University of Stirling

Curriculum Development and Management Policy and Procedure

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POLICY ON CURRICULUM DEVELOPMENT AND MANAGEMENT

Purpose

1. This policy sets out the University's approach to the development, approval and management of curriculum, across the lifecycle of both modules and programmes from initial idea, through approval, maintenance and as appropriate, withdrawal.

2. In conjunction with the associated procedure (provided within this document), and taking account of the fundamental basis of the academic regulations, the policy seeks to support curriculum innovation (guided by institutional and Faculty strategic plans) and enable responsiveness to market demand and organisational ambitions, whilst maintaining coherence in the University's portfolio and academic standards and quality.

3. The policy also facilitates the maintenance of a full and current record of the University's academic portfolio, including all modules and programmes, and robust processes to ensure appropriate consideration and approval of education provision. In formulating this policy, account has been taken of the UK Quality Code for Higher Education.

Definitions

4. **Articulation**
   An agreed route of entry into a degree programme, based on another qualification or specified academic credit providing entry into an advanced point in the programme. An example could be an HNC being accepted by the University as the basis of entry to second year of an undergraduate degree programme.

5. **Combined Honours Degree Programme**
   A programme of study in which a structured combination of subjects is taken, with the combination being reflected in the programme name.

6. **Compulsory Module**
   A module which, within a programme of study is a compulsory requirement, and which must be taken and achieved in order for it to be possible for a student to complete the programme.

7. **Course**
   An alternative term for a Programme, used only for the purposes of external marketing.

8. **Double/Dual Degree/Award**

   Defined at paragraph 74.

9. **European Credit and Transfer System (ECTS)**

   The European framework designed to facilitate the transfer of credit between courses for students who choose to study at more than one European University, including exchange students. Further detail on the ECTS is set out in paragraph 49.

10. **Graduate Apprenticeship**

    A route through which students can undertake a degree programme whilst also being employed, using work with their employer towards the attainment of the degree award.

11. **Integrated Degree Programme**

    A programme of study with a structure based on an integration of delivery or an integration of subjects. Internally, an integrated degree programme is one in which content is holistically integrated across the breadth of the programme. An example would be the BA (Hons) Politics, Philosophy and Economics. Integrated degree programmes can also be those that are formed through an integration of delivery and input between the University and another education provider. An example would be the BA (Hons) Digital Media, which is an integrated degree delivered jointly by the University and Forth Valley College. Integrated degree awards are granted by the University of Stirling.

12. **Integrated Masters Degree**

    A programme of study that combines undergraduate and postgraduate level study into a single programme, from which the first-degree qualification 'Integrated Master of Science' (MSci) can be achieved.

13. **Joint Degree/Award**

    Defined at paragraph 73.

14. **Mode of attendance**

    The pattern of attendance/engagement a student will adopt in undertaking study with the University, e.g. full-time, part-time.

15. **Mode of delivery**

    The approach taken to delivering a programme of study.

16. **Module**

    A self-contained, formally structured block of study, with an explicit set of learning outcomes, assessment criteria and credit-value.

17. **Option Module**

   A module which can be chosen from a group of modules which can be taken as an option within a programme of study, in line with the specifications of the programme.

18. **Pre-requisite (compulsory pass)**

   A module that a student must have taken and successfully completed, before they can take another particular module (in order to take module B, a student must have first taken and passed module A).

19. **Pre-requisite (module content)**

   A module that a student must have taken and completed, before they can take another particular module (in order to take module B, a student must have first taken and completed, although not necessarily passed, module A).

20. **Pre-requisite (recommended)**

   A module that it is recommended that a student has taken and passed before taking another particular module (in order to take module B, it is recommended but not essential that the student first takes and passes module A).

21. **Programme**

   A programme of study that is formally structured, with an explicit set of learning outcomes, assessment criteria and credit-value. Programmes are made up of a coherent and structured group of modules, and lead to an award/qualification.

22. **Quality Assurance Agency for Higher Education (QAA)**

   Statutory body with responsibility for monitoring and advising on standards and quality in UK higher education.

23. **Scottish Credit and Qualifications Framework (SCQF)**

   The national qualifications framework for Scotland.

24. **Specialist Pathway**

   A pathway within a programme that offers an opportunity for specialism within a particular area of the discipline. Specific requirements for specialist pathways are set out in paragraph 67.

25. **Suspension**

   Where an approved module or programme ceases to be offered for admission for a specified period, but continues to be retained within the University's portfolio. Where an entry point for a module or programme is removed after the module or programme has been offered for admission, this will also constitute a suspension.

26. **UK Quality Code for Higher Education**
Key reference point for UK higher education that sets out what is expected of providers in terms of quality and standards.

27. **Validation**
Defined at paragraph 79.

28. **Withdrawal**
The formal withdrawal of a programme of study from the University's portfolio. Where a programme is withdrawn, it ceases to be approved as a programme of the University and would require to be considered for approval again through the specified procedure before it could be offered at a future point.

29. **Work-based Learning**
Includes a wide range of provision where the focus is on situations where the main location for the student is the workplace. The curriculum meets the needs of both the University and the employer and is jointly planned, delivered and assessed.

30. **Work-related Learning**
Learning developed through students undertaking 'real world' and/or simulated professional tasks.

Scope

31. This policy and the associated procedure relate to the University's entire curriculum and operate in conjunction with e.g. academic regulation and the PGR Code of Practice.

Points of Policy

32. Academic Council delegates responsibility to the Education and Student Experience Committee (ESEC) for overseeing and regulating the University's curriculum and the approval of curriculum. ESEC considers and approves module and programme proposals through its 'Curriculum Management Sub-Committee' (CMSC) and within this, delegates some responsibilities to Faculties. Details of the composition and operation of CMSC and the responsibilities ESEC delegates to Faculties are set out in the Procedure for Curriculum Development and Management.

33. **Curriculum offerings and changes to curriculum offerings must only be implemented once they have been approved in line with this policy and its associated procedure.**

Co-production Model

34. The University adopts a 'co-production' model to the development, approval and implementation of curriculum. As such, all relevant University stakeholder teams must be engaged in the process and working collaboratively at points throughout the process, in order to ensure that curriculum development progresses comprehensively and all aspects of academic and administrative development are effectively considered. This in turn enables modules and programmes to be created in a way that supports them being offered as soon as possible following approval. Figure 1 below summarises the key co-producers who are required to be involved in the development of new curriculum offerings, along with the Programme Director/Module Coordinator/Faculty lead or team.

Figure 1:

University Area / Team / Stakeholder	Role/Area of Input
Faculty Team*	Lead in developing curriculum
Academic Development	Curriculum design
Digital Learning / Library	Learning technology within curriculum design and learning and teaching delivery / Reading lists, learning resources
Academic Registry	Quality assurance, academic regulation, module and programme coding, programme structures, curriculum information set up and management in the University's student record system, Degree Programme Tables, module registration arrangements
Students	Student views should be sought the development of new programmes, and amendments to existing provision
External Advisers	Input from external advisers such as business, employers, alumni, professional bodies and external examiners, should be obtained and used in relation to the development of new programmes
Communications, Marketing and Recruitment	Marketing, contributing to market research, student recruitment
Admissions and Access	Entry criteria, English language requirements, admissions arrangements, mapping intake targets
Internationalisation and Partnerships	Transnational education considerations and arrangements, curriculum to be offered through a partnership arrangement
Careers and Employability Service	Work-based and work-related learning; business engagement, career management skills development, graduate attributes, reflective practice

Student Learning Services	Development of academic skills in programmes
Policy and Planning	Strategic alignment, external drivers such as Scottish Funding Council (SFC) funding implications, data to support market research
Student Support Services	Accessibility and inclusion
Finance	Financial modelling and costing
Institute for Advanced Studies	Links with PGR programme

* For the purposes of this Policy and its associated Procedure, INTO University of Stirling is included within references to 'Faculty'.

Curriculum Design

35. The key principles that guide curriculum design are that the undergraduate and taught postgraduate curriculum:

    i. Is appropriately structured and focussed and so for example, programmes are defined by clearly articulated learning outcomes which identify key elements of what the student will gain from completing the programme
    ii. Develops the Graduate Attributes in the context of the subject area
    iii. Is research-informed
    iv. Promotes equality
    v. Employs a range of appropriate teaching, learning and assessment strategies (see also the Assessment and Marking Policy and Procedure)
    vi. Is supported by appropriate technology-enhanced approaches
    vii. Enables students to engage in learning beyond their discipline(s) by providing:
        a) opportunities for students to engage in co-curricular learning;
        b) opportunities for students to integrate knowledge, skills and competencies acquired through the taught curriculum with what they have learned through internships and/or international study experience and co-curricular activities.
    - Is designed with input from students and external views such as business contacts/employers and/or external examiners
    - Supports sustainability in delivery and content.

36. All programmes, modules, learning outcomes and assessments should be constructively aligned and mapped. Learning should be at the appropriate level in relation to the Scottish Credit and Qualifications Framework (SCQF) and subject matter/learning outcomes should align to the relevant QAA Subject Benchmark.

37. All taught modules and programmes must be relevant, well-designed, rigorous and coherent, demonstrating appropriate development through the learning journey of:
    i. Appropriate and relevant subject based knowledge
    ii. Academic skills
    iii. Critical thinking and inquiry
    iv. Research skills and techniques
    v. Work related and employability skills
    vi. Digital skills
    vii. The University's Graduate Attributes
    viii. Interdisciplinary study
    ix. Elements of international and intercultural study as appropriate to the discipline
    x. Appropriate opportunities to work collaboratively with students from other disciplines, phases of study and alumni
    xi. Application of knowledge to world issues
    xii. Ability to produce outputs for academic; professional and other audiences

38. Modules may be designed and offered on a stand-alone basis, or as part of a programme. Modules do not normally operate with a cap on student cohort numbers, although some exceptions to this are permissible, normally on the basis of limited availability of required facilities or equipment. The application of a student number cap on a module requires to be approved as set out in paragraph 104.

39. Programmes should encourage students to engage in activities associated with research, to think like researchers, to acquire key professional skills as a researcher and for life, and to promote engagement, e.g. how to work individually and in groups; undertaking investigations; formulating critical arguments and findings, peer review (individual and group), dissemination of knowledge; public engagement e.g. research seminars or conferences; field trips and visits; writing for various audiences; investigating ethics and values; health and safety associated with research; on-line profile and building networks.

40. Programmes may also encourage interaction between students at different stages and/or locations of study and alumni, to develop community and engagement.

41. Where possible, students will have the opportunity to work in partnership with local or wider communities and make a meaningful contribution to society.

42. All programmes must be accessible and inclusive, with measures to improve accessibility mainstreamed and available to all students. Further detail can be found in the University's Accessibility and Inclusion policy and arrangements.

43. Specified learning outcomes should be proportionate (for example, normally no more than 4 or 5 for a 20 credit module), and focused, indicating what a student should be able to demonstrate they can do at the end of a module or programme. Learning outcomes are different to aims or objectives associated with a module or programme, and should be assessable and linked explicitly to assessments.

44. The University's Academic Development and Digital Learning teams provide support in relation to curriculum design.

Credit Rating and Credit Load

45. The design of the University's degrees and qualifications must take account of the Scottish Credit and Qualifications Framework (SCQF). As such, the development of each module and programme requires to include appropriate credit rating to specify level and credit-points.

46. The University's standard module of study is assigned 20 SCQF credit points. In very limited, if not exceptional instances, modules with a lower credit point rating (e.g. 10 credit points) may also be acceptable, and proposals will be considered for approval within the Procedure for Curriculum Development and Management. Dissertation (or equivalent) modules are assigned between 40 and 120 credits.

47. Apart from research degree programmes that are assessed solely by a final thesis, body of published work, artefact or performance, all University of Stirling programmes must meet the credit specifications set out in the academic regulations and provided in this document as Appendix 1. All of these regulatory specifications meet or exceed the minimum credit requirements of SCQF, and therefore ensure the University's continued adherence to the Framework.

48. Further specification of credit requirements is set out in paragraph 85 of this Policy, and in respect of dual/double/multiple and joint awards, in paragraphs 76 and 77.

49. The European Credit and Transfer System (ECTS) defines credit slightly differently to the SCQF system as one year of study equates to 60 ECTS credit points. University of Stirling/SCQF credit values are translated into ECTS credits by dividing by two, for example: an Undergraduate Programme Module carrying 20 University of Stirling Credits = 10 ECTS credits. More information can be found at: https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en

50. Students will normally study up to 60 credits in one semester, within a baseline of 120 credits per year for full-time students. A maximum of 80 credits can be attempted in one semester.

Curriculum Structures

51. Programmes must be designed in line with the University's credit requirements, as set out in the academic regulations under the heading, 'Qualifications and awards', and provided as Appendix 1.

52. In addition, where a programme is to be accredited by a professional body or association, programme design should also take account of the relevant requirements associated with this.

53. The curriculum will provide structured routes through programmes of study, with flexibility where possible and appropriate, that support the achievement of the programme learning outcomes and the development of the graduate attributes.

54. In developing a programme of study, consideration will require to be given as to modes of delivery and potential modes of attendance that will be available. Student engagement / attendance requirements should be specified explicitly for every module.

55. Programmes will normally contain a mix of compulsory and option modules, both of which require to be successfully achieved in order for a student to qualify for the award. In some instances, for example in respect of professional programmes, a programme may include only compulsory modules.

56. Modules are designated as being compulsory where their learning outcomes are required in order for the programme learning outcomes to be met.

57. The structure of combined honours degree programmes is normally achieved by combining the compulsory modules of the relevant single honours programmes. In addition, a minimum of 80 credits are required in both subjects in the honours classification countable modules, which are taken in years 3 and 4. Students should normally be able to choose either subject for their dissertation.

58. In respect of undergraduate degrees, in addition to compulsory modules in the degree subject in years 1 and 2, option modules will be offered in cognate and non-cognate subjects/skills development modules which:

    i. Add breadth to learning through engaging in learning opportunities outside core subject area/s
    ii. Offer a strong foundation knowledge in a wider range of subjects that the student may not otherwise have encountered
    iii. Broaden the student's knowledge of key contemporary and historical issues
    iv. Engage the student in learning opportunities in diverse/heterogeneous student groups
    v. Allow the student to experience innovative and interdisciplinary approaches to learning and a range of teaching, learning and assessment methods
    vi. Allow the student to take an active, self-directed approach to their own learning
    vii. Enhance the range and depth of transferable skills.

59. Undergraduate modules should normally be designed at SCQF level 7, 8 , 9 or 10, with programmes structured to facilitate a gradual progression through these levels. Ideally, the following structure should be used:

Semester	Credit level
1	7
2	7
3	8
4	8/9
5	9/10
6	10
7	10
8	10

60. This structure applies as a minimum to an undergraduate programme's compulsory modules, therefore enabling the full range of option modules being open to students in semester 5, when level 10 modules are shared across honours years.

61. When developing an undergraduate programme, consideration should be given to the relationship between modules, the options available when structuring the programme are:

    i. Compulsory pass prerequisites: In order to take module A, a student must pass module B.
    ii. Module content prerequisites: In order to take module A, a student must have taken and satisfied the published requirements for, although not necessarily passed, module B.

iii. Recommended prerequisites: In order to take module A it is recommended that the student has taken and passed module B.

Successfully completed prerequisite modules [i.e. compulsory pass prerequisites and module content prerequisites] will not be counted after five calendar years from module commencement.

62. Honours degree programmes will normally contain a piece of individualized study at level 10 (the dissertation/project), and an appropriate number of taught modules. Any proposed alternative programme structures would be considered through the Curriculum Development and Management Procedure. Workload should be evenly spread throughout the degree programme.

Learning and Teaching Delivery

63. The QAA has at various points, and most recently in 2021, published guidance on 'contact hours'. This most recent guidance noted that, 'scheduled learning hours' and 'guided/independent study hours' are terms that appropriately reflect the range of ways students spend time learning.

64. The University defines 'scheduled learning hours' as: timetabled delivery of learning and teaching. It should be noted that student contact time will be broader than only scheduled learning hours and will also include a range of non-timetabled communications and contacts.

65. Within the design of every module, learning and teaching delivery including scheduled learning hours and independent study hours as appropriate, must be formulated in line with the requirements of this policy. The provisions of this policy take account of the importance of a balance of scheduled delivery activity and opportunity for independent study within curriculum design, as well as statutory UKVI policy for institutions that sponsor international students to study in the UK, which specifies a maximum volume of online/remote scheduled learning hours that is permissible for student visa holders.

66. The formulation of scheduled learning hours should be pedagogically driven, taking account of the nature and requirements of the subject-discipline, the activities required to enable students to achieve a module's learning outcomes, and any professional outcomes associated with the module, as well as the SCQF level of the module and the volume of academic credit that the module carries.

67. As such, volumes of scheduled learning hours can vary quite significantly across different modules, however every Standard Module (a taught module, excluding project, placement, dissertation and industrial research modules) must include at least the standard institutional minimum number of scheduled learning hours which is 22 hours for a 20-credit module (pro rata for modules that carry a credit value other than 20 credits). It is important to stress that this is a minimum requirement for each module and not a norm. The actual number of scheduled learning hours is designed in line with the nature of the discipline, the learning outcomes and any professional requirements. In respect of 20-credit modules, the number of scheduled learning hours across a semester can vary quite significantly, depending on the module.

68. Furthermore, no more than 15% of an on campus delivered module's total scheduled learning hours can be delivered online or remotely. As such at least 85% must be delivered in person.

69. Interaction with additional learning and teaching materials, including digital recordings and resources provided to support the student learning experience and outcomes, should be included within a module's independent learning hours (and is therefore not subject to the 15% maximum threshold).

Specialist Pathways

63. Specialist pathways can be included within a programme to offer an opportunity for specialism in a particular area of the subject or discipline. As such, a programme that offers a pathway to a specialism will have a common core structure for all students but will be structured to enable students to take differing modules to develop a specialism in a specific area of study within the parent subject/discipline. A specialist pathway within a PGT programme should be formed from a basis of at least 60 credits of study in the specialist area of the discipline, and in UG Honours programmes, at least 80 of the total credits in the final two years.

64. Specialist pathways are considered part of the programme and as such are approved as part of the programme. Students would apply for the programme and at the specified point in the programme structure, select their specialist pathway of study. The degree awarded will normally be the parent programme with the specialism reflected in the award title, in line with the programme naming requirements set out in paragraphs 89 - 94 of this policy. For example, MSc Environmental Management or MSc Environmental Management (Energy) or MSc Environmental Management (Conservation). In exceptional circumstances, the University may consider proposals for specialist pathways to result in a degree award with a name which is different to

that of the parent programme, and therefore for the award title to be exceptionally designed in variation to the provisions of paragraph 93.

65. It should be noted that a programme may offer students options at various stages, e.g. where a student undertaking a combined honours degree has the option to choose whether to complete the dissertation in one subject or another. However, such an option does not constitute a 'pathway' since the term 'pathway' only applies to routes to specialism within a degree programme. The term 'option' is appropriate in denoting a point in a programme where a student can make a choice in their studies.

Collaborative Programmes and Arrangements

66. The University may wish to develop collaborative agreements and programmes either with established partners or with new emerging partners both in the UK and internationally.

67. The International Partnerships Handbook sets out the University's approach to the development of international partnerships.

68. An integrated degree programme may be delivered on the basis of a collaboration between the University and another education provider. Where an integrated degree programme has a structure based on an integration of delivery and input from both the University and an external partner, students undertaking the programme are regarded as students of the University throughout the duration of the programme, including the elements delivered by the partner provider. Furthermore, on successful completion of the programme, students are awarded a University of Stirling degree.

69. A joint award is one in which two or more awarding bodies together provide a programme leading to a single award made jointly by both/all of the awarding bodies. A single, formal certificate or document attests to the successful completion of this jointly delivered programme, replacing the separate institutional or national qualifications.

70. A dual or double or multiple award is one in which two or more awarding bodies together provide a single jointly delivered programme that leads to separate awards and separate certification being granted by both, or all of them.

71. Dual or double or multiple awards for programmes will generally be appropriate where:
    i. The partner institution(s) are unable to enter into joint award arrangements. This may be due to the legal or regulatory position in their country.
    ii. The academic standards in the relevant discipline(s) at the partner institution(s) are confirmed as equivalent to those of the University, and the partner institution(s) are of appropriate reputational standing.

72. In order for the University to enter into a dual or double or multiple award arrangement, the total number of credits for the award must at least meet the University's requirements for that type of award (in terms of volume and level of credits), irrespective of whether the partner institution(s) may normally require fewer credits in order to confer the equivalent award.

73. In addition, in all instances where a dual, double, multiple or joint award is to be offered, the programme should require students to pass at least 50% of the minimum required credits with the University of Stirling as part of the overall programme requirements. The total number of credits for any Masters dual/double/multiple award should generally not be less than 220 (110 ECTS) credits with no less than 120 (60 ECTS) credits at SCQF level 11.

74. The University may also consider entering into a franchising arrangement. Franchising is a process by which a degree-awarding body agrees to authorise a delivery organisation to deliver (and sometimes assess) part or all of one (or more) of its own approved programmes. In such arrangements, the University (as the awarding body) would retain direct responsibility for the programme, its content, teaching and assessment, and quality assurance. Students would have a direct contractual relationship with the University.

75. Validation is the process through which the University, as a degree-awarding body assesses a module or programme developed and delivered by another organisation and approves it as being of an appropriate standard and quality to contribute, or lead, to one of its awards. In such circumstances, students may have a direct contractual relationship with the other organisation. The Validation process may also be used by the University to assess the robustness and suitability of a partner organisation to deliver a module or programme developed by the University.

76. In the development of collaborative programmes, the procedure for the approval of new programmes, as set out in the Procedure for Curriculum Development and Management, is followed in respect of approval. As such, new programmes developed with new international partners require the approval of CMSC. In considering approval, CMSC will first wish to be satisfied that the appropriate partnership agreement is under development. The validation of the collaborative partnership will generally take place after CMSC has considered and made a decision on the programme proposal. Further detail in respect of the validation process in the circumstances in set out in the International Partnerships Handbook.

77. New programmes developed with existing international partners (i.e. building on an existing agreement) require the approval of CMSC. Approval of the programme by the partner institution should run in parallel with the University's process.

78. Where it is intended that an existing programme is to be delivered through an existing partner, or a new partner, approval for this will be considered by CMSC as a major programme amendment.

79. New INTO University of Stirling (INTO UoS) programmes should be developed in conjunction with the INTO Academic Management Group and require the approval of CMSC.

80. Articulation agreements provide a framework whereby all students who satisfy academic criteria on a programme at a partner university or college become eligible (on academic grounds) to be admitted with advanced standing to a subsequent part or year of a programme at the University of Stirling. Approval of such agreements requires the mapping of the partner institution's qualification learning outcomes to the learning outcomes of the UoS programme to determine the appropriate level of entry. In addition, the processes for articulation agreement approval and management must align and interact with the procedure set out in this document, in order to ensure continued appropriateness of study routes.

81. As set out in the Academic Regulations, an award from the University of Stirling requires that a minimum of one-third of the total credits are acquired through study at or validated by the University of Stirling. For some specific qualifications, the required level may be higher than this minimum.

External Accreditation

82. Where an external accreditation of a programme is in place or there is an intention to work towards accreditation, this requires to be noted within a programme proposal.

83. An application of external accreditation will typically be submitted after a programme has been fully approved through the University's approval process, via the Curriculum Management Sub-committee.

84. Academic Registry retains a central record of University of Stirling programmes that hold external accreditation and therefore any achievement of an external accreditation must be reported to Academic Registry via quality@stir.ac.uk.

Programme Naming and Coding

85. The names of programmes should be considered in terms of both existing programmes within the University's portfolio, and market relevance.

86. If a degree title is proposed which is not already approved as one of the University's degrees as set out in Ordinance 58, Academic Council and University Court must approve the addition of the degree to the Ordinance, and the Ordinance revised accordingly.

87. A programme name should be presented with the: type of degree; classification if required; and then the title. The use of 'in' is not used. For example, BA (Hons) Descriptive Linguistics or MSc Chemical Engineering, and *not* MSc in Chemical Engineering.

88. In respect of combined honours degree programmes, the programme name should be presented with the different subjects being studied included in alphabetical order, and the use of the word 'and'. For example, BA (Hons) Business Studies and English Studies.

89. In the case of a programme with specialist pathways available, the core programme name will be consistently reflected, with specialisms being added in parentheses after this, e.g. MSc Environmental Management or MSc Environmental Management (Energy) or MSc Environmental Management (Conservation), and *not* MSc Environmental Management with Conservation or MSc Environmental Management and Conservation.

90. Programme and Module coding should follow the University's specified coding conventions, which are managed by Academic Registry.

Curriculum Lifecycle Management System

91. The University operates a Curriculum Lifecycle Management (CLM) system to support and facilitate: its effective and efficient management of curriculum information and approval; and the Procedure for Curriculum Development and Management that requires to be consistently followed in all instances of module or programme development, amendment or withdrawal.

92. The system facilitates:
   - Required information being developed and contributed at relevant points by a range of University teams and staff members;
   - Comprehensive data sets being prepared for the purposes of programme specifications, module descriptors, and degree structure information that is required in order for module registration to take place, and related to this, for students to have access to information throughout their studies that supports them in completing module registration and having clarity on the study that requires to be (successfully) completed in order for the degree to be achieved;
   - The efficient consideration and approval of proposals for new modules and programmes, and the amendment or withdrawal of an existing module or programme;
   - An audit trail of consideration and approval of proposals for new modules and programmes, and the amendment or withdrawal of an existing module or programme;
   - A single source of core curriculum information being retained within the University;
   - Curriculum information being available to feed into other University systems in order to support: curriculum information being published to the website and therefore marketing and student recruitment; curriculum information being created within the student record system to enable student admissions, enrolment, ongoing module registration and the determination of student attainment and awards.
   - The availability of information that can be exported from the system and used by Faculties for handbooks and other purposes.
   - Mapping functionality in respect of aspects of curriculum such as assessment and learning outcomes.
   - The availability of information and data that is readily available to be used for reporting purposes.

Definitive Record of Programmes

93.   It is essential that the University holds a definitive record of all the programmes and modules it currently offers and has offered in the past. This record comprises: programme specifications; module descriptors; approval/amendment documentation; dates upon which the programme or module were offered by the University and the location(s) in which they were offered; and periods in which the programme or module had students registered on them. Academic Registry provides governance for these records, with the CLM system acting as the University's primary, single source of curriculum information.

94.   Programme specifications, module descriptors and syllabus are made available to prospective students, students and staff.

CURRICULUM DEVELOPMENT AND MANAGEMENT PROCEDURE

Curriculum Management Sub-Committee

95.   As noted in paragraph 32 of the Policy on Curriculum Development and Management, Academic Council delegates responsibility to the Education Committee (EC) for overseeing and regulating the University's curriculum and the approval of curriculum. ESEC considers and approves module and programme proposals through its 'Curriculum Management Sub-Committee' (CMSC).

96.   The Deputy Principal (Education and Students) chairs CMSC and its full composition is set out in the Terms of Reference, which is provided as Appendix 2.

97.   CMSC meets regularly throughout the year with a schedule of meetings prepared on an annual basis, and reports to the Education Committee on its decisions. As set out in paragraphs 95-96 of the Policy, the Curriculum Lifecycle Management system supports the efficient operation of CMSC.

98.   CMSC has responsibility for approving: new programmes; major programme amendments; programme withdrawals; programme suspensions.

99.   CMSC delegates responsibility to Faculties for: approving new modules; approving minor programme amendments; approving module amendments; approving module suspensions. Decisions taken by Faculties under this delegated authority require to be progressed in line with the Curriculum Development and Management Policy and Procedure, and via the CLM system.

100.   Proposed caps on student cohort numbers on a module should be submitted to curriculum@stir.ac.uk, for consideration and approval by the chair of CMSC.

General

101.   The process by which proposals, amendments, suspensions and withdrawals of programmes and modules are managed has been developed to:
- Support innovation and the exploration of new ideas through their testing, shaping and refinement;
- Encourage interdisciplinary collaboration;
- Ensure robust, transparent, simple and clear processes;

- Enable all internal decision makers and stakeholders to be involved in the process at the relevant stage and avoid bottle-necks being created, or this important process being considered a 'tick box' exercise;
- Support informed decision making and the effective management of curriculum;
- Provide clear opportunities for external and student engagement;
- Ensure that accurate and comprehensive information on curriculum is prepared and maintained, therefore facilitating the effective operation of modules and programmes within the University and the effective provision of information to students and prospective students.

102. All programme proposals are considered for approval on the basis of the final award that can be achieved. All students can be eligible to achieve exit awards in line with University regulations and as such, exit awards do not need to be named in the programme proposal. However, if it is the intention to enable applicants to apply for and gain a named award at a level that is lower than the final award being proposed (e.g. Diploma, Certificate), separate programme proposals for each of these must be prepared and approved by CMSC.

103. Programme and module development, proposal, amendment, suspension or withdrawal should be considered within the context of both the University Strategic Plan and Faculty plans as well as any relevant regulations or policy that guide and support the withdrawal of degree programmes.

104. The student experience, the interests of current students and/or applicants, as well as the University's legal obligations in relation to consumer legislation are consistently essential points of consideration in terms of curriculum development and management.

105. Curriculum is regularly reviewed and enhanced in order to ensure it remains current and appropriate. In addition, circumstances beyond the University's control can at times mean that changes require to be made to modules or programmes. In offering modules and programmes, and admitting students to them, the University has obligations in respect of consumer legislation, which require that we, for example, provide clear information about the study opportunities we offer, operate fair terms and conditions, and deliver on the contractual requirements that are established when we offer admission and this is accepted. The Competition and Markets Authority (CMA) published advice in 2015 in the document, "UK higher education providers – advice on consumer protection law; Helping you comply with your obligations".

106. Points 40 -42 of the [University's student terms and conditions](#) set out the contractual provisions that are currently in place relevant to changes to programmes of study. Whilst these provisions support appropriate change, they also set out how such change requires to be managed and communicated. It is vital in considering proposals for change, particularly the suspension or withdrawal of a module or programme, that the potential impact on applicants or students and the University's obligations in respect of consumer legislation are taken into account.

107. As part of annual activity to review curriculum marketing information and plan recruitment communication, each year Faculties will be asked to consider the entry points that are to be offered for each programme in the next cycle of recruitment and admission. These intended entry points are reported to CMSC for information.

108. Withdrawal or suspension (including of an entry point) after a module or programme has been offered for admission should only be considered in exceptional circumstances. Such proposals must include plans for engagement with any affected applicants/students and require to be approved by CMSC.

109. All programmes, even those whose content spans more than one Faculty, are owned by one owning Faculty and this Faculty should lead the preparation and submission of any curriculum proposals. Proposals will require approval by both or all Faculties that will contribute to the content of the programme. Where a proposal is approved, the 'owning' Faculty is responsible for: the students on the programme; the operation of Boards of Examiners for the programme; submission of any future amendments or a proposal to withdraw the programme; convening of the Student-Staff Feedback Committee (SSFC) and other relevant committees; appointment of the Programme Director.

110. The consistent adoption of the co-production model (see paragraph 34 of the Policy on Curriculum Development and Management), and therefore engagement with a range of co-producers will support the development of complete, comprehensive and robust proposals which, if approved, can be readily implemented.

111. Curriculum proposal development should consistently include appropriate engagement with students and external advisers. Students should be engaged through the established SSFC structures and/or Faculty Officers, or through other effective approaches. The student engagement that has formed part of the curriculum development process should be outlined in proposal documentation.

112. Proposals relating to postgraduate research programmes should be discussed with the Institute for Advanced Studies at an early stage of consideration.

113. Faculties should consider how best to engage with external advisors within their own contexts and the goals. In respect of engaging external advisers such as business contacts/employers, alumni and external examiners, faculties may wish to engage with Advisory Boards as the key link to these external advisors, or adopt other approaches. External examiners are a valuable network who can provide advice and guidance regarding the development of new programmes in both the context of the University's current portfolio and the broader academic context. The external engagement that has formed part of the curriculum development process should be outlined in proposal information.

114. Any and all module or programme proposals and amendments (minor and major), suspensions and withdrawals should be prepared and approved as soon as possible, and in line with the internally specified operational timelines. This ensures that curriculum can be appropriately marketed, student recruitment and admission can take place and students can complete module registration and enrolment.

Development and Approval of New Programmes

115. New programmes are developed through a process of: developing an idea; test and create; Faculty approval; review and develop; final stage approval.

New Programmes - Developing an Idea

116. The process for developing new programmes through the 'developing an idea' and 'test and create' stages is owned by Faculties and should progress in line with the Policy on Curriculum Development and Management and the general points of procedure set out in paragraphs 105 – 118 of this procedure.

117. The 'developing an idea' stage supports the consideration of ideas, curriculum innovation and collaboration and may be built upon research outputs, student/market demand, business/employer insights and/or academic interest. Market Research at this stage is based within the Faculty.

118. When an idea for a new programme begins to be developed, details of the idea should be created within the Curriculum Lifecycle Management (CLM) system, with relevant colleagues invited to access these details and contribute to the development of the idea. At this stage, it may be that a very limited range of information is created, and further details are developed as the idea and test and create stages progress.

119.   Faculties determine how best to manage this stage within the context of their organisational structure and subject disciplines however it is suggested that opportunities are created to enable colleagues to share, discuss, critique and support the development of new ideas in an informal way. This may be through the use of an 'incubator' programme, a new programme 'sandpit' or focus-group development sessions during annual planning rounds. The information created within the CLM system acts as the basis of such discussions.

120.   The programme idea should be considered by the relevant Faculty, through review by the Associate Dean for Learning and Teaching in consultation with the Faculty Dean, the Faculty Executive Group (or equivalent), and other ADLTs as appropriate. This consideration should result in a decision being made by the Faculty as to whether or not the idea should progress to the 'test and create' stage.

121.   A full proposal is not required at the developing an idea stage but it is important that the Faculty's consideration takes into account: the overall aim of the programme; whether the idea supports the achievement of the University and Faculty strategic plans and targets; a preliminary view that there is a target market and if the programme is distinctive in the market; preliminary views on resource implications.

122.   The following decisions are available to the Faculty on consideration of the programme idea:
- Approve –   the idea moves to test and create stage, for a full
  proposal to be
                                         developed
- Suggest amendments –   the idea requires further information or development
  and will be
                                         reviewed again on an agreed date
- Reject –   the proposal will not be considered further at that
  time.

123.   Once the decision has been made, it requires to be confirmed in the CLM system. The system will then retain the record of the decision and facilitate onward action that is consequently required.

124.   If the idea is rejected, a record of it having been identified as an idea and considered at Faculty level will be retained within the system, and be accessible by system users across all Faculties and relevant Professional Service areas.

New Programmes - Test and Create

125. This stage provides the opportunity to lay a solid foundation on which the new programme proposal will be built and should progress in line with the Policy on Curriculum Development and Management and the general points of procedure set out in paragraphs 105 – 118 of this procedure. The details of the proposal require to be created within the CLM system.

126. The Faculty lead/team will begin to fully develop the proposal by working with the range of co-producers who will engage with, and support, the development process.

127. Successful partnership between the Faculty lead/team and co-producers is a requirement at the test and create stage. Such partnership, and input, information and feedback provided by the co-producers, supports the development of a complete, comprehensive and robust proposal.

128. The Faculty lead/team is encouraged to use the curriculum development resources to support the development of the programme proposal. These resources include information on the roles of the co-producers, key questions to support programme development and contact details, and are available within the help functionality of the CLM system, or via the links provided in the system.

129. A proposal is considered complete when:
    - All relevant co-producers have been engaged in its development and provided the information/input necessary for the proposal to be fully prepared.
    - All required information (as set out in paragraph 134) has been prepared and is complete within the CLM system.

130. The complete proposal for a new programme must include:
    - Comprehensive narrative on the background, context and rationale for the proposal. This description should include as part of it, clear details on: the market for and distinctive aspects of the programme/market research that has been undertaken; the benefits of offering the programme; alignment with strategic plans and objectives; expected employability outcomes for graduates.

    - Key information about the programme:
      - The proposed name and award. The name of the programme must align with the Programme Naming requirements specified in paragraphs 89 – 94 of the Policy.
      - Mode of delivery and where appropriate location of delivery
      - Available modes of attendance
      - Specified entry criteria and admissions arrangements

- o   Available entry points and intended first intake date
- o   Tuition fees and any other associated costs as appropriate
- o   Details of any professional or other accreditations associated with the programme

- A complete and coherent programme and credit structure that aligns with the University's academic regulations, and the Policy on Curriculum Development and Management, and sets out the modules and module structure across the entire programme.

- Appropriate curriculum design in which learning outcomes, assessment, Graduate Attributes and employability activity are mapped appropriately to demonstrate constructive alignment, and the use of learning technology and other resources have been considered and good practice embedded.

- Details of the involvement of students in the development of the proposal.

- Details of the involvement of external advisors in the development of the proposal.

- Consideration of the resource implications of the proposal.

131.   All information required for a full proposal must be completed within the CLM system.

132.   Where a proposed programme is subsequently approved, the information created will support a programme specification being produced by the CLM system.

New Programmes – Faculty Approval

133.   Once fully developed, the new programme proposal should be submitted via the CLM system for consideration by the Faculty Dean/Executive and the Faculty Learning and Teaching Committee (FLTC).

134.   The Faculty Dean/Executive is required to consider the proposal and provide approval:
   i.   Of the business case, and the financial and marketing aspects of the proposal;
   ii.   That the proposal supports Faculty strategy/plans;
   iii. That suitable resources will be available to support further required development and delivery of the proposal.

135. The Faculty Dean/Executive's approval must be recorded in the CLM system.

136. When considering a new programme proposal the FLTC will consider whether:
    i. The proposal is complete, as per paragraph 134;
    ii. The proposed programme is appropriate and desirable, and has been designed to an appropriate quality.
    iii. The Faculty Dean/Executive's approval is in place and recorded in the CLM system.

137. The following decisions are available to the FLTC on consideration of a programme proposal:

• Approve – been	each of the points set out in paragraph 138, i – iii have considered by the FLTC and are satisfactory, and the proposal is approved at Faculty level and should proceed to final stage approval.
• Qualified approval – been	each of the points set out in paragraph 138, i – iii have considered by the FLTC and are satisfactory, and the proposal is approved at Faculty level with outstanding University level questions clearly identified.
• Refer – questions/amendments	the proposal is not approved and specific are asked, or required, of the Programme Director. The proposal will be considered again on once the Programme Director has completed the 'review and develop' stage and the proposal is resubmitted to FLTC.
• Reject – time.	the proposal will not be considered further at that

138. The FLTC's decision must be recorded in the CLM system. Where a decision of 'Qualified approval', 'Refer' or 'Reject' is made, reasons for this should be recorded, again in the CLM system. In the case of either a 'Qualified approval', 'Referred' decision, details of the outstanding questions, or the further review and development that is required, should be made clear.

New Programmes – Review and Develop

139. This stage only applies where a FLTC decides that a new programme proposal is to be 'referred' back to the Programme Director. The Programme Director should ensure that the appropriate review and development of the proposal is undertaken in order to ensure the FLTC is provided with all requested information and full responses to any questions raised. Once this has been completed, the proposal can be re-submitted to the FLTC for consideration.

New Programmes – Final Stage Approval

140. Following FLTC approval or qualified approval, the CLM system will refer the new programme proposal and the FLTC's decision to Academic Registry in order that it can then be submitted to the ESEC Curriculum Management Sub-Committee (CMSC) for consideration.

141. CMSC will use: the background, context and rationale for the proposal; the key information about the programme (as set out in paragraph 134); and the decision of the FLTC, in its consideration of the proposal.

142. The following decisions are available to CMSC on consideration of a programme proposal:
    - Approve – the programme is approved as a programme of the University of Stirling
    - Refer – the proposal is not approved and specific questions/amendments are asked, or required, of the Programme Director. The proposal will be considered again on resubmission to CMSC
    - Reject – the proposal will not be considered further at that time.

143. CMSC decisions are recorded in the CLM system by Academic Registry. Where a decision of 'Refer' or 'Reject' is made, reasons for this should be recorded, again in the CLM system. In the case of a 'Refer' decision, details of the outstanding questions, or the further review and development that is required, should be made clear.

144. When a new programme has been fully approved, notifications will be provided via the CLM system to the relevant internal stakeholders. The programme information will then require to flow into other University systems and platforms including the student record system and the website in order that marketing, recruitment, admissions and enrolment activity can subsequently take place. The preparatory

work associated with this will be undertaken as quickly as possible, and the notification provided to stakeholders will give an indication as to the timeline.

145. The CLM system will automatically list the programme in the list of approved programmes retained within the system, generate the Programme Specification.

Approval of a Programme Amendment / Programme Withdrawal / Programme Suspension

146. The process for preparing proposals for amendments to programmes, programme withdrawals and programme suspensions is owned by Faculties and should progress in line with the Policy on Curriculum Development and Management and the general points of procedure set out in paragraphs 105 – 118 of this procedure.

147. A programme amendment is a change that has a material impact on the delivery or operation of a module. As such, the correction of a typographical error or other such small updates do not require to be regarded as an amendment.

148. A programme amendment may be Minor or Major in nature. The scale or nature of the amendment proposed will dictate whether it can be fully approved at Faculty level or if institutional level approval via CMSC is required in addition to Faculty level approval. Amendments that require to be approved by CMSC are set out in paragraph 156.

149. All proposed programme amendments, withdrawals and suspensions require to be robustly considered by the Faculty. Minor programme amendments can be fully approved by the Faculty, whilst Major amendments, withdrawals and suspensions require approval by the Faculty followed by final stage approval by CMSC. Further detail on the procedure for this is set out in paragraphs 155 - 175.

150. If a programme is suspended, the suspension must be approved for a maximum of one year, after which the suspension must be considered again. If through this further consideration, the Faculty decides that it does not wish to resume offering the programme, the programme should be withdrawn, and the procedure for withdrawal of programme followed.

Programme Amendment

151. Where a programme amendment is to be proposed, it is necessary for the owning Faculty to prepare and submit the proposal via the CLM system. In order for a proposal to progress to the point of being considered and approved, a range of key details require to be completed within the system including:

- Type of amendment proposed;
- Context and rationale for the amendment;
- Details of the amendment that is proposed, including that date from which it is to be implemented, any impact on students and how such impact will be addressed;
- Information regarding any external accreditation impacted by the amendment and how this will be managed;
- Details of student and external engagement as appropriate;
- Revised module information where required.

152. Some programme amendments can be approved at Faculty level whilst some require the approval of the Curriculum Management Sub-Committee. The following table sets out potential amendments to a programme and whether CMSC approval is required:

Programme Amendment	Requiring CMSC Approval Yes (Major)	Requiring CMSC Approval No (Minor)
Change to programme title	✔	
Proposal for a programme structure which does not align with the requirements of this policy and/or the academic regulations	✔	
Change to compulsory module selection	✔	
Change to option module selection		✔
Allocation of a module as a Pre-requisite (compulsory pass)	✔	
An amendment to a module that operates exclusively as part of a programme or programmes within the owning Faculty		✔
An amendment to a module that operates as a compulsory module within a programme offered by a Faculty other than the owning Faculty	✔	
Simultaneous amendment to modules that constitute 50% or more of the programme	✔	
Change to programme learning outcomes	✔	
Addition of a delivery location	✔	

Removal of a delivery location	✔	
Change to available mode(s) of delivery	✔	
Change to available modes of attendance		✔
Removal, change or addition of a specialist pathway	✔	
Removal of an entry point after a module or programme has been offered for admission	✔	
Change to admissions criteria	✔	
Change to marking scheme (e.g. use of pass/fail)	✔	
Change to availability of programme for INTO progression	✔	
Change to collaborative programme delivery arrangements	✔	

Programme Withdrawal or Suspension

153. Where a programme withdrawal or suspension is to be proposed, it is necessary for the owning Faculty to prepare and submit the proposal via the CLM system.

154. In order for a proposal to progress to the point of being considered and approved, a range of Key Details require to be completed within the system:
   - Context and rationale for the withdrawal;
   - Details of current student numbers on (including those on Leave of Absence) or applicants to the programme;
   - Details of how and when the withdrawal/suspension would be implemented, including teach-out arrangements or the offer of alternative provision to applicants where required and communication approaches to this;
   - Information regarding any external accreditation impacted by the amendment and how this will be managed;
   - Details of impact on any other programmes in the University's portfolio, including INTO UoS programmes;
   - Details of student and external engagement as appropriate;
   - Confirmation of any component modules within the programme that are also proposed to be withdrawn or suspended.

Programme Amendment, Withdrawal or Suspension – Initial Consideration by the ADLT

155. For all proposed programme amendments, withdrawals and suspensions, in the first instance, the proposal should be reviewed by the Associate Dean of Learning and Teaching (ADLT) in consultation with the Faculty Learning and Teaching Committee as appropriate. (Where appropriate, the ADLT should also coordinate with other ADLTs across the institution to identify potential synergies or overlaps in existing portfolios

or approval pipelines, knock-on impacts). The following (non-exhaustive) list of points should be considered by the ADLT when reviewing the proposal:

- Is the detail of the proposal complete?
- What is the overall aim of the proposal? Additionally, in the case of an amendment, will the proposal enhance the overall programme and student experience?
- Does the proposal meet the requirements of curriculum design, structure and delivery as set out across paragraphs 35 to 66?
- In the case of an amendment, does the amendment ensure constructive alignment in the programme of assessments, learning outcomes and graduate outcomes? (Where appropriate mapping should be provided)
- Does the proposal support the achievement of University and Faculty strategic plans and where relevant, has the proposal been considered from a resources/income perspective and as necessary, approved by the Faculty Dean/Executive?
- Has impact of the proposal on the market for this programme/module been considered?
- Has the Competition and Markets Authority advice on meeting the University's consumer legislation obligations been taken into account?
- Will the proposal be conditional on additional teaching resource either due to expertise requirements or time allocations?
- Have any impacts beyond the Faculty been fully discussed and considered including impact on programmes in other Faculties, progression from INTO University of Stirling, accreditation, articulation?
- Have student and external views been taken into account?
- If the proposal relates to a postgraduate research programme, has the Institute for Advanced Studies been engaged?
- If the proposal includes innovations in areas such as delivery model or approaches to employability or teaching tools have relevant stakeholders been engaged in the development of the concept?

156. The ADLT should collaborate with the relevant Programme Director, using the amendment information that has been prepared on the CLM system, to consider the proposal.

157. The following decisions are available to the ADLT on consideration of the proposed programme amendment, withdrawal or suspension:

- Agree – the proposal progresses for final Faculty approval
- Suggest amendments – the proposal requires further information or development and will be reviewed again on an agreed date
- Reject – the proposal will not be considered further at that time

158. The ADLT's decision requires to be confirmed in the CLM system. The system will then retain the record of the decision and facilitate onward action that is consequently required to have the proposal considered for full approval.

159. If the proposal is rejected, a record of it will be retained within the system, which will be accessible by system users across all Faculties and relevant Professional Service areas.

Programme Amendment, Withdrawal or Suspension – Final Faculty Approval

160. Final Faculty Approval of a programme amendment, withdrawal or suspension is considered by the Faculty Dean or the Dean's nominee. In considering a proposed amendment or withdrawal of a programme for approval the Dean/nominee needs to be satisfied that:

- The proposal is complete and robust in terms of quality, learning and teaching with and any external accreditation requirements.
- Impact on the Faculty portfolio, resources, external accreditations, other areas of the University, recruitment/progression and articulation have been considered and are appropriate.
- Impact on students or applicants has been fully considered and appropriately planned for.
- Suitable engagement with students and external advisers has taken place through the process of proposal development.

161. The following decisions are available to the Dean/nominee on consideration of the proposal:

- Approve – for minor amendments, the amendment moves to implementation, for major amendments and withdrawals, the proposal moves to final stage approval.
- Qualified approval – the proposal is approved at Faculty level with outstanding University level questions clearly identified.

- Refer –   the proposal is not approved and specific questions/amendments are asked, or required, of the Programme Director. The proposal will be considered again on resubmission.
- Reject –   the proposal will not be considered further at that time.

Programme Amendment, Withdrawal or Suspension – Review and Develop

162.   This stage only applies where a Dean/nominee refers a proposal back to the Programme Director. The Programme Director should ensure that the appropriate review and development of the proposal is undertaken in order to ensure the Dean/nominee is provided with all requested information and full responses to any questions raised. Once this has been completed, the proposal can be re-submitted to the Dean/nominee for consideration.

Programme Amendment, Withdrawal or Suspension – Final Stage Approval

163.   Following Faculty approval or qualified approval, the CLM system will refer the programme amendment, withdrawal or suspension proposal and the Faculty's decision to Academic Registry in order that it can then be submitted to the ESEC Curriculum Management Sub-Committee (CMSC) for consideration.

164.   Any areas identified in a 'qualified approval' decision will be considered by CMSC and guidance may be sought from other committees or individuals within the institution as required.

165.   CMSC will use: the Key Details information (as set out in paragraph 155); and the decision of the Faculty, in its consideration of the proposal.

166.   The following decisions are available to CMSC on consideration of a proposal for programme amendment, withdrawal or suspension:
- Approve –   the proposal moves to implementation
- Refer –   the proposal is not approved and specific questions/amendments are
                                       asked, or required, of the Programme Director. The proposal will be considered again on resubmission to CMSC
- Reject –   the proposal will not be considered further at that time.

167. CMSC decisions are recorded in the CLM system by Academic Registry. Where a decision of 'Refer' or 'Reject' is made, reasons for this should be recorded, again in the CLM system. In the case of a 'Refer' decision, details of the outstanding questions, or the further review and development that is required, should be made clear.

168. When a programme amendment, withdrawal or suspension has been fully approved, notifications will be provided via the CLM system to the relevant internal stakeholders. The details of the amendment, withdrawal or suspension will then require to flow into other University systems and platforms including the student record system and the website in order that marketing, recruitment, admissions and enrolment activity can subsequently take place. The preparatory work associated with this will be undertaken as quickly as possible, and the notification provided to stakeholders will give an indication as to the timeline.

169. Where appropriate, the CLM system will automatically update the list of approved programmes retained within the system.

170. If the proposal is rejected, a record of it will be retained within the system, which will be accessible by system users across all Faculties and relevant Professional Service areas.

171. Withdrawal or suspension of a programme will not automatically lead to the withdrawal or suspension of all of its component modules and as set out in paragraph 158, the proposal regarding the withdrawal of modules requires to be set out in the Key Details of the overall proposal. The withdrawal or suspension of modules requires to be taken forward in line with paragraphs 176 to 189 of this procedure.

Approval of New Modules, Module Amendments, Withdrawals and Suspensions

172. New modules, module amendments, withdrawals and suspensions are fully approved at Faculty level.

173. New or amended modules can be incorporated into previously approved programmes of study, and modules can be withdrawn or suspended, only upon completion of the relevant steps as set out in paragraphs 176 to 188 of this procedure. In addition to these steps, it is essential that programme learning outcomes are revised where appropriate, to take account of the new or amended modules being incorporated into the programme.

174. If a module is suspended, the suspension must be approved for a maximum of one year, after which the suspension must be considered again. If through this further consideration, the Faculty decides that it does not wish to resume offering the module, the module should be withdrawn, and the procedure for withdrawal of module followed.

175. Where a **new module** is to be proposed, it is necessary for the owning Faculty to prepare and submit the proposal via the CLM system. In order for a proposal to progress to the point of being considered and approved, a range of Key Details require to be completed within the system including:
    - Module details – name, code, SCQF level, credit value, duration and pattern of delivery;
    - Summary context and rationale for the proposal, including any benefits beyond the immediate module or programme;
    - Proposed date of introduction;
    - Whether the module is intended to replace another module and therefore if there is an associated module withdrawal to be considered in parallel;
    - Any requisites to be associated with the module;
    - Learning, teaching and assessment arrangements;
    - Programmes the module will become part of;
    - Details of student and external involvement as appropriate.

176. Where a **module amendment** is to be proposed, it is necessary for the owning Faculty to prepare and submit the proposal via the CLM system. In order for a proposal to progress to the point of being considered and approved, a range of Key Details require to be completed within the system including:
    - Module details – name, code, partner institution (if relevant), relevant programme(s);
    - Context and rationale for the amendment;
    - Type of amendment proposed;
    - Details of the amendment;
    - New module code if required. New module codes are necessary with the following module amendments: change of SCQF level; change of delivery duration; change of credit value; change to marking scheme;
    - Impact on existing articulation mapping and INTO University of Stirling progression;
    - Details of student and external involvement as appropriate.

177. Where a **module withdrawal or suspension** is to be proposed, it is necessary for the owning Faculty to prepare and submit the proposal via the CLM system. In order for a proposal to progress to the point of being considered and approved, a range of Key Details require to be completed within the system including:

- Module details;
- Context and rationale for the withdrawal;
- Details of impact on any other programmes, including INTO UoS programmes;
- Details of current student numbers on the module;
- Impact on existing articulation mapping and INTO University of Stirling progression;
- Details of how the withdrawal would be implemented, including teach-out arrangements where required;
- Details of student and external involvement as appropriate.

New Module, Module Amendment, Withdrawal or Suspension – Faculty Approval

178. The proposed new module, module amendment, withdrawal or suspension should be considered and approved by the Faculty. The Faculty may choose to delegate authority for approvals to its Associate Dean for Learning and Teaching (ADLT) as its nominee for this purpose, or a nominated sub-group including the ADLT and other staff members, as the Faculty considers appropriate. The Faculty Learning and Teaching Committee (FLTC) should be consulted as appropriate by the ADLT and kept abreast of curriculum development and management activity.

179. The following (non-exhaustive) list of points should be considered by the ADLT/nominated group when reviewing the proposal and considering the proposal for approval:

- What is the overall aim of the proposal?
- Does the proposal enhance the overall programme and student experience?
- Is the proposal pedagogically appropriate in terms of content, delivery, level of study and assessment and does it meet the requirements of curriculum design, structure and delivery as set out across paragraphs 35 to 66?
- Are the learning outcomes and assessment constructively aligned in the module and, in turn, to the programme learning outcomes and graduate attributes?
- Have any impacts beyond the Faculty been fully discussed and considered including impact on programmes in other Faculties, progression from INTO UoS, impact on accreditation and impact on articulations into the relevant programmes?

- In the case of withdrawal or suspension of a module, do the remaining modules address all the programme learning outcomes and graduate attributes effectively.
- Does this proposal support the achievement of Faculty plans? Where relevant, has the proposal been considered from a resources point of view and approved, as necessary, at Divisional or Faculty Executive level?
- If required, has impact of the proposal on current students/applicants been considered and appropriately planned for?
- Has the Competition and Markets Authority advice been taken into account, particularly in relation to module amendments?
- Have any impacts beyond the Faculty been fully discussed and considered?
- Have student and external views been taken into account?
- If the proposal includes innovations in areas such as delivery model or approaches to employability or teaching tools, have relevant stakeholders been engaged in the development of the concept?
- These areas are not exclusive and further areas of consideration may be identified by the ADLT and/or Faculty.
- Where appropriate, there should also be coordination with other ADLTs across the institution to identify potential impact across the University's curriculum.

180. The following decisions are available to the ADLT/nominated group on consideration of the proposal:
- Approve –   the proposal is approved and can move to implementation.
- Refer –   the proposal is not approved and specific questions/amendments are
         asked, or required, of the Module Coordinator. The proposal will be considered again on resubmission.
- Reject –   the proposal will not be considered further at that time.

New Module, Module Amendment, Withdrawal or Suspension – Review and Develop

181. This stage only applies where an ADLT/nominated group refers a proposal back to the Module Coordinator. The Module Coordinator should ensure that the appropriate review and development of the proposal is undertaken in order to ensure the ADLT/nominated group is provided with all requested information and full responses to any questions raised. Once this has been completed, the proposal can be re-submitted to the ADLT/nominated group for consideration.

New Module, Module Amendment, Withdrawal or Suspension – Action Following Faculty Approval

Decision

182.   Regardless of the decision made by the ADLT/nominated group on a proposal, the decision requires to be confirmed in the CLM system. The system will then record the decision and facilitate onward action that is consequently required.

183.   The relevant Faculty and Professional Services stakeholders will be notified of the decision via the CLM system.

184.   Where a decision of 'Approve' is recorded in the CLM system, the details of the amendment, withdrawal or suspension will then require to flow into other University systems and platforms including the student record system and the website in order that marketing, recruitment, admissions and enrolment activity can subsequently take place. The preparatory work associated with this will be undertaken as quickly as possible, and the notification provided to stakeholders will give an indication as to the timeline.

185.   If the proposal is rejected, a record of it will be retained within the system and will be accessible by system users across all Faculties and relevant Professional Service areas.

Programme Monitoring and Review

186.   All programmes are monitored and reviewed in line with the University's institution-led review arrangements to ensure appropriate quality assurance and enhancement. More information about institution-led review can be found here.

187.   Faculties maintain ongoing reflection and review of portfolios of taught programmes. In addition, on a regular basis, the University reviews its portfolio programmes in relation to their performance. Such review considers areas such as recruitment, admissions, progression and graduation of students. Where a programme is not demonstrating its required contribution within the University's academic portfolio, institutional consideration may be given to its withdrawal.

Appendix 1: University of Stirling Credit Specifications

SCQF Level	Degree / Qualification	Credit Specification
Level 12	PhD/DPhil	Credit definitions do not normally apply
Level 12	Other Doctorates	Min 540 with min 420 at level 12
Level 11	MPhil	Credit definitions do not normally apply
Level 11	Masters	Min 180 with min 150 at level 11
Level 11	Integrated Masters	Min 600 with min 120 at level 11
Level 11	Postgraduate Diploma	Min 120 with min 90 at level 11
Level 11	Postgraduate Certificate	Min 60 with min 40 at level 11
Level 10	Scottish Bachelor degree with Honours	Min 480 with min of 180 at levels 9 and 10, including a minimum of 90 at level 10
Level 9	Scottish Ordinary Bachelor degree	Min 360 with min 60 at level 9
Level 9	Graduate Diploma	Minimum of 120 at minimum of level 9
Level 9	Graduate Certificate	Minimum of 60 at minimum of level 9
Level 8	Diploma of HE	Min 240 with min 90 at level 8
Level 7	Certificate of HE	Min 120 with min 90 at level 7

Appendix 2: Curriculum Management Sub-Committee (CMSC) Terms of Reference

Purpose and Scope

The Curriculum Management Sub-Committee (CMSC) is a sub-committee of the Education Committee. CMSC holds responsibility delegated from the Education Committee to act as the institutional point of decision-making in respect of the University's curriculum development and management, in line with the Curriculum Development and Management Policy and Procedure, and to drive the development and quality of programmes of study.

The scope of CMSC's responsibilities does not include institutional portfolio management, review or planning. Responsibilities for the planning and management of portfolio exist in a matrix across the Education Committee, faculty planning committees and institutional planning processes.

Authority Delegated by CMSC

CMSC may delegate authority to specific University areas to take action and/or decisions in respect of curriculum development and management, as it considers appropriate, in line with the provisions of the Curriculum Development and Management Policy and Procedure, and the operation of the Procedure. Authority is currently delegated as follows:

a) **Faculties** and **INTO UoS** have authority to make decisions regarding modules in line with the Curriculum Development and Management Policy and Procedure, and therefore currently for:
   - approving new modules
   - approving amendments to individual modules
   - approving module withdrawals
   - approving module suspensions.

   This delegated authority does <u>not</u> extend to the approval of any changes to previously approved module selections within a programme. Approval by CMSC is required for any such changes.

b) **Academic Registry** has authority to:
   - decide whether or not a proposal submission is sufficiently complete and clear and where it is not, to require the relevant faculty team to undertake further work on the submission prior to it being considered by CMSC
   - conclude items of business where the only required or outstanding work is administrative in nature and does not require a substantive consideration by CMSC
   - conclude items of business where the item has arisen only as a consequence to a decision made by CMSC, and where the item requires to be completed to fully action CMSC's decision.
   - manage programme availabilities – overseeing the review and approval of unchanged programme availabilities from the previous year.

Remit

a) Receive and consider for approval, all curriculum development proposals relating to programmes including for: new programmes; programme amendments; programme withdrawals; programme suspensions.

b) Consider proposals in terms of a programme curriculum's overall coherence, quality, and component elements and learning outcomes.

c) Provide regular reports to the Education Committee on CMSC decisions and outcomes.

Reporting and Frequency

Reports to: Education Committee

Meeting Frequency: Monthly

Quoracy

At least one quarter of members will represent a quorum.

Mode of Operation and Items of Business

Meetings of CMSC normally take place online. This approach has been discussed and agreed by members as most conducive to the work of the sub-committee, and in line with this work being enabled by use of the University's curriculum management system.

The Committee's business operates in line with the requirements of its remit, and items of business are considered via the University's Curriculum Management System (Akari).

Curriculum operations take place in a timeline of activity throughout each academic year, as set out annually in the 'Curriculum Management Operations Schedule' document. The schedule confirms the institutional deadlines that are applicable to curriculum proposals and therefore that all staff are required to adhere to. Meetings of CMSC take place on a monthly basis to ensure the availability of opportunities for curriculum proposals to be considered and decided upon, and to encourage the submission of proposals at the earliest possible stage.

In order for a proposal to be considered by CMSC, it is required to be submitted in Akari **at least three weeks** before the meeting date.

The Committee Manager is Emma Macnair (Senior Academic Quality Officer) and any queries regarding the Committee may be directed to academicgovernance@stir.ac.uk.

Composition of CMSC

	Composition	Membership Status	Representing
1.	Deputy Principal (Education) (Chair)	Ex-officio	Education Committee
2.	Deputy Principal (Student Experience)	Ex-officio	Student Experience Committee
3.	Dean for Teaching, Learning and Student Experience (Deputy Chair)	Ex-officio	Teaching, Learning and Student Experience
4.	Executive Director for Internationalisation and Partnerships	Ex-officio	Internationalisation and Partnerships
5.	Academic Registrar	Ex-officio	Student, Academic and Corporate Services
6.	Associate Dean for Learning and Teaching, Faculty of Arts and Humanities	Ex-officio	Faculty of Arts and Humanities
7.	Associate Dean for Learning and Teaching, Faculty of Health Sciences and Sport	Ex-officio	Faculty of Health Sciences and Sport
8.	Associate Dean for Learning and Teaching, Faculty of Natural Sciences	Ex-officio	Faculty of Natural Sciences
9.	Associate Dean for Learning and Teaching, Faculty of Social Sciences	Ex-officio	Faculty of Social Sciences
10.	Associate Dean for Learning and Teaching, Stirling Management School	Ex-officio	Stirling Management School
11.	INTO Stirling Academic Director	Ex-officio	INTO University of Stirling
12.	Academic Quality and Governance Manager	Ex-officio	Student, Academic and Corporate Services
13.	Vice President (Education)	Ex-officio	Students' Union
14.	One representative from Communications, Marketing, and Recruitment, relevant to marketing/student recruitment	Appointed	Communications, Marketing, and Recruitment
15.	One representative from Communications, Marketing, and Recruitment, relevant to marketing/student recruitment admissions and access	Appointed	Communications, Marketing, and Recruitment
16.	One representative from Finance, relevant to student number and learning/teaching delivery planning	Appointed	Finance

Other members of staff may be asked to attend meetings in an advisory capacity as required. Such attendance will not constitute membership and therefore those attending for advisory purposes will not participate in decision-making.