approved • Name changes past the advised deadline can cause delays in student loan payments • Applicants must be written to informing them of the change, the applicants then have the option to change any decisions they have made to date (this also applies to all major modifications and several minor modifications)
Placement activity	• The Home Office must be informed of any placement activity before a student applies for a visa, so the removal or addition of placement activity will impact upon students on Tier 4 visas, they will have to reapply for a visa or be excluded for any new placement activity • The Home Office must be informed of placement locations and a placement cannot be more than 50% of a programme

61.   Further information on changes and their implications can be found within Appendix 1 of this *Code of practice*.

Appendix 1 – Modification implications

Department	Implications	programme changes (change/add/remove)																		module changes (change/add/remove)									
		principal award and title	exit award and title	FHEQ level	shcol/department	programme leader / other contributors	PSRB accreditation	aims / learning outcomes	associate tutors/guest lecturers	PTY / placements	dual degree	ERASMUS / exchanges	programme adjustments	mode of study and/or pathway	add/remove modules - change	classification	conditions	change a modules delivery period	programme structure information	module name	department/school	aims / learning outcomes	content and/or overview	methods of learning and teaching	pre/co requisites	assessment pattern	alternative assessment and/or pattern	assessment strategy	module hours
Admissions	Admissions handle all communications with applicants about their specific application/offer so if significant changes are made to the programme they have applied for, Admissions need to communicate this to the applicant, outline the options open to them now that their programme has changed and assist the applicant once they respond. If the change is significant enough to warrant informing the applicant, they must be given the option to change any decisions they have made to date: - UCAS applicants who have not yet had an offer or who have an offer but have not yet responded to it, would be advised that they could continue with their application, be considered for a different programme at Surrey or substitute Surrey for another institution. - PGT applicants who have accepted the offer would be entitled to a deposit refund if they did not want to either continue with their application or change to a different programme. - In each of these cases, Admissions would require a response from the applicant (rather than assuming that they wish to continue with their application or have their programme changed to a similar programme) - UCAS applicants who have already responded to an offer would be advised that they could be considered for another programme at Surrey (UCAS would expect the university to be considerate of the circumstances, perhaps being more flexible on entry requirements for the alternative programme), that they could change their response (e.g. changing their firm for Surrey to insurance or decline) or, depending on the point in the cycle, substitute their UCAS choice. The university would be expected to assist the applicant by liaising with UCAS and their other institutions if necessary.	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓			✓	✓			✓	✓	✓	✓				
Assessment and Awards		✓	✓	✓	✓		✓		✓	✓	✓		✓	✓				✓	✓							✓	✓	✓	
Faculty Student Services	Changes affect what is listed in the programme handbooks so they must be informed to ensure the handbooks accuracy Awareness of changes are required so that students who are course suspended or temporarily withdrawn know about the change ready for when they resume their studies Changes affect what programmes and modules are assigned to relevant members of staff Programme Leader changes affect the assinging of welcome week department sessions, the accuracy of the programme handbook and the membership of Board of Studies and Staff Student Liaison Committees Awareness of exchanges is necessary for exchange students Changes will require an action to draw or not draw up sub groups	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓								✓		

Department	Implcations	programme changes (change/add/remove)																	module changes (change/add/remove)									
		principal award and title	exit award and title	FHEQ level	shcool/department	programme leader / other contributors	PSRB accreditation	aims / learning outcomes	associate tutors/guest lecturers	PTY / placements	dual degree	ERASMUS / exchanges	programme adjustments	mode of study and/or pathway	add/remove modules - change classification	conditions	change a modules delivery period	programme structure information	module name	department/school	aims / learning outcomes	content and/or overview	methods of learning and teaching	pre/co requisites	assessment pattern	alternative assessment and/or pattern	assessment strategy	module hours
Fees and Funding		✓	✓		✓					✓	✓	✓		✓														
Marketing	Changes would mean that the the web team must reimport the affected / new programme pages. For UG, before this can be done new KIS codes for the programme would need to be obtained, which can often delay page amendments. Copy on the page would also need to be updated. The school/department/faculty sites would need to be checked, plus check course pages to see what implications there would be and then work with Faculty Marketing Managers to get updated infomation as required. There may be an impact to the course subject listings pages. Copy on the page would also need to be updated If a professional training year is added or removed the progrmme pages would need to be reimported, the programme page text amended and relevant site sections need to get the new KIS codes for the programme which can often delay us amending the page.	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓		✓	✓	✓									
Programme Administration and Timetabling	Any changes approved through the modification process need to then be updated within the module record in QCM and the relevant tables within SITS client Reciprocal action in SITS might then have to be taken - if in year change then could mean unpicking student records, temporary timetabling inaccuracy [updates overnight]. Could delay student module selection if short notice change to DIETs. Data must be accurate and mirrored in all areas to ensure exercises such as the annual exercise of setting student diets, which informs the student options selection are accurate Ancillary changes like Module Hours and Convenor names would have less impact although Convenor names not being right could have Module Access implications in Self-Serve with the right Convenor not being able to access the correct modules. if you are making a change in QCM that causes a fundamental change in the way a programme is being run [e.g. New Module/Change in Semester] there would be a variable [time linked] knock on effect to the Programmes team as we have to make sure that SITS is right which in turn drives the Timetabling software; SITS and the Timetabling software directly impact the Customer Base as these impact on the student experience.														✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

Appendix 2 – Competition and Markets Authority (CMA) FAQ

<u>Quality and curriculum management</u>

<u>CMA FAQ</u>

The Competition and Markets Authority (CMA) is responsible for monitoring compliance with the Consumer Rights Act 2015. The act seeks to:

- Simplify the law on the sale of goods and services
- Introduce rights and remedies for 'increasingly important' digital content
- Consolidate the law, and enhance consumer rights, in respect of 'unfair terms' in consumer's contracts
- Consolidate and strengthen enforcement and investigatory powers

The act covers students and aims to ensure that the information they receive before entering into their contracts is fair, accessible and transparent and the terms of the contract are brought to the consumer's attention before the contract is entered into (i.e. before the offer of a place has been accepted by an applicant).

The CMA's guidance to universities states that a student is a 'consumer' and must be able to make an 'informed choice' when deciding which institution's services to 'buy' – and that to make an informed choice, 'clear and honest information' must be made available by the University before such a decision is made.

Universities have to submit an annual return to the Office for Students demonstrating compliance with Consumer Protection law as a condition of acquiring and maintaining registration.

This document has been created to act as a guide and provide context, to assist when changes are being made to programmes and modules. This includes actions that are carried out within the Quality and Curriculum Management system in relation to modifications, programme suspensions and programme withdrawals. This guide will act as a reference point to ensure that any changes that are made are aligned to the University's expectations in relation to programme and module changes and ensure compliance with the CMA.

1. Am I allowed to suspend entry to my programme?

    Yes, programmes can be suspended for one year at a time through the [Quality and Curriculum Management system](#). At the end of each suspension period the programme can either be re-suspended, re-instated or permanently withdrawn. Programmes should not be suspended for more than three years in a row.

    Undergraduate programmes must be suspended by no later than the end of February prior to the start of the upcoming academic year. Postgraduate programmes must be suspended by no later than the end of July prior to the start of the upcoming academic year. The deadlines are in place to ensure that appropriate measures are taken to notify applicants and students at the earliest opportunity.

2. Am I allowed to permanently withdraw my programme?

    Yes, programmes can be withdrawn through the [Quality and Curriculum Management system](). Programmes should be reviewed regularly to ensure that they continue to meet the needs of the students and the University. Where a programme is withdrawn the interests of continuing students must be safeguarded and appropriate measures taken to notify applicants at the earliest opportunity.

    All applicants must be informed of a programmes withdrawal by no later than the 5th August prior to the upcoming academic year.

3. Am I allowed to make changes to my programmes and modules?

    Yes, changes can be made to programmes and modules through the [Quality and Curriculum Management system](). Changes should be made for the following academic year and only in exceptional circumstances within an academic year.

    It is the University's expectation that there will be a continuous improvement to programmes and modules to guarantee the best possible student experience. It is important to recognise where change is needed and to make sure there are no unnecessary barriers to enable programmes and modules to stay relevant, current, viable and competitive.

4. Can I change the title or structure of my programme?

    Yes, although any changes to programme titles or new programme structures should only apply to new students. In exceptional circumstances these changes may apply to existing students, but the changes must be applied to the whole cohort or not at all. All current students must agree to these changes before they can be implemented.

5. I want to make an in-year change, can I do this?

    We recognise that an in-year change may be necessary in exceptional circumstances. Exceptions may include:

    - Where the only staff subject expert has left the University, meaning there is no one to carry on the delivery of a module's content
    - A PSRB requirement that must be implemented with immediate affect
    - Where a programme is in breach of the University's regulations

6. Do I have to communicate any changes I make to students?

    Normally any changes to programmes and modules should be communicated to students before they are approved. Staff/Student Liaison Committee (SSLC) and Board of Studies (BoS) meetings are examples of where this may happen as nominated course representatives are present at both meetings.

    In-year changes must be communicated to all students affected and where possible they should be consulted beforehand.

7. What changes do I need to communicate to offer holders and students?

The CMA does not provide a clear list of changes that must be communicated. The University has developed a list of changes which should be communicated to offer holders and current students. Please see the attached 'programme and module changes' table that details which changes require offer holders and current students to be informed of the change

8. Why do I need to communicate changes to offer holders and students?

When students accept an offer to study with the University, we enter into a contract with them. Students have made an informed decision to study at the University based on information and material we have made available to them prior to joining the University. Changing a programme or module constitutes a change to the student's contract with us and in some instances, they must be informed of those changes. Based on these changes offer holders have a right to say no and decide to study elsewhere, the University is obliged to release the offer holder from their commitment.

The CMA requires Universities to provide students with clear, transparent and accurate information in order to help students make informed choices about where and what to study. The CMA state that 'before, or at the latest when you get an offer, universities must tell you about any changes to the information since you applied'… 'Failure to comply with consumer law could lead to enforcement action.

9. How much notice do I need to give offer holders and students about changes?

Offer holders and students should be informed of any changes as soon as possible. Any changes made should be updated on our webpages as soon as possible to ensure that prospective (and in relation to the programme and module catalogue, current students) have the most up to date information.

Current students must be proactively informed of the changes in a timely manner. Proposed changes to programmes and modules must be discussed with students before they are approved and implemented. This would usually be through SSLC and BoS meetings that take place twice a year, one in each semester, where student representatives are present, in the academic year prior to the year in which the change will be introduced.

10. How should I tell offer holders and students about the changes?

Offer holders
When certain changes are made between students applying and being offered a place at the University this information should be made clear and communicated to the students, stating where the up to date information can be found. The section 'wording for communication to prospective students' should be completed within the QCM system when submitting a modification for approval. This information will then be used by the admissions team to convey the change to the applicant.

Current students
Students may be informed through various informal ways, however, changes must be discussed and approved at Staff/Student Liaison Committee and Board of Studies meetings where student representatives are present.

11. Why do we need an audit trail?

By documenting changes we make to programmes and modules we create an audit trail that evidences when and why changes are made. This is important as it shows that due process has been followed. By following the process guidelines it will ensure that students are kept informed and this is clear to external auditors through reviewing our audit trails.

Audit trails may also be used in cases of student complaints and appeals. If a student makes a complaint that they were not informed, we need the audit trail to show that they were informed.

12. What should I do if a student does not agree to the change?

Students must be informed of changes made to programmes and modules. In relation to programme title changes and new programme structures, as detailed above, all current students must agree to these changes as it can only be implemented for existing students if it is applied to the whole cohort. Where a current student does not agree to a programme title change or a new structure then the change can only be implemented for new students.

13. If a student objects, can I ignore these objections and proceed with my change?

If a student objects to changes a relevant member of staff should meet with the student to better understand the objection and help them understand the reasons behind the change. If the student still objects, then alternatives should be explored and discussed with the student. This may involve making an additional change to ensure that all students benefit from the initial change.

14. What is the key message I need about programme/module changes and CMA?

Information to students must be clear, transparent and accurate. Students should be informed of the change prior to its approval. Changes should only be made where they are needed, and the process should be followed to ensure that the University remains compliant with CMA requirements.

15. Who can I contact if I have any questions about the CMA?

You can contact the Directorate of Quality Enhancement and Standards on qualitysupport@surrey.ac.uk and someone will assist you.

Programme and module changes table

Change	Communicate change to offer holders?	Communicate change to current students?
Programme changes (add/change/remove)		
Programme title	Yes	Yes
Programme award	Yes	Yes
Mode of study	Yes	Yes
Removal, addition or change to a pathway within a programme	Yes	Yes
Introduction of/change to teaching location that is not on the University campuses	Yes	Yes
Introduction of out-of-semester programme delivery	Yes	Yes
Addition of an exit award and title	No	Yes
Removal of/change to an exit award and title	Yes	Yes
School/department	No	Yes
Aims/learning outcomes	No	Yes
Add/remove a core/compulsory module	Yes	Yes
Add/remove an optional module	No	Yes
A reduction in the number of optional modules	Yes	Yes
Module classification – from optional to core/compulsory	Yes	Yes
Module classification – from core/compulsory to optional	No	Yes
PSRB accreditation	Yes	Yes
PTY/Placement opportunities	No	Yes
Programme leader/other contributors	No	Yes
Module changes (add/change/remove)		
Module name	No	Yes
Add a Pre/co-requisite	Yes	Yes
Remove a pre/co-requisite	No	Yes
Department/school	No	Yes
Aims/learning outcomes	No	Yes
Assessment pattern	No	Yes
Alternative assessment	No	Yes
Assessment strategy	No	Yes
Module hours	No	Yes
Content	No	Yes
Overview	No	Yes
Methods of learning and teaching	Yes	Yes
Module leader	No	Yes