NFTS | NATIONAL FILM AND TELEVISION SCHOOL

Course Approval and Major Course Changes Policy and Procedure

Introduction

1. This Policy sets out the School's processes relating to the design and approval of, and major changes to, all postgraduate courses leading to an NFTS award.

2. A major change is a significant change to an existing course e.g. changes to learning outcomes, changes to learning and teaching or assessment strategy, changes to structure, or addition of a new mode of study. A change to the award to be received on completion of a course will be treated as a major change where the core content, structure and learning outcomes of the course remain substantially the same.

3. For changes to the title of the award to be received on completion of a course where the level of the award and credit volume is the same, and the core content, structure and learning outcomes of the course also remain substantially the same, the process to be followed is set out in Appendix E.

4. Minor modifications to a course should be approved using the Minor Modifications Policy.

5. A course that has undergone a significant number of minor modifications since approval will be required to go through this major changes procedure. The accumulation of minor modifications to a course will be monitored through the annual Curriculum Planning meeting, and by the Academic Board.

6. New short courses that do not lead to an award by the School should be developed and approved in accordance with the Short Courses Policy.

Aims

7. The responsibility for the course approval and major course changes procedure rests with Management and the Academic Board.

8. The aims of the course approval and major course changes process are to:
    - Ensure that each proposed new course or major change to a course contributes towards the strategic aims and objectives of the School;
    - Ensure that the academic standard is commensurate with the proposed award;
    - Ensure that the student experience will be of appropriate quality to support the achievement of the award;
    - Ensure that the requirements of external bodies such as the Office for Students and the Framework for Higher Education Qualifications are met or exceeded.

Overview of Procedure

9. There are four stages to the course approval and major course change procedure:

    a. **Strategic and Business Case Approval**: scrutiny and approval of the strategic and business case is undertaken by the Director of Curriculum in conjunction with the Senior Management team. (See Appendix A for further guidance about Strategic and Business Case Approval.)
    b. **Course Development**: design of the course will be led by the academic member of staff proposing the new course or major course change and will involve the Quality Assurance Manager, other relevant academic staff, current students and central service departments. External stakeholders such as industry advisers must also be involved. (See Appendix B for further guidance on Course Development and Appendix D for guidance on assessment design.)
    c. **Course Design Review:** this involves a formal meeting of a Panel to scrutinise the course design, and will either recommend the course for approval or refer it back for amendments. (See Appendix C for further guidance on Design Review Panels and meetings.)
    d. **Academic Approval**: the report of the Review Panel and full details of the new course or major course change will go to the Academic Board for approval.

Fast track process

10. For new courses (other than new MA courses) that are made up primarily of existing modules, following approval of the strategic and business case by the School's Director of Curriculum, academic approval of the new course can be given by the Chair of the Academic Board. The Chair of the Academic Board should be sent a copy of the programme specification and the proposed course handbook which must include details of the course structure, module outlines, the assessment strategy and teaching and learning strategy.

Support for proposers of new courses or major course changes

11. The following support is available to staff in the development of a new course and in the development of major course changes:

    - Guidance and support on the completion of forms and on the requirements of external bodies is available from the Quality Assurance Manager and the Registrar
    - Support on pedagogic elements of the course can be obtained from the School's Director of Curriculum
    - Support in the development of the business case can be obtained from the Finance Department
    - Specific advice on ensuring an inclusive curriculum can be obtained from Student Support and Wellbeing.
    - Advice on a marketing and recruitment plan is available from the Marketing and External Relations team.

Externality

12. External Advisers play an important role in supporting the School to discharge its responsibility for ensuring that new courses and major course changes provide students with a high quality academic experience and that the standards set meet sector recognised standards. External Advisers act as 'critical friends' by providing informed, independent and impartial judgements, and the School gives serious and active consideration to their comments and advice.

13. External Advisers are nominated by the academic member of staff proposing the new course or major course change and appointed by the Director of Curriculum. In order to be appointed, a proposed External Adviser must meet the following criteria:

    i. Possess appropriate and substantial levels of relevant and recent teaching and professional experience in relation to the proposed course
    ii. Not be a recent student or member of staff of the School (i.e. five years must have elapsed since their relationship with the School ended)
    iii. Not be a current or recent (i.e the last five years) external examiner at the School.

14. All External Advisers should be provided with the information described in Appendix B.

Timescales

15. **Proposed new courses and major changes to courses should not be advertised prior to their final approval by the Academic Board, unless express permission to do so is given by the Director of Curriculum.** If express permission is given, all marketing material must clearly state that the course is offered subject to internal formal approval by the School.

16. After strategic and business case approval has been given to a proposed new course or major course change, course proposers can make a request for permission to advertise the course prior to its final approval with a 'subject to approval' flag. Exceptional reasons need to be given to justify such a request (for example it is made up of predominantly existing modules)

17. All new courses or changes to courses must have received final approval by the Academic Board in sufficient time to allow for appropriate marketing of and recruitment to the course.

18. Communication to all relevant professional support departments regarding the final approval of the new or changed course will be done by the Quality Assurance Manager.

This policy was updated in January 2025

NFTS | NATIONAL FILM AND TELEVISION SCHOOL

Appendix A- Strategic and Business Case Approval

1. Proposers of new courses should prepare a strategic rationale for the new course, and should set out the key elements of it. If the proposed course involves more than one department, then written confirmation of support from the heads of the other departments involved must be obtained.

2. The strategic rationale should demonstrate that:

    - There is a clear and appropriate academic rationale for the proposed course;
    - The proposed course will support the achievements of the School's strategic objectives.

3. The business case should demonstrate that the proposed course will be viable in relation to its likely recruitment and the resources needed to deliver the course (including ensuring that appropriate teaching and learning resources are in place to support the delivery of the proposed course).

4. Support on completing the business case is available from the Finance team, and proposers should also consult with Operations and the Production department and evidence of this should be included in the business case.

5. The following documentation should be submitted to the School's Director of Curriculum:

    - A completed strategic and business case
    - A completed costing model
    - A clear estimate of projected student numbers supported by a report produced in conjunction with the Director of Marketing and External Affairs showing evidence of sustainable market demand
    - A course outline
    - Draft web copy
    - Evidence that appropriate resources are in place to support the delivery of the course and provide a high quality learning experience.

NFTS | NATIONAL FILM AND TELEVISION SCHOOL

Appendix B- Course Development

1. A member of staff developing a new course should consult with other academic members of staff, the Quality Assurance Manager, external stakeholders such as employers, accrediting bodies or placement providers, and current students.

2. Consultation with current students can take place either formally through a survey or a formal meeting, or informally through discussions.

3. The draft course handbook should be prepared during the proposed course development stage, which must include:
    - a programme specification
    - the course structure
    - assessment strategy
    - teaching and learning strategy
    - placement details (where relevant)
    - module outlines

4. Details of the resource requirements and a statement of the admissions requirements should also be prepared.

5. A Course Development meeting should be held to consider in detail the proposal for the new course before it proceeds to a Design Review Panel. This meeting should be attended by the Head (s) of Department developing the course, the Director of Curriculum, the Registrar and the Quality Assurance Manager.

6. After the Course Development meeting has reviewed the proposal and any recommended changes have been made to it, the above documentation should be sent to the Design Review Panel together with:
    - QAA Subject Benchmark Statement (where relevant)
    - Accrediting bodies' expectations (where relevant)
    - QAA Characteristics Statement

Appendix C- Design Review Panel

1. Membership of a Design Review Panel will be:
    - Chair- a head of department appointed by the School's Director of Curriculum
    - At least two academic members of staff from outside the department
    - At least one External Reviewer (the number will depend on the course being proposed)
    - The Students' Union President (who shall consult with other students and/or invite one student to join the Panel, with payment for that student's Panel preparation and attendance as agreed by the Registrar)
    - The Registrar
    - The Quality Assurance Manager
    - If appropriate, representatives from professional support departments

2. Through its scrutiny of the documentation prepared during course development stage, the Panel will consider all aspects of the course design in relation to the following criteria:
    - The academic standards of the proposed course meet those defined by the Frameworks of Higher Education Qualifications[1];
    - Relevant subject benchmarks;
    - The Office for Students' conditions of registration
    - Any requirements of accrediting or endorsing bodies;
    - The School's academic regulations;
    - The course is coherent in terms of design, delivery and structure;
    - Consistency with all School regulations and policies, including equality and diversity;
    - The content and level of the curriculum is designed to enable students to achieve the intended learning outcome; promotes intellectual progression during the course; and is up to date;
    - The course modes of learning, teaching and assessment are designed to enable students to achieve the intended learning outcomes, and allow measurement of student achievement against the intended learning outcomes (for guidance on assessment design, see appendix D);
    - There are assessment criteria in place that are clear, and which discriminate between different levels of student achievement;
    - The course has considered the mental wellbeing of students with regards to the approach, structure and assessment of modules;
    - The course has appropriately considered the employability of students on completion of the course;
    - Appropriate resources are in place to support the course;
    - For courses that involve a placement, that the design of it enables students to achieve the specific intended learning outcomes at the appropriate FHEQ level.

[1] https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf

3. The outcome of the Panel meeting will be either a recommendation that:

   i. The proposed course meets the criteria for approval of new courses, and should be approved with or without conditions or recommendations;

   OR

   ii. The proposed course does not meet the criteria for proposed courses, and that further work should take place to revise the full proposal for re-submission to the Design Review Panel for consideration (either through a further meeting, through consultation or by Chair's action).

4. The report of the Design Review Panel and its recommendation will be presented to the Academic Board at its next meeting.

NFTS | NATIONAL FILM AND TELEVISION SCHOOL

Appendix D- Assessment Design Guidance

A. Introduction

Staff designing new courses and assessment tasks, should take into account the principles underpinning the School's Learning and Teaching Enhancement Strategy, and the School's Assessment Strategy (see below). The principles of assessment design are set out in section E, and links to further guidance can be found in section F.

Advice on assessment design can also be sought from the School's Director of Curriculum.

B. NFTS Learning and Teaching Enhancement Strategy

Principles underpinning the School's Learning and Teaching Enhancement Strategy:

- **To nurture, develop and challenge the individual voice of each student.**

  Each student brings with them a unique set of talents, experiences and expectations, and we provide an environment that enables them to develop their creative and professional identity. As such, each teaching department and specialisation has its own distinct methods and outcomes, and each individual within that programme has the opportunity to shape how they progress through that curriculum.

- **To instil the value of collaboration and team work**

  Film, Television and Games making is an inherently collaborative process. We stress at all times the importance of team and the creative benefits of different specialism's combining together to make something greater than the sum of their individual parts.

- **To encourage creative risk taking**

  In encouraging students to push at personal and professional boundaries, we expect them to take risks. The freedom to make mistakes is an important part of the learning process.

- **To value process as much as outcome**

  The manner in which students make their film, television and games projects is as important as the final creative product. For example, meeting deadlines dealing professionally with contributors and collaborating effectively with team members make the work stronger.

- **To ensure students reflect on the cultural impact of their work**

  We believe that it is this integration of thought and technique that allows our students to challenge boundaries and find their voices.

- **To support students to marry inspiration with skill**

  Our challenge is to enable our students to produce innovative work that demonstrates a mastery of the intellectual, imaginative and technical processes involved in its creation whilst also allowing for creative alchemy to occur.

- **To promote diversity and equality for all**

We aim to sustain a community of practice where students and staff can be their true selves and learn from each other as they seek to meet their full potential.

C. NFTS Assessment Strategy

Student progress is continuously monitored throughout a course:

- to encourage each student to develop their maximum potential and enable them to improve their skills and understanding;
- to recognise each student's commitment to their advancement in the course through their attendance, level of interest and ability to collaborate with their colleagues;
- to highlight areas where additional help, tuition or guidance may be needed in order for the student to progress;
- to ensure all students attain the required academic standard before being awarded their MA, Diploma or Certificate.

The National Film and Television School (the School) asks students to define their own personal agenda at the start of the course and to re-visit this at each assessment point during the course to see what progress is being made. To start this process students are required to complete a pre-course self-assessment. Throughout their course students need to demonstrate that they are developing their knowledge, skills and experience in their specialist area, so that they can work independently and make their own unique contribution. Students must be able to evaluate their own work and achievements and develop their understanding of the professional world in preparation for their future practice. The assessment process is monitored by the Academic Board principally through Annual Course Evaluations.

D. Principles of Assessment Design

1. Assessment tests intended learning outcomes:

Assessment tasks and associated criteria must test student attainment of the intended learning outcomes effectively and at the appropriate level. Where learning outcomes state skills and attitudes as well as knowledge, this should be appropriately reflected in the chosen assessment methods. This is known as *constructive alignment*.

Constructive alignment and learning outcomes:

Assessment must be aligned to learning outcomes; we tell our students what we expect and then test them to see if they match, and to what level, those expectations. It is, therefore, essential to define learning outcomes effectively, efficiently and at the appropriate level (Level 7 of the FHEQ) as these will direct the method(s) by which you assess learning and will form the basis of your assessment criteria. Although you will be assessing against School-wide

standards, the specific assessment criteria for your module need to define characteristics and standards of performance in line with the learning outcomes that you are assessing.

Intended learning outcomes capture the answer to the essential questions:

- What do you want your students to know or to be able to do?
- What will the student do that demonstrates learning?
- What is the context within which that learning will be demonstrated?
- How well will that student be required to demonstrate that learning?

Therefore the very first thing to determine when constructing learning outcomes is the knowledge, understanding, competencies, behaviours and attributes that you wish your student to demonstrate. These should align to Level 7 of the Framework for Higher Education (FHEQ) and the qualification descriptor for Master's degrees. https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf

The main point of intended learning outcomes is to make clear to students what is expected of them; the intention is to share a common [to tutors and learners] understanding of expectations. This is more than just listing outcomes in the module and programme documentation; we need to discuss the outcomes with students, to ensure they understand what is expected, and remind them that the outcomes should be guiding their learning and will be used to measure their progress. To do this it is helpful to have a standard 'language' and approach and the most common one is based on the Bloom taxonomy, as described below (see section D: Writing Learning Outcomes).

2. Information about assessment should be explicit, accessible and transparent

Clear, accurate, consistent and timely information on the assessment system, assessment tasks and procedures should be made available to students, staff and other external assessors or examiners.

Staff and students need to engage in on-going dialogue about expectations and standards to achieve a shared understanding of assessment processes and practices. Students should have opportunities to develop and demonstrate the competence and confidence to evaluate the quality of their work against agreed standards.

As Sadler suggests, in order to improve, students must have the capacity to monitor and evaluate the quality of their own work during actual production (Sadler, 1989: 119). This means that they need to have an appreciation of what high quality work is and need to be equipped with the evaluative skills needed to compare the quality of what they are producing to assessment standards that they understand. Therefore, assessment design should explicitly address the means by which assessment literacy will be developed, for example, through formative assessment (Principle 5 below), use of exemplars, marking exercises, activities which engage students in dialogue about assessment criteria, etc.

3. Assessment should be inclusive and equitable

As far as is possible without compromising academic standards, inclusive and equitable assessment should ensure that tasks and procedures do not disadvantage any group or

individual. Across a programme, students must have the opportunity to engage with multiple modes of assessment, so as to avoid inequalities between students resulting in uneven recognition of abilities.

Inclusivity is a complex and multidimensional concept that eludes easy definition and embraces a wide range of differences, including for example declared disability, specific cultural, ethic or social background, religion or belief, sexual orientation, age, full-time or part time status.

“Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others” (Hockings, 2010: 1).

Inclusive assessment seeks equity in assessment for all students; it affords the opportunity to all students to engage with and demonstrate their learning. ‘All students’ refers to all students irrespective of background or any protected characteristics, studying at any level and by any mode (e.g. undergraduate and postgraduate; full-time and part-time; distance, work-based and on-campus learners; HE apprentices). It is not simply achieved through ad hoc provision of modified assessment made in response to the needs of specific individual students, i.e. ‘reasonable adjustment’. An inclusive approach to assessment ensures that assessment choices do not manifest bias, and do not advantage some students while disadvantaging others as they demonstrate achievement of intended learning outcomes. For example, is accurate spelling and grammar essential when assessing understanding, do students need to express themselves in a particular register, use an extended vocabulary, or write within a particular academic or disciplinary conventions? Or could intended learning outcomes be demonstrated via another medium – utilising oral, visual or performance skills?

In short, inclusive assessment shares many of the principles of good assessment design: it utilises diverse methods; it is well aligned with intended learning outcomes; it is transparent and clearly communicated; it develops assessment literacy; it ensures feedback is individualised and effective.

4. <u>Assessment should enhance student learning</u>

Assessment tasks should primarily reflect the nature of the subject but should also ensure that students have the opportunity to develop a range of generic skills and capabilities.

Assessment influences learning and shapes the experience for students, signalling what is important, focusing student effort and providing opportunities for feedback. Appropriate assessment should be an integral part of the learning process and should promote learning as well as measuring how well students have achieved intended learning outcomes. It is sometimes useful to think in terms of assessment of learning and assessment for learning; to clarify here are two examples:

Assessment of learning: the assessment is designed to measure and give feedback on achievement of the learning outcomes. For example, if you expect students to evidence employability skills then this means that the specific skills you are looking for would be embedded in the learning outcomes (alignment). The assessment method would require the students to demonstrate the skills and the assessment criteria would enable you to differentiate between the level and standard of achievement. You tell students what you expect, you give them opportunities to learn and develop the attributes, then you test to see how well they have achieved the outcomes and then you give them feedback on how well they have done and how to improve.

Assessment for learning: in this case the students learn as a result of the assessment task. For example you might ask students, in groups, to produce a video to demonstrate their individual ability to give an oral presentation. The content of the video, the recordings of individual students giving a presentation, will evidence achievement of the learning outcomes related to oral presentations; assessment of learning. The process of making the video will be assessment for learning; students will be developing recording and editing skills as well as team working, but these are the means to an end rather than the end itself. As a result of the assessment the learners will have developed additional skills and capabilities. Of course, learners will need feedback on how well they are developing these new skills (feedback is an essential part of the assessment / learning loop) but this aspect of the assessment will probably not carry any marks / grades (see also formative assessment – Principle 6).

5. <u>The amount of assessed work should be manageable</u>

The scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading staff or students.

Assessment should be manageable both in terms of amount and timing; for both staff and students.

Assessment strategies for individual modules should not be decided in isolation but integrated in the wider course design; course-level assessment. When looking at assessment across modules, repetition can be avoided (assessing the same things multiple times) and ensure progression (assignments that build on previous modules) and so increase demand and complexity within the assessments.

This approach also allows integrative assessment; where a number of outcomes are assessed at the same time. A final-year project is an ideal example of this type of assessment; students have to draw on a multiplicity of attributes and skills in order to complete successfully the project - research and enquiry skills, knowledge of and evaluation of sources, integration of knowledge and understanding, analysis, synthesis, creativity, report writing and, possibly, presentation skills. However, it is not necessary to wait until the final year to design assignments that require students to evidence, say, a range of attributes that are developed across several modules.

For students the assessments must, of course, align with the learning outcomes, but also students must understand the type of assessment and what is expected of them. This means that they must have an opportunity to practise, and gain feedback on, any methods of assessment that they will take.

Lastly it is necessary to think about timing of assessment; if all of the deadlines for submission fall at the same time then unreasonable demands may be being made on students and this will impact on their ability to demonstrate what they truly know and can do - which is the point of assessment. A simple schedule of assignments deadlines across a year can highlight issues of this kind.

6. <u>Formative and summative assessment should be include in each programme</u>

There should be a good balance of formative assessment (also termed assessment *for* learning) and summative assessment (also termed assessment *of* learning) across all modules and courses.

Formative assessment enables staff to monitor student learning and to help students identify their strengths and weaknesses and target areas that need extra effort and work. In addition, formative assessment highlights when students are struggling with concepts or ideas and means that we can address problems promptly. As part of this learning, assessment and feedback loop students also gain an understanding of the criteria that set the standards against which they are measured; they get to know the benchmarks. This means there are gains for both the learning and teaching process, so well worth the investment of time.

Summative assessment is used to measure the extent of a learner's success in meeting the assessment criteria (the standards) used to gauge the intended learning outcomes of a module or programme. Summative assessment is high stakes as this is what decides the marks and grades; which inform progression and classification decisions. Formative assessment should ensure that students are ready for summative assessment; that they understand how they will be assessed, what the assessment expects and the criteria against which they will be measured.

Summative assessment is not only high stakes for the learner, it is also high stakes for the markers and institution. This is why we have double or sample marking processes to ensure consistency of standards within modules, examination boards to ensure uniformity across programmes and external examiners to ensure comparison across institutions.

7. Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process

Students are entitled to individual and/or group feedback on formative assessment tasks on every module, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance to ensure that feedback is given and received effectively by students.

Assessment strategies should be designed to engage students in meaningful dialogue about their work. Feedback should help students to understand how they are doing and how they can improve, and the nature and purpose of feedback should be made clear to students so as to allow them to act on it and use it effectively. This means that students should be made aware of how they will receive feedback, how they can ask for clarifications and how they should use it to enhance their learning and improve their performance.

Feedback is a contentious issue in higher education. Despite the fact that tutors spend hours annotating students' work and giving detailed oral and written feedback, students seem to want more and they want it sooner. The following can help:

Feed-back and feed-forward: learners need to know not only how well they have done (that is what the feed-back tells them) but also how to improve (that is the feed-forward tells them). This means that both should be included in any 'feedback' that given to learners.

Feedback is … both formal and informal. As you walk around talking to students about their work; as you comment about an idea in a seminar or tutorial; as you answer a question in the corridor; as you …. Students need to realise that this is all feedback; it is not just the words and marks that are written on their work. Students need to think about and realise where and how they get feedback.

Using feedback: Ask the student to say how they have used the feedback received on the last presentation / report to improve this piece of work …. and comment on it.

Timeliness & expectations: the School expects feedback to be given to students within 30 days, and it is best to advise students of the date when they will receive feedback, and tell them if this date will change.

Personal tutoring: Most Heads of Departments and Course Leaders act as personal tutors when they discuss both academic and pastoral matters with students. Make one aspect of every meeting feedback; ask students to bring along any feedback that they have had on work since the last meeting and spend a short time getting them to think about what it is telling them and how they will be using it to improve. This sort of approach will encourage our students to be more reflective about the feedback they receive and so move them on towards becoming autonomous learners (see Principle 6) and using assessment as learning.

E. Writing Learning Outcomes

Learning outcomes should be expressed through the use of active verbs which spell out what students will be able to do. Expressions such as 'demonstrate knowledge of', 'to understand', 'show appreciation of', are somewhat vague and imprecise and so are best avoided. More active and explicit verbs such as 'state', 'explain', 'define', 'report', 'describe', 'analyse' and 'criticise' should be used wherever possible.

A number of lists of suitable vocabulary for expressing learning outcomes have been developed in other higher education institutions and in regional and national credit consortiums. These are all very similar and derive from Bloom's taxonomy.

i Activities which give evidence of knowing: Define, describe, identify, label, list, name, outline, reproduce, recall, select, state, present, extract, organise, recount, write, measure, relate, match, record.

ii Activities giving evidence of comprehension: Interpret, translate, estimate, justify, clarify, defend, distinguish, explain, generalise, exemplify, infer, predict, rewrite, summarise, discuss, perform, report, present, indicate, find, represent, formulate, contrast, classify, express, compare, recognise.

iii Activities giving evidence of application of knowledge/understanding: Apply, solve, demonstrate, change, compute, manipulate, use, employ, modify, operate, predict, produce, relate, show, select, choose, assess, operate, illustrate, verify, explicate, prove.

iv Activities giving evidence of analysis: Recognise, distinguish between, evaluate, analyse, break down, differentiate, identify, illustrate how, infer, outline, point out, relate, select, separate, divide, compare, contrast, justify, resolve, examine, conclude, criticise, question, diagnose, categorise, elucidate.

v Activities giving evidence of synthesis: Arrange, assemble, organise, plan, prepare, design, formulate, construct, propose, present, explain, modify, reconstruct, relate, re-organise, revise, write, summarise, account for, report, alter, argue, order, select, manage, generalise, derive, synthesise, enlarge, suggest.

vi Activities giving evidence of creativity: Plan, imagine, begin, design, invent, initiate, state, create, pattern, elaborate, develop, devise, generate, engender, make, produce.

vii Activities giving evidence of evaluation: Judge, appraise, evaluate, assess, discriminate, conclude, compare, contrast, criticise, justify, defend, rate, determine, choose, value, question, rationalise.

F. Other Useful Resources

https://www.heacademy.ac.uk/blog/re-assessing-innovative-assessment

https://www.advance-he.ac.uk/knowledge-hub/marked-improvement

http://www.testa.ac.uk/

http://www.assessmentdecisions.org/

https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback/assessment-literacies

AdvanceHE: Embedding wellbeing into the Curriculum: A Global Compendium of Good Practice

Sambell, K., McDowell, L. and Montgomery, C. (2013) Assessment for Learning in Higher Education. Abingdon, Oxon: Routledge.

Appendix E- Process to be followed for changes to the title of an award to be received on completion of a course(s) where the level of the award and credit volume is the same, and the core content, structure and learning outcomes of the course(s) also remain substantially the same

Strategic Approval

1. The proposal to change the award being made on successful completion of a course or courses must be supported by a strategic rationale for the change, and should set out the key elements of it. If the proposed course involves more than one department, then the support from the heads of the other departments involved must be obtained.

2. The strategic rationale should set out:

    - That there is a clear and appropriate academic rationale for the proposed change;
    - That the proposed change will support the achievements of the School's strategic objectives;
    - That the proposed new award will be viable in relation to its likely recruitment;
    - The possible impact on current students (if any);
    - The date of implementation of the change.

3. The strategic rationale must be approved by the School's Board of Governors and Management team.

Approval in Principle

4. The approval in principle of the Academic Board should be sought to the proposed change by the School's Director of Curriculum who should present the strategic rationale and a project plan for the management of the change.

5. Following approval in principle being given by the Academic Board, the proposal can proceed to full development and scrutiny by a Review Panel.

Development Stage

6. The Director of Curriculum should consult with internal and external stakeholders as appropriate including but not limited to:
    - External Examiners;
    - Employers;
    - Heads of Department;
    - The Quality Assurance Manager;
    - Director of Marketing and External Relations;
    - The Students' Union President and Student Representatives;
    - Applicants and students (where appropriate).

7. Consultation can take place either formally through a survey or a formal meeting, or informally through discussions. Notes of the consultation should be prepared for sharing with the Review Panel.

8. The following documentation must be prepared, which will include:
    - the programme specification
    - the learning outcomes
    - course outlines for the website
    - web copy
    - course handbook(s)

9. Details of the resource requirements and a statement of the admissions requirements should also be prepared.

10. A Development meeting should be held to consider in detail the proposal for the change to the award before it proceeds to a Review Panel. This meeting should be attended by the Head (s) of Department affected by the change to the award, the Director of Curriculum, the Registrar and the Quality Assurance Manager.

11. After the Development meeting has reviewed the proposal and any recommended changes have been made to it, the above documentation should be sent to the Review Panel together with:
    - QAA Subject Benchmark Statement (where relevant)
    - Accrediting bodies' expectations (where relevant)
    - QAA Characteristics Statement

Review Panel

12. Membership of a Review Panel will be:
    - Chair- a head of department appointed by the School's Director of Curriculum
    - At least two academic members of staff from outside the department
    - At least one External Reviewer (the number will depend on the course being proposed)
    - The Students' Union President (who shall consult with other students and/or invite one student to join the Panel, with payment for that student's Panel preparation and attendance as agreed by the Registrar)
    - The Registrar
    - The Quality Assurance Manager
    - If appropriate, representatives from professional support departments

13. Through its scrutiny of the documentation prepared during the development stage including any feedback received from internal and external stakeholders, the Panel will consider all aspects of the proposed award change in relation to the following criteria:

- The academic standards of the proposed course meet those defined by the Frameworks of Higher Education Qualifications[2];
- Relevant subject benchmarks;
- The Office for Students' conditions of registration
- Any requirements of accrediting or endorsing bodies;
- The School's academic regulations;
- Consistency with all School regulations and policies, including equality and diversity.
- The change in award title is appropriate taking into account awards offered for comparable courses at other higher education institutions.

14. The outcome of the Panel meeting will be either a recommendation that:

ii. The proposed change to the award meets the criteria for approval, and should be approved with or without conditions or recommendations;

OR

iii. The proposed change to the award does not meet the criteria for approval, and that further work should take place to revise the full proposal for re-submission to the Review Panel for consideration (either through a further meeting, through consultation or by Chair's action).

15. The report of the Review Panel and its recommendation will be presented to Academic Board at its next meeting.

[2] https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf