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| Curriculum Design Review – Compliance Checks | | |
| Documents to be referenced when completing this report   * Programme viability paperwork (validation only) * Programme specification(s) (validation – word template to be used, periodic enhancement – to be sourced from QCM, where appropriate) * Module descriptors (validation new modules only – word template to be used, existing modules – to be sourced from the Programme / Module Catalogue (periodic enhancement - only those owned by the School/Department) * Self-evaluation narrative (provided by the programme team) * Previous validation / periodic review / enhancement event / initial checks report * Student Questionnaire * Accreditation report (if relevant) * Student numbers (available from PowerBI) * Previous APER ([sharepoint](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FContinuous%20Enhancement%20Plans&viewid=fd841d3d%2D959a%2D469a%2D84f0%2Da33e0b79cb85)) | | |
| *Academic year / date process completes:* |  | |
| *Faculty:* |  | |
| *School/Department:* |  | |
| *Lead School/Department staff member:* |  | |
| *Academic Quality Services Coordinator:* |  | |
| Programmes | | |
| *Undergraduate* | | ***Postgraduate*** |
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| Checklist and Questions | |  |  |  |  |  |  |
| No | **Item** | **Reference** | **Yes** | **No** | **NA** | **Notes**  *If you are not compliant you will be required to provide a rationale which will reviewed and documented within this column* | |
| 1 Accreditation | | | | | | | |
| 1.1 | Is the accreditation current? | AQS |  |  |  |  | |
| 1.2 | Has AQS been sent the accreditation report(s)? |  |  |  |  |  | |
| 1.3 | When was the last accreditation event and when is the next one due? | AQS |  |  |  |  | |
| 1.4 | Are there plans to seek accreditation for the programme(s)? | AQS |  |  |  |  | |
| 1.5 | Has the programme(s) / School / Department been mapped to the requirements of the accrediting bodies requirements, if applicable? | AQS |  |  |  |  | |
| 1.6 | Are there any PSRB requirements that are not aligned to the University’s regulations? | AQS |  |  |  |  | |
| 1.7 | Have any exemptions to the regulations been reported to UEC? | [CoP PLC](https://www.surrey.ac.uk/quality-framework/codes-practice) |  |  |  |  | |
| 2 Governance | | | | | | | |
| 2.1 | Are there any exemptions to the regulations being sought?  *Approval must be given by QESC and UEC* | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 2.2 | Are external examiners in place? | [CoP EE](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-for-external-examining-2021-22.pdf) |  |  |  |  | |
| 2.3 | Are the Board of Studies and Board of Examiners meetings in place? | [CoP AG](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-academic-governance.pdf) |  |  |  |  | |
| 2.4 | Will the Board of Studies and Board of Examiners meetings follow standard practice as set out within the Code of practice for academic governance? | [CoP AG](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-academic-governance.pdf) |  |  |  |  | |
| 2.5 | Are there Continuous Enhancement Plans in place for each programme or cluster of programmes? | [CoP PLC](https://www.surrey.ac.uk/quality-framework/codes-practice) |  |  |  |  | |
| 2.6 | Will Associate Tutors, Guest Speakers and Visiting Academics be used to deliver the programme(s)?  If yes, what does their role include? | [CoP AG](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-academic-governance.pdf) |  |  |  |  | |
| 2.7 | Is the use of Associate Tutors, Guest Speakers and Visiting Academics in line with the relevant Code of practice? | [Code of practice for Associate](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-for-AT-GS-and-VA-2021-22.pdf)  [Tutors, Guest Speakers and](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-for-AT-GS-and-VA-2021-22.pdf)  [Visiting Academics involved in](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-for-AT-GS-and-VA-2021-22.pdf)  [Teaching](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-for-AT-GS-and-VA-2021-22.pdf), Paragraphs 11, 13, 14, 25 and 26 additional costs |  |  |  |  | |
| 2.8 | Have any visa and / or Student Loan Company concerns been identified and addressed? | Student Records and Data Team |  |  |  |  | |
| 3 Partnerships and placements | | | | | | | |
| 3.1 | Are there any non-PTY placements included within the curriculum? | AQS |  |  |  |  | |
| 3.2 | Is the delivery of the non-PTY placement activity supported by the central Professional Training Team? | AQS |  |  |  |  | |
| 3.3 | If you have any placements, what is the length of the placement within your programmes?  *The placement cannot be more than 50% of the programme registration period* | AQS |  |  |  |  | |
| 4 Public information | | | | | | | |
| 4.1 | Are the programme specifications clear and accurate?  *To be confirmed by AQS* | CMA |  |  |  |  | |
| 4.2 | Are the module descriptors clear and accurate?  *To be confirmed by AQS* | CMA |  |  |  |  | |
| 4.3 | Is the public information for the programmes accurate? | CMA |  |  |  |  | |
| 4.4 | Are there any additional costs associated with the programme(s)? If yes, are any additional costs clearly listed on the relevant webpages? | CMA |  |  |  |  | |
| 5 Structure - Maintain the simplest possible structure that supports the educational objectives of the programme | | | | | | | |
| 5.1 | Are the programme structures compliant with the University’s requirements? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.2 | Are the programme structures clear for the different modes of study? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.3 | Do any of the programmes include any intensive delivery of modules? If yes, please map out how the programme will be delivered and submit to AQS  *For PGT programmes, Semester 2 optional module design should try to accommodate any February intake of students, e.g., does not require the completion of a pre-requisite module* | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.4 | Is there sufficient distinction between programmes with different award titles? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) Para 15-18 A1 regs |  |  |  |  | |
| 5.5 | Is there sufficient distinction between principal and subsidiary programme award titles where there is a programme specialism? If yes, is this consistent within the Department/School? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.6 | Are the start and end dates clear for each programme and their mode of study? | Student Records and Data Team |  |  |  |  | |
| 5.7 | Have the five pillars been embedded in the programme(s) specifications with sufficient detail? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.8 | Are any modules delivered outside of the standard Semester time?  *This would need to be discussed with AQS in the first instance and overtly covered in communications to applicants/students* | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.9 | Are all modules 15 credits or multiples of 15 credits?  *Be mindful of regulatory implications of larger modules e.g., eligibility for trailing credit and compensation and exit awards* | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.10 | Is there an equal workload between SEM1 and SEM2, 60 credits each and between years, e.g. a Master’s programme taught over two or three years? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.11 | Are there any yearlong modules?  *Yearlong modules should be well planned and fit within the programme structure, with equivalent (work-proportioned) credit distribution balanced across the semesters* | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.12 | Please confirm module optionality – level 3 – none | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.13 | Please confirm module optionality – Level 4 – none | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.14 | Please confirm module optionality – Level 5 – up to 2 out of 4 optional modules | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.15 | Please confirm module optionality – Level 6 – up to 4 out of 8 optional modules | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.16 | Please confirm module optionality – Level 7 – up to 4 out of 8 optional modules | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.17 | Have the five pillars been embedded at level 3 with sufficient detail? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.18 | Have the five pillars been embedded at level 4 with sufficient detail? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.19 | Have the five pillars been embedded at level 5 with sufficient detail? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.20 | Have the five pillars been embedded at level 6 with sufficient detail? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.21 | Have the five pillars been embedded at level 7 with sufficient detail? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.22 | Are there any modules that are shared with other Departments/Schools?  *Where modules from two or more Schools/Departments are being used on one programme ensure that module delivery is possible, this may mean running a module twice to accommodate timetabling and will ensure a better experience for the students.* | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 5.23 | Is one person responsible for delivering all modules on a programme? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 6 Suspensions and withdrawals | | | | | | | |
| 6.1 | Is this programme replacing a programme on teach-out or suspension? | [CoP PLC](https://www.surrey.ac.uk/quality-framework/codes-practice) |  |  |  |  | |
| 6.2 | Have applicants been informed of suspended programmes by the deadline? | [CoP PLC](https://www.surrey.ac.uk/quality-framework/codes-practice) |  |  |  |  | |
| 6.3 | Is an exit plan in place for withdrawn programmes on teach out? | [CoP PLC](https://www.surrey.ac.uk/quality-framework/codes-practice) |  |  |  |  | |
| 7 Teaching, learning, assessment, and feedback | | | | | | | |
| 7.1 | Is enough detail provided within the programme and module descriptors to be CMA compliant but vague and/or minimal enough that you have flexibility to make changes outside of the modification process, e.g., do not list module content week by week, avoid too great a detail about topics or give topic examples? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 7.2 | Are programme learning outcomes limited to between 5 and 10 per year? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 7.3 | Do the learning outcomes for each level demonstrate progression between the levels? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 7.4 | Please confirm that no single type of assessment will make up more than 60% of the programme assessment diet. | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) | ☐ | ☐ | ☐ |  | |
| 7.5 | Please confirm that the coursework takes place during teaching weeks and not in the revision and examination periods, except for during the late summer (re)assessment period and in cases where a module is only assessed by coursework, not examinations. | [CoP AF](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-assessment-feedback-2021-22.pdf) |  |  |  |  | |
| 7.6 | Please confirm that all formal written examinations take place in the University appointed examination weeks. | [CoP AF](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-assessment-feedback-2021-22.pdf) |  |  |  |  | |
| 7.7 | Please confirm that undergraduate and postgraduate taught programmes include no more than 75-80% of summative assessment by written examination. | [CoP AF](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-assessment-feedback-2021-22.pdf) |  |  |  |  | |
| 7.8 | Are all invigilated examinations two hours duration and online examinations up to four hours duration?  *Not including in semester tests* | [CoP AF](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-assessment-feedback-2021-22.pdf)/ [Guidance on Learning and Teaching Provision from 2022/23](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20on%20Learning%20and%20Teaching%20Provision%20from%2022%2D23%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 7.9 | Are there in-semester tests which form part of the assessment strategy for a module.  *If yes, they should not normally be the dominant form of assessment in a module nor account for a total weighting of less than 10% of a module and should be held during the semester.*  *Each individual in-semester test should be separately designated on the module descriptor and in SITS regardless of its weighting. The maximum duration of an in-semester test should fit within the timetabled slot for the particular session and must allow time for set-up, paper collection and learning support adjustments.*  *In semester tests are normally within weeks 4 to 7, and wherever possible during the hours normally scheduled for that module* | [CoP AF](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-assessment-feedback-2021-22.pdf) |  |  |  |  | |
| 7.10 | Are appropriate alternative assessments in place?  *An alternative assessment is when it is not possible to reassess in the same format as the original assessment eg group presentations, performances or practical work* | [CoP AF](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-assessment-feedback-2021-22.pdf) |  |  |  |  | |
| 7.11 | Have any hidden assessments been identified through the compliance checks and addressed accordingly? | [CoP AF](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-assessment-feedback-2021-22.pdf) |  |  |  |  | |
| 7.12 | Have steps been taken to review whether students being over assessed?  *AQS to reference External Examiner Reports* | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance) |  |  |  |  | |
| 7.13 | Does every module have formative assessment and feedback? | [Guidance for CDR](https://surreyac.sharepoint.com/sites/QAPD/SharePoint%20QAPD/Forms/AllItems.aspx?id=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance%2FGuidance%20for%20Curriculum%20Design%20%2Epdf&parent=%2Fsites%2FQAPD%2FSharePoint%20QAPD%2FCurriculum%20Design%20Review%20%2D%20templates%20and%20guidance), [CoP AF](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-assessment-feedback-2021-22.pdf) |  |  |  |  | |
| 7.14 | Are plans in place to meet the three-week turnaround time for feedback? | [CoP AF](https://www.surrey.ac.uk/sites/default/files/2021-10/code-practice-assessment-feedback-2021-22.pdf) |  |  |  |  | |
| 7.15 | Do you make reasonable adjustments to assessments for Neurodiverse/ALS students? | [Disability and Neurodiversity](https://www.surrey.ac.uk/disability-neurodiversity) |  |  |  |  | |
| 8 Student Consultation | | | | | | | |
| 8.1 | How have all students been consulted with regards to the Curriculum Design Review changes? |  | | | | | |

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| Report |
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| Outcome | | Notes (including response date if conditions are set) | |  |
| Choose an item. | |  | | |
| No | **Commendation** | | | |
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| No | **Condition** | | **Completion date** | **Notes** |
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|  |  | |  |  |
| No | **Recommendation** | | **Completion date** | **Notes** |
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| Any further comments | | | | |
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