

BPP University – University Policies and Procedures

Curriculum Development



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Regulatory Mapping

BPP University General Academic Regulations
Section D: Awards and Programmes Framework

BPP University
University Policies and Procedures
Curriculum Development and Academic Planning

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1. Curriculum Development

Principles

- 1.1. The process of considering proposed programmes for inclusion in the University portfolio or re-approval of continuing programmes or modules must ensure that any programme or module that is finally approved meets the following criteria:
 - (a) that it aligns to the University's Mission Statement, Strategic Plan and Academic Development Plan;
 - (b) that it is educationally sound and will provide a learning opportunity which will give all students a fair and reasonable chance of achieving the academic standards required for successful completion;
 - (c) that it is set at the standard appropriate to the level of the award;¹
 - (d) that it can be resourced effectively for the number of students and at the location proposed;
 - (e) that it does not duplicate or otherwise undermine existing provision, unless it is proposed that it replaces that provision;
 - (f) that, where it is a replacement, the case for withdrawing the superseded programme is made on the appropriate form and confirmation provided on the safeguards for registered students;
 - (g) that it is guided by the Office for Students On-going Conditions of Registration. In particular, it is expected that programmes leading to an award of the University

¹ For higher education awards these must accord with the Qualifications Frameworks; for professional awards it must accord with the level specified by a relevant professional body; otherwise the level of the awards must accord with the industry standards or another appropriate benchmark.

will be mapped to the Qualification Frameworks, the relevant Subject Benchmark Statement and the Apprenticeship Standard where a degree apprenticeship is being considered;

- (h) that the programme approval process considers the potential impact on students with protected characteristics ([Equality Act 2010](#)) to ensure that final programme design, content and assessment methods are inclusive; unless it is deemed unreasonable to do so or this would contravene the standards imposed by regulatory bodies;
 - (i) that it takes into account relevant external reference points including, where appropriate, the requirements of relevant professional and statutory bodies, information from employers and careers associations, and the views of students.
 - (j) that it ensures compliance with the University's expectations in relation to academic freedom and freedom of speech. Programmes of study and the validated curriculum of the University should support academic freedom to question and test received wisdom, and put forward new ideas and controversial or unpopular opinions, without academic staff placing themselves at risk or be adversely affected. For more information on freedom of speech and academic freedom, consultation should be taken from GARs, Part G, Section 2, and the University's Policy and Procedure on Academic Freedom and Freedom of Speech.
- 1.2. Each new and continuing programme leading to an award of the University must stimulate an enquiring and creative approach and promote independent judgement and critical self-awareness. It should enhance potential contributions to the professions and society and encourage continuing professional career development. A programme of study must promote an organised progression in the demands on those following the programme, include a balance between academic, professional, and personal development and be characterised by overall coherence and intellectual integrity.

Collaborative Developments

- 1.3. The procedures set out in this policy also apply to programmes developed in collaboration with partner institutions, associations and in response to the needs of professional bodies.
- 1.4. The policy should therefore be read in conjunction with the University Policies and Procedures – Partnerships and Collaborations.

Apprenticeship Programme Naming Conventions

- 1.5. All apprenticeship programmes validated by BPP University should follow the same standardised naming convention, to ensure uniformity of programme titles, and to ensure that marketing materials are consistent with the PARC documents. Under the following naming convention, the apprenticeship programme name should begin with the apprenticeship level number, the profession, and the apprenticeship standard title. Please note that the programme name may be different to the award name; the award name does not need to include the apprenticeship standard information.
- 1.6. The naming convention for apprenticeship programmes is as follows: Level Number | Profession | Apprenticeship Standard Title | Integrated (if applicable) | Any additions (such as route)
- 1.7. The Dean of Academic Quality and Policy may, in exceptional circumstances such as where a PSRB requires a specific name for a programme, authorise an apprenticeship programme to use a name that does not follow the above naming convention. However, unless the Dean of Academic Quality and Policy has exceptionally authorised a programme name that does not adhere to the naming convention above, all apprenticeship programmes should follow the naming convention.

2. Programme Approval Procedures (including Re-approval)

- 2.1. Each new programme² must be approved before it can register students and commence. A proposed programme may be advertised as subject to approval once it has been recommended by the Curriculum Review Group (CRG) to proceed to UAP. All programmes are subject to re-approval.
- 2.2. In summary, the programme approval procedure comprises seven stages:
 - a) Stage 1: Preliminary Review by the Vice-Chancellor
 - b) Stage 2: Board of Directors', or nominee, Approval of the Business Case
 - c) Stage 3: CRG Review
 - d) Stage 4: University Approval ³
 - e) Stage 5: Approval by Academic Council.

² A programme may be a wholly new course of study e.g. an MBA; a new pathway through an existing course of study e.g. clinic-based BPTC; a new method of delivering an existing course e.g. a part-time mode. With regard to collaborative provision leading to an award of BPP University, these procedures should be read in conjunction with Part M, Collaborative Provision of the GARs and MoPPs. A separate process is used to approve new single modules.

³ This may be a combined event with external bodies where required, or an internal event where the external event is to be separate.

- f) Stage 6: Consideration by the Board of Directors.
 - g) Stage 7: Administrative Set Up
- 2.3. The approval and re-approval procedures are not linked to a specific committee cycle.

Stage One: Preliminary Review by the Vice-Chancellor

- 2.4. The purpose of the stage one process is to act as a preliminary filter to establish that the idea for a new programme - or the re-approval and thus continuation of an existing programme - is financially viable, fits into the Mission Statement, the Academic Development Plan and the Strategic Plan of the University and that it is worthy of the University resourcing the further development or re-development of the proposal.
- 2.5. The proposer of the application should seek a meeting with the Vice-Chancellor or nominee⁴ setting out:
- (a) what the programme would be;
 - (b) who would deliver it;
 - (c) in which University centre or centres, it would be delivered;
 - (d) whether it overlaps with, replaces or continues existing provision; and
 - (e) how it meets the aspirations expressed in the Mission Statement, the Academic Development Plan and the Strategic Plan.
- 2.6. If the Vice-Chancellor, or nominee, considers there is a case for pursuing the proposal, the relevant dean of school will establish a Programme Development Team (PDT). The PDT will comprise a programme development team leader and such other members as the dean of school shall determine. The PDT will be responsible for completing all the required programme approval documentation and processes.
- 2.7. If the Vice-Chancellor, or nominee, does not consider the case made warrants the University proceeding he will either reject the proposal or refer it back for further consideration.

Stage Two: Board of Directors', or nominee, Approval of the Business Case

- 2.8. At an early stage in the development of the proposal and in advance of the CRG, the Dean of School must present the business case for the proposal to the Board of Directors, or nominee, for approval.

⁴ The Vice-Chancellor may delegate this power to a nominee including to the dean of the relevant school or other senior academic.

Stage Three: Submission to the Curriculum Review Group (CRG)

- 2.9. The Dean of the relevant school is responsible for monitoring the development of the proposal, assessing its viability and ensuring that the business case and risk receive continuing attention throughout the development of the proposal. This should be in line with the procedure as set out in the Curriculum Development Proposal (CDP).
- 2.10. At this point an external reviewer for the programme is to be identified and approved by the Office for University Academic Quality. The external reviewer should be independent and not engaged as an external examiner for the school in question, and therefore be in a position to critically review the programme. They must also be able to engage with external review of the programme for the duration of its development and approval process.
- 2.11. The PDT must research and draft the proposal and present it to a meeting of the CRG. Sufficient copies of the papers for the CRG (one for each member and one for the record) must be provided to the Dean of Academic Quality & Policy 14 days in advance of the date of the CRG.
- 2.12. The proposal consists of the following documents:
- a) The Curriculum Development Proposal (CDP) form (which should include external advisor feedback and consultation with relevant stakeholders ahead of its submission)
 - b) External Review of Programme/Module Forms;
 - c) The PARC;
 - d) Programme Handbook;
 - e) Staff CVs;
 - f) Evidence of Approval of the Business Case;
 - g) Equality & Diversity Form
- 2.13. The CDP shall provide an analysis of the background to and rationale for the programme and the resources allocated to it. It should be prepared specifically to facilitate programme approval and should take into account that members of the validation panel will include persons unfamiliar with the University and with the background to the proposal. The completed CDP must be self-critical and analytical. The CDP must reflect broad consultation with the stakeholders as stipulated on the

form and incorporate the reflections and responses to the reflections of the external reviewer.

- 2.14. The PARC must be completed in full, and accurately reflect the intended programme. This document is utilised in the set-up of the programme, and also provides key information to assure academic quality and regulatory compliance, and therefore accuracy is key for a full assessment of the programme in the CRG review phase.
- 2.15. The draft Programme Handbook will provide definitive information on the content, structure, delivery, assessment and regulation of the programme, and its modules, which shall include schemes of work for the latter setting out the student experience.
- 2.16. The Equality and Diversity Form must be completed in full and be a critically reflective equality impact assessment.
- 2.17. Where a degree or integrated degree apprenticeship programme is being considered, the PDT must submit the following additional documents:
 - a) Application of Learning Agreement
 - b) Apprenticeship Learning Plan
 - c) Factsheet
 - d) Prior Learning Matrix
 - e) Apprenticeship Standard
 - f) Apprenticeship Assessment Plan
- 2.18. The CRG, in considering a programme proposed for initial approval or for re-approval, must consider the following issues:
 - a) Whether the CDP presents sound reasons for the approval of a new programme, or the re-approval of an existing programme, and includes all supporting information that is required;
 - b) Whether the draft Programme Handbook meets the requirements established by the University;
 - c) Whether the programme design has taken into account relevant University policies, such as the Strategic and Academic Development Plans and the strategic guiding principles relating to quality of the student experience, employer and practice informed, professionals teaching professionals, utilising innovative approaches and abiding by ethical principles;

- d) Whether the standards and the quality of the programme are appropriate for the level of qualification;
 - e) The viability of the programme in terms of market and likely numbers of recruits, and whether the design of the programme is sufficient to maximise the revenue potential (including minimisation of revenue cannibalisation);
 - f) The resources required (including teaching staff, support staff, IT, library and module specific resources);
 - g) Whether the proposed programme makes adequate use of appropriate learning resources that are available and accessible (e.g. e-learning tools etc.);
 - h) The staff development issues arising from the development of the programme and how these will be addressed;
 - i) The title proposed and its consistency with the University's policy;
 - j) The place of the programme in the portfolio of programmes in the School(s) involved.
- 2.19. Following the CRG, the Office for University Academic Quality will make a written report to the Education and Standards Committee recommending that the application:
- a) Proceed to Stage 4 without modification; or,
 - b) Proceed to Stage 4 subject to minor modifications, which must be affected, approved by CRG, and presented in revised documentation prior to submission to the UAP; or,
 - c) Refer the proposal back to the PDT for further work prior to resubmission to the CRG; or,
 - d) Reject the Proposal: where important reservations about whether the programme complies with the criteria stated for the approval of programmes recommend that the proposal should be rejected. In which case, the proposal will be returned with written reasons to the Board of Directors of the University.

Advertising Programmes

A programme may be advertised in outline and with the term 'subject to validation' appended to it once it has been recommended by the CRG to progress to Stage 4 of the University approval process. For promotion of collaborative provision, please refer to University Policies and Procedures – Partnerships and Collaborations.

In the area of degree apprenticeships however, there may be instances where a programme requires to be marketed pending approval to clients prior to validation. Once a client has been established it will move to the CRG stage.

Stage Four: University Approval

- 2.20. On the recommendation of the Education and Standards Committee, the Dean of Academic Quality & Policy will establish a University Approval Panel (UAP)⁵ to consider the proposal.
- 2.21. The UAP shall comprise of at least:
- a) One member of the Academic Council or senior academic appointed by the Office for University Academic Quality;
 - b) At least one external member with relevant academic or specialist experience appointed by the Office for University Academic Quality;
 - c) One senior member of a School not directly involved in the proposal;
 - d) One member representative of a professional body, or employer association or, where relevant to the programme and in the absence of a professional body, a second external member with relevant academic or specialist experience, appointed by the Office for University Academic Quality;
 - e) Wherever possible, a student and/or alumnus/a.
- 2.22. The UAP shall be chaired by a member of the Academic Council⁶ appointed by the Vice-Chancellor or, if the Vice-Chancellor decides in their discretion that there is no eligible member of the Academic Council available, chaired by an independent expert in the cognate area of the proposed programme with experience of quality assurance appointed by the Vice-Chancellor. Sufficient copies of the papers for the University Approval Panel (one for each member and one for the record) must be provided to the Dean of Academic Quality & Policy ten working days in advance of the date of the UAP.
- 2.23. The UAP has the responsibility of making a recommendation on whether or not a proposal should proceed. Documentation provided must include the CDF, draft Programme Handbook (as amended at earlier stages in the process), the external

⁵ Where appropriate the UAP may act as a joint validation panel with the relevant authorising body.

⁶ As a matter of convention the Chair shall, wherever possible, be an independent member of the Academic Council

reviewers report, the report of the CRG and any directions or conclusions relating to the application contained in the minutes of the Education and Standards Committee.

- 2.24. If seeking programme re-approval the PDT must submit the following additional documents:
- a) A narrative account of the development of the programme;
 - b) a record of the amendments made to it since the programme was previously approved;
 - c) a critical audit and review report on the existing offering, which addresses student and external examiner feedback;
 - d) The CPMRs for the previous two years.
- 2.25. Where a degree or integrated degree apprenticeship programme is being considered, the PDT must submit the following additional documents:
- a) Application of Learning Agreement
 - b) Apprenticeship Learning Plan
 - c) Factsheet
 - d) Prior Learning Matrix
 - e) Apprenticeship Standard
 - f) Apprenticeship Assessment Plan
- 2.26. The UAP will meet with the Programme Development Team and with the Dean of the School. Where the UAP is considering whether a programme be re-approved it will additionally meet with students on the existing programme.
- 2.27. The UAP will give careful consideration to the physical resources supporting the programme and this may include an inspection of the premises.
- 2.28. In determining what recommendation to make on a programme proposed for validation, the UAP must have regard to the academic standards and the quality of the learning opportunities and to this end evaluate:
- a) the relevance, currency and validity of the programme in the light of developing knowledge in the designated field;
 - b) the validity and relevance of the programme aims and intended learning outcomes;

- c) the design principles underpinning the programme (and of each mode of delivery) submitted for approval;
- d) the attention given to progression, balance, choice, coherence, and integrity, in the design of the programme;
- e) the definition and appropriateness of the academic standards associated with the levels of each proposed exit award;
- f) the means by which intended learning outcomes are communicated to students;
- g) whether the programme design has taken into account relevant University policies, the Strategic and Academic Development Plans and the strategic guiding principles of relating to quality of the student experience, employer and practice informed, professionals teaching professionals, utilising innovative approaches and abiding by ethical principles;
- h) the validity and soundness of the assessment methodology, and its relationship to the learning outcomes and the standards specified;
- i) the effectiveness of the resources to support the students learning;
- j) the quality indicated in the teaching staff and how research, scholarship or professional activity inform teaching;
- k) whether the programme provides students with a fair and reasonable chance of achieving the academic standards required for successful completion;
- l) the appropriateness of the title of each award.

2.29. Where a programme proposed for validation is a successor to a previous programme, the UAP must, additionally, give careful regard to the experience in delivering, monitoring and developing the previous programme during the period of its approval with particular reference to:

- a) evidence on the academic standards of the previously approved programme and component modules;
- b) whether and how students' learning opportunities were enhanced in response to feedback;
- c) steps taken to maintain the currency and validity of the previously approved programme and component modules; and,
- d) action taken to remedy any identified shortcomings on the previously approved programmes.

- 2.30. Following its consideration of the proposal and its meeting with the PDT, the UAP shall report to the Academic Council and recommend, either:
- a) Approval: recommend the programme be approved for delivery subject, in due course, to re-approval in accordance with established policy; or
 - b) Approval for a Specified Period: recommend the programme be approved for a specified shorter period after which the continued presentation of the programme would depend on further approval; or
 - c) Conditional Approval: recommend the programme be approved for the full term, or for a specified shorter period, conditional upon the fulfilment of certain requirements to the satisfaction of the UAP by a specified date; or
 - d) Referral to School: recommend the programme be referred back to the relevant School for further development work to be undertaken by a specified date, at which point the programme would be eligible for re-submission to the UAP. At this further meeting, the UAP must decide whether to recommend approval, approval for a specified period, conditional approval, or non-approval; or
 - e) Non-approval: where there are important reservations about whether the programme complies with the criteria stated for the approval of programmes, recommend the non-approval of the programme.
- 2.31. Where a programme is approved with conditions, the School must demonstrate the fulfilment of those conditions to the satisfaction of the Programme Approval Scrutiny Committee (PASC) prior to final approval by the Academic Council.

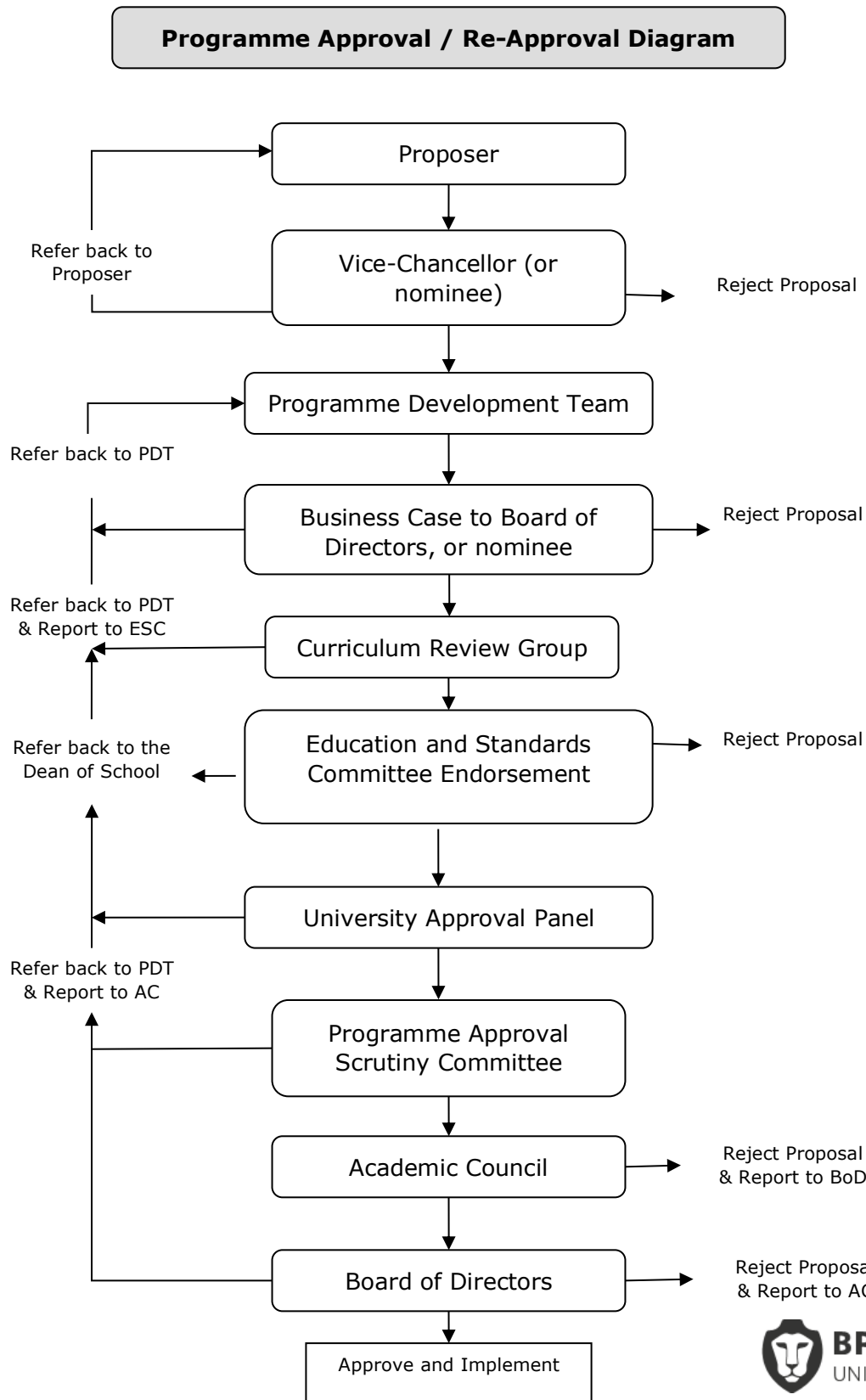
Stage Five: Academic Council

- 2.32. The Academic Council will receive and consider the report and recommendations of the UAP.
- 2.33. The Academic Council will reach a decision and make a recommendation to the Board of BPP University. In the event of the Academic Council concluding that the Education and Standards Committee be advised on the need for further attention to the proposed new or re-approved programme, the reasons for this conclusion are to be reported to the Board of Directors of BPP University.

Stage Six: Consideration by the Board of Directors

2.34. The Board of Directors will receive the advice or recommendation of the Academic Council and have available to it the report of the UAP.

The Board will reach a determination on the proposed new or re-approved programme having attended to the advice or recommendation of the Academic Council. Any determination that conflicts with the recommendation of the Academic Council will be reported to the Academic Council.



3. Non-Award Course Approval Procedures (including Re-approval)

Introduction

- 3.1. Each new Non-Award Course must be approved before it can be offered to students. Apprenticeship programmes which do not confer University credit should refer to the Apprenticeship Regulations for details of the approval process.
- 3.2. The Non-Award Course approval procedures comprises three stages:
 - a) Stage 1: Preliminary Review
 - b) Stage 2: Non-Award Course Approval
 - c) Stage 3: Approval by Education and Standards Committee.

Stage One: Preliminary Review by the Dean

- 3.3. The purpose of stage one of the process is to act as a preliminary filter to establish that the idea for a new Non-Award Course - or the re-approval and thus continuation of an existing Non-Award Course - is financially viable, fits into the Mission Statement, the Academic Development Plan and the Strategic Plan of the University and that it is worthy of the University resourcing the further development or redevelopment of the proposal.
- 3.4. The proposer of the application should seek a meeting with the Dean of the relevant school or nominee⁷ setting out:
 - a) what the Non-Award Course would be;
 - b) who would deliver it;
 - c) in which of the University centres it would be delivered;
 - d) whether it overlaps with, replaces or continues existing provision; and
 - e) how it meets the aspirations expressed in the Mission Statement, the Academic Development Plan and the Strategic Plan of the University.
- 3.5. If the Dean, or nominee, considers there is a case for pursuing the proposal, or an agreed version of it, they will authorise its marketing. From marketing, should demand for the Non-Award Course prove sufficient, the dean will further authorise the design

⁷ The Deans may delegate this power to a nominee including heads of programme or other senior academics.

and development of the programme, together with the provision of any resources to aid that development that they may see fit.

- 3.6. The Dean will monitor the development of the proposal, assess its viability and ensure that the business case and risk management receive continuing attention within the development of the proposal. The Dean will jointly report on the progress of the proposal to the Board of Directors and the Education and Standards Committee.
- 3.7. If the Dean, or nominee, does not consider the case made warrants the University proceeding, the Vice-Chancellor will either reject the proposal or refer it back for further consideration.
- 3.8. The deans will report all proposals and the decision in relation to each of them to the Education and Standards Committee at the earliest opportunity.

Stage Two: University Approval

- 3.9. On the recommendation of the relevant school, the Education and Standards Committee will establish a Non-Award Course Approval Panel (NACAP) to consider the proposal.
- 3.10. The Proposer (or nominee of the dean) must research and draft the proposal and forward the proposal to the Dean of Academic Quality & Policy for submission to the Non-Award Course Approval Panel (NACAP).
- 3.11. The proposal consists of two documents: the [Non-Award Course Proposal Form](#) (NACPF) and a [draft Non-Award Course Handbook](#). The NACPF provides an analysis of the background to and rationale for the Non-Award Course. It should be prepared specifically to facilitate Non-Award Course approval and should take into account that members of the validation panel may include persons unfamiliar with the University and with the background to the proposal. The completed NACPF must be self-critical and analytical. The draft Non-Award Course Handbook will provide definitive information on the content, structure, delivery, assessment and regulation of the Non-Award Course.
- 3.12. In developing the proposal, the proposer must take into account relevant external reference points, consult with relevant stakeholders about the proposed new or continuing Non-Award Course and evidence of this consultation should be included in the subsequent documentation for Non-Award Course approval.
- 3.13. If the Non-Award Course receives final approval (Stage 3 Approval), the draft Non-Award Course Handbook will cease to be a draft and will become the authoritative

record of the Non-Award Course. The template NACPF and draft Non-Award Course Handbook are approved by the Academic Council and up-to-date electronic versions are available from the Dean of Academic Quality & Policy.

- 3.14. If seeking Non-Award Course re-approval the PDT must submit the following additional documents:
- a) A narrative account of the development of the programme;
 - b) a record of the amendments made to the Non-Award Course Handbook since the Non-Award Course was previously approved;
 - c) a [critical audit and review report](#) on the existing offering.
- 3.15. The NACAP shall comprise of at least:
- a) One member of the Education and Standards Committee or senior academic appointed by the Vice-Chancellor;
 - b) The Dean of Academic Quality & Policy (or nominee);
 - c) One external member with relevant academic or specialist experience;
 - d) One senior member of a School not directly involved in the proposal;
- 3.16. The NACAP shall be chaired by a member of the Education and Standards Committee appointed by the Vice-Chancellor or, if the Vice-Chancellor decides in their discretion that there is no eligible member of the Education and Standards Committee available, chaired by an independent expert in the cognate area of the proposed non-award course with experience of quality assurance appointed by the Vice-Chancellor.
- 3.17. The NACAP will meet with the Non-Award Course Development Team and with the Dean of the School.
- 3.18. In determining what recommendation to make on a Non-Award Course proposed for validation, the NACAP must have regard to the academic standards and the quality of the learning opportunities and to this end evaluate:
- a) The title proposed and its consistency with the University's policy;
 - b) Whether the NACPF presents sound reasons for the approval of a new Non-Award Course, or the re-approval of an existing Non-Award Course, and includes all supporting information that is required;
 - c) Whether the standards and the quality of the Non-Award Course are appropriate for the level of course;

- d) The resources required (including teaching staff, support staff, IT, library and course-specific resources);
 - e) Whether the proposed Non-Award Course makes adequate use of appropriate learning resources that are available and accessible (e.g. e-learning tools etc.);
 - f) The staff development issues arising from the development of the Non-Award Course and how these will be addressed;
 - g) The place of the Non-Award Course in the portfolio of Non-Award Courses in the School(s) involved;
 - h) the relevance, currency and validity of the Non-Award Course in the light of developing knowledge in the designated field;
 - i) the validity and relevance of the Non-Award Course aims and learning outcomes;
 - j) the design principles underpinning the Non-Award Course (and of each mode of delivery) submitted for approval;
 - k) the validity and soundness of the assessment methodology, and its relationship to the learning outcomes and the standards specified;
 - l) the effectiveness of the resources to support the students' learning;
 - m) the quality indicated in the teaching staff and how research, scholarship or professional activity inform teaching;
 - n) whether the Non-Award Course provides students with a fair and reasonable chance of achieving the academic standards required for successful completion.
- 3.19. Where a Non-Award Course proposed for approval is a successor to a previous Non-Award Course, the NACAP must, additionally, give careful regard to the experience in delivering, monitoring and developing the previous Non-Award Course during the period of its approval with particular reference to:
- a) evidence on the standards of the previously approved Non-Award Course;
 - b) whether and how students' learning opportunities were enhanced in response to feedback;
 - c) steps taken to maintain the currency and validity of the previously approved Non-Award Course; and,
 - d) action taken to remedy any identified shortcomings on the previously approved Non-Award Courses.

3.20. Following its consideration of the proposal the NACAP shall report to the Education and Standards Committee and recommend:

- a) Approval: recommend the Non-Award Course be approved for delivery subject, in due course, to re-approval in accordance with established policy;
- b) Approval for a Specified Period: recommend the Non-Award Course be approved for a specified shorter period after which the continued presentation of the Non-Award Course would depend on further approval;
- c) Conditional Approval: recommend the Non-Award Course be approved for the full term, or for a specified shorter period, conditional upon the fulfilment of certain requirements to the satisfaction of the NACAP by a specified date;
- d) Referral to School: recommend a Non-Award Course be referred back to the relevant School for further development work to be undertaken by a specified date, at which point the Non-Award Course would be eligible for re-submission to the NACAP. At this further meeting, the NACAP must decide whether to recommend approval, approval for a specified period, conditional approval, or non-approval;
- e) Non-approval: where there are important reservations about whether the Non-Award Course complies with the criteria stated for the approval of Non-Award Courses, recommend the non-approval of the Non-Award Course.

Stage Three: Approval by Education and Standards Committee

3.21. The Education and Standards Committee may accept the Panel's recommendation or ask that it be reconsidered in relation to specific aspects.

3.22. The Education and Standards Committee's outcome will be reported to the Academic Council and the Board of Directors.

4. Module Approval Procedures

Introduction

- 4.1. Each new module must be approved before it can be included within a programme or offered to students.
- 4.2. Usually new modules will be devised as part of a programme and will be considered for approval under the Programme Approval and Re-Approval Regulations.

- 4.3. Where a module is devised separately from the programme(s) in which it is intended to be included, it must be approved through the procedure set out below.
- 4.4. Modules are the building blocks of programmes and the quality and reputation of programmes relies upon the quality and standard of the modules which comprise them.
- 4.5. The module approval procedure comprises three stages:
- a) Stage 1: Preliminary Proposal
 - b) Stage 2: Module Approval
 - c) Stage 3: Approval by Education and Standards Committee.

Stage One: Preliminary Review by the Dean

- 4.6. The purpose of stage one of the process is to act as a preliminary filter to establish that the idea for a module - or the re-approval and thus the continuation of an existing module - is financially viable, fits into the Mission Statement, the Academic Development Plan and the Strategic Plan of the School and that it is worthy of the University resourcing the further development or re-development of the proposal.
- 4.7. The proposer of the application should seek a meeting with the Dean or nominee⁸ and the relevant programme director setting out:
- a) reasons for the development of the module;
 - b) its subject matter;
 - c) the programmes in which it is intended to be offered;
 - d) who would deliver it;
 - e) the University centres in which it would be delivered;
 - f) whether it overlaps with, replaces or continues existing provision;
 - g) consideration of the potential impact on students with protected characteristics ([Equality Act 2010](#)).
- 4.8. If the Dean, or nominee, considers there is a case for pursuing the proposal, or an agreed version of it, they will authorise its internal marketing to current students. From marketing, should demand for the module prove sufficient the Dean will further authorise the design and development, together with the provision of any resources to aid that development, that they may see fit.

⁸ The Deans may delegate this power to a nominee including heads of programme or other senior academics.

- 4.9. The Dean will monitor the development of the proposal, assess its viability and ensure that the business case and risk management receive continuing attention within the development of the proposal. The Dean will jointly report on the progress of the proposal to the Board of Directors and the Education and Standards Committee.
- 4.10. If the Dean, or nominee, does not consider the case made warrants the University proceeding, the Dean will either reject the proposal or refer it back for further consideration.
- 4.11. The Dean will report all proposals and the decision in relation to each of them to the Education and Standards Committee at the earliest opportunity.

Stage Two: Module Approval

- 4.12. On the recommendation of the relevant school, the proposal will proceed to the Curriculum Review Group (CRG).
- 4.13. The Proposer (or nominee of the dean) must research and draft the proposal and forward the proposal to the Dean of Academic Quality & Policy for submission to the CRG.
- 4.14. The proposal consists of the following documents: the [Module Proposal Form](#) (MPF), the relevant Programme Handbook(s) for all programmes in which the module will be offered, and a report from an independent external assessor of standing in the relevant subject whose appointment has been approved by the dean of the school. The assessor must report on the curriculum and whether its treatment is appropriate, up-to-date and balanced.
- 4.15. In addition, if the module replaces existing modules within a programme the appropriate module withdrawal forms must also be submitted to the CRG.
- 4.16. The MPF provides an analysis of the background to and rationale for the module. It should be prepared specifically to facilitate module approval and should take into account that members of the validation panel may include persons unfamiliar with the University and with the background to the proposal. The completed MPF must be self-critical and analytical. The draft MPF will provide definitive information on the content, structure, delivery, assessment and regulation of the module.
- 4.17. In developing the proposal, the proposer must take into account relevant internal and external reference points, consult with relevant stakeholders about the proposed new or continuing module and evidence of this consultation should be included in the subsequent documentation for module approval.

- 4.18. If the module receives final approval (Stage 3 Approval), the MPF will cease to be a draft and will be incorporated into the programme handbook(s) as the authoritative record of the module. The MPF is set out in Repository of Forms and Guidance (up-to-date electronic versions are available from the Dean of Academic Quality & Policy).
- 4.19. The CRG will meet with the Module Development Team and with the directors of programme for all programmes to which the module relates.
- 4.20. In determining what recommendation to make on a module proposed for validation, the CRG must have regard to the academic standards and the quality of the learning opportunities and to this end evaluate:
- a) the title proposed and its consistency with the University's policy;
 - b) whether the MPF presents sound reasons for the approval of a new module and includes all supporting information that is required;
 - c) whether the standards and the quality of the module are appropriate for the level of course;
 - d) the resources required (including teaching staff, support staff, IT, library and module-specific resources);
 - e) whether the proposed module makes adequate use of appropriate learning resources that are available and accessible (e.g. e-learning tools etc.);
 - f) the staff development issues arising from the development of the module and how these will be addressed;
 - g) the place of the module in the portfolio of modules in the programme(s) involved;
 - h) the relevance, currency and validity of the module in the light of developing knowledge in the designated field;
 - i) the validity and relevance of the module aims and learning outcomes;
 - j) the design principles underpinning the module (and of each mode of delivery) submitted for approval;
 - k) the validity and soundness of the assessment methodology, and its relationship to the learning outcomes and the standards specified;
 - l) the effectiveness of the resources to support the student's learning;
 - m) the quality indicated in the teaching staff and how research, scholarship or professional activity inform teaching;

- n) whether the module provides students with a fair and reasonable chance of achieving the academic standards required for successful completion;
 - o) whether the module design has taken into account relevant University policies, such as the Strategic and Academic Development Plans and the strategic guiding principles relating to quality of the student experience, employer and practice informed, professionals teaching professionals, utilising innovative approaches and abiding by ethical principles;
- 4.21. Where a module proposed for validation is a successor to a previous module, the CRG must, additionally, give careful regard to the previous module during the period of its approval with particular reference to:
- a) the case for withdrawing the superseded module made on the appropriate form and confirmation provided on the safeguards for registered students, including protect the expectations of students, satisfy the University's contractual obligations to students and to partner bodies, and, ensure that the change takes account of any implications for associated areas of provision;
 - b) evidence on the standards of the previously approved module;
 - c) whether and how students' learning opportunities were enhanced in response to feedback;
 - d) steps taken to maintain the currency and validity of the previously approved module; and,
 - e) action taken to remedy any identified shortcomings on the previously approved module.
- 4.22. Following its consideration of the proposal the CRG shall report to the Education and Standards Committee and recommend:
- a) Approval: recommend the module be approved for delivery subject, in due course, to re-approval in accordance with established policy;
 - b) Approval for a Specified Period: recommend the module be approved for a specified shorter period after which the continued presentation of the module would depend on further approval;
 - c) Conditional Approval: recommend the module be approved for the full term, or for a specified shorter period, conditional upon the fulfilment of certain requirements to the satisfaction of the MAP by a specified date;

- d) Referral to School: recommend a module be referred back to the relevant School for further development work to be undertaken by a specified date, at which point the module would be eligible for re-submission to the MAP. At this further meeting, the MAP must decide whether to recommend approval, approval for a specified period, conditional approval, or non-approval;
 - e) Non-approval: where there are important reservations about whether the module complies with the criteria stated for the approval of modules, recommend the non-approval of the module.
- 4.23. If the module proposes inclusion in separate programmes, the CRG should make individual recommendations to the ESC for each of the different programmes under consideration.

Stage Three: Approval by Education and Standards Committee

- 4.24. The Education and Standards Committee may accept the Panel's recommendation or ask that it be reconsidered in relation to specific aspects.
- 4.25. The Education and Standards Committee's decision will be reported to the Academic Council and the Board of Directors.

5. Variants of, and Modifications to, Programmes and Modules

Introduction

- 5.1. These procedures apply to modifications to programmes and modules approved by the University and also to those programmes which the University is validated or accredited to deliver by an external awarding body.
- 5.2. Definitions:
- a) variants to programmes and modules are defined as: changes to an existing programme or modules which do not affect the design or delivery of the parent programme or module but which offer the parent programme in a new mode or at a new location;
 - b) modifications to programmes and modules may be major or minor and are defined as changes that affect the design and delivery of the parent programme or module as originally approved.

- 5.3. The procedures have three objectives:
- a) to distinguish between creating variants to existing programme and module and that of modifying existing programmes and modules; and
 - b) to encourage academic staff to take a continuous and evolutionary approach to programme development by facilitating a quick and simple way of deploying and delivering existing programmes in new locations and in new mode, and making changes to approved programmes and modules; and
 - c) to ensure that those changes receive due approval, are recorded, and are introduced appropriately.
- 5.4. The syllabus must be kept up-to-date and best practice must guide the development of programme and module delivery and assessment. At the same time it is important that change is properly managed to:
- a) protect the expectations of students;
 - b) satisfy the University's contractual obligations to students and to partner bodies; and,
 - c) ensure that change takes account of any implications for associated areas of provision.
- 5.5. Consequently, the policy underlying these procedures aims to provide a light touch approach to minor changes to programmes, delegating authority to programme and subject level, while maintaining necessary control over variants and modifications that have major effects.
- 5.6. The procedure for making changes initiated by validating and accrediting bodies is set out in paragraph below.

Notification and Approval of Variants

- 5.7. A proposed addition of a programme or module variant must be expressed by reference to the definitive programme document (DPD). Any such proposed change is subject to the prior recommendation by Education and Standards Committee. The Committee must report approved changes to the Academic Council. In assessing the significance of any proposed change for the basis of programme validation and approval, full account must be taken of the cumulative effect of previous changes.
- 5.8. Where an existing programme or module is to be delivered in a new location the School must provide the Curriculum Review Group with:

- a) The business case for the deployment; and,
 - b) Predicted student numbers;
 - c) A statement of the resources that will support the delivery of the programme or module including accommodation (including space analysis) space analysis, general facilities, library, IT and learning facilities, academic and support staff.
- 5.9. Where an existing programme or module is to be offered in a new mode the School must provide the Curriculum Review Group with:
- a) The business case for the programme;
 - b) Predicted student numbers;
 - c) The pedagogical rationale for the delivery of the programme;
 - d) The typical student's learning experience including, contact hours, timetable and learning events, or schemes of work.
- 5.10. The Curriculum Review Group shall determine whether a variant may be submitted to the Education and Standards Committee on the papers or whether a panel is required, and if so, whether that panel requires external representation.

Notification and Approval of Modifications

- 5.11. Maintaining the currency of a programme and component modules, and responding to monitoring, feedback and review will require changes to programmes and modules. The extent to which changes require notification, agreement and approval, and the requirements of such authorisation, depends on two main considerations:
- a) the effects of the changes on:
 - i. other modules and programmes,
 - ii. students registered on those modules and programmes, and
 - iii. the University institutionally;
 - b) whether the changes carry implications for quality and standards or in other ways affect the basis on which the validation and approval of the programme was made and whether they affect agreements, such as professional body accreditation or recognition, governing a programme or module; Students with protected characteristics ([Equality Act 2010](#)) to ensure that final programme design, content and assessment methods are inclusive.

- 5.12. Some changes may strengthen a module or programme without affecting other modules or programmes and without changing the basis for programme validation or approval. Information should be available on such changes but the changes do not require authorisation outside the module or programme, as the case may be. Other changes will have to be notified, agreed and authorised but the extent of the notification and form of agreement and/or authorisation will vary. A broad distinction here is drawn between changes with lesser effects and those with major effects. Processes of approval follow this distinction, although there are some variations in the information and approval of both lesser and major changes, depending on the nature of the effects.
- 5.13. It is not appropriate to seek to define precisely in which category changes fall. There has to be an exercise of informed judgement notably by module and Award Leads and by relevant officers of the University.-

Changes to Modules without Effects beyond the Module

- 5.14. A change to an individual module content which involves no alteration to the module specification, does not conflict with a relevant prospectus entry, and carries no significant implication for other modules or for any programme of which the module is a part, or for external agreements covering the module, may be effected by a module leader without seeking authorisation beyond the module. However, any change must be reported to the Award Lead for each programme of which that module is a component part. The change must be recorded in the annual monitoring report.
- 5.15. In assessing the impact of changes, the module leader must take account of the effect of adjustments on the balance of a programme in terms of, for example, the focus and weighting attributed to certain outcomes and the spread of assessments.

Changes to Modules and Programmes with Minor Effects

- 5.16. Any proposed change to a programme with minor effects on the University institutionally must also be subject to the prior approval of the Curriculum Review Group (in consultation with students and external examiners, if required) and changes approved must be reported to the Education and Standards Committee. The only exceptions to this provision shall be where the Chair of the Curriculum Review Group approves a Chair's Action or a cohort addition minor modification outside of a Curriculum Review Group meeting. In such instances, the approved action will be reported in the next available meeting of the Curriculum Review Group as an item of

other business. All minor modifications should be recorded using the [Minor Modifications Form](#). Such proposed changes will include:

- a) module learning and teaching strategy;
- b) module assessment changes (includes changes to type, weighting between two or more assessments and word count / duration), so long as the changes are in line with the University Policies and Procedures;
- c) addition or removal of pre-requisites / co-requisites / post-requisite modules.
- d) the addition of a new cohort to a programme.

- 5.17. For the avoidance of doubt, the concise definition of a cohort can be found in Section D, paragraph 2.5 of the General Academic Regulations. An expounded definition can be found in paragraph 5.32 of this policy.
- 5.18. A proposed change to a module which carries implications for another module or for one or more programmes must be notified by the relevant module leader, Award Lead to those responsible for relevant modules or programmes affected. When assessing the effects of a proposed change to a module, care must be taken of the effects on other modules in the same programme, particularly where the module proposed for change is a pre- or co-requisite. The module leader should map the proposed changes to modules against the aims, learning outcomes and assessment strategies of each programme of which the module is a part.
- 5.19. The relevant Award Lead must investigate and evaluate the effect of a proposed change to one programme on other programmes. Where a proposed change carries implications for other programmes, those responsible for the programmes affected must be notified about, and consulted on, the changes proposed.
- 5.20. A proposed change with effects for other modules or programmes requires appropriate agreement between the relevant parties. The module or Award Lead, as appropriate, in giving notice of a proposed change must set the change in the context of any previous ones so that the cumulative effect of changes is made apparent. Such changes may include modifying module and programme specifications, or other parts of the definitive programme document, provided they do not constitute major changes as described below, and provided also that any adjustment of programme assessment, or change to module assessment, is reviewed against the impact on registered students and approved by the relevant board, or boards, of examiners.
- 5.21. The Curriculum Review Group (or Chair of the Curriculum Review Group, where an action has been approved outside of a scheduled meeting) must review all minor

modifications and, after consulting the relevant dean of school, may determine that a change notified requires further evaluation and approval under the procedure for changes with major effects. Where the Curriculum Review Group determines a major modification, this will be reported to the Education and Standards Committee.

Changes to Modules and Programmes with Major Effects

- 5.22. A proposed change to a programme, and to modules within a programme, which could be interpreted as affecting the terms and basis on which the programme had been validated and approved, must be expressed by reference to the definitive programme document. Any such proposed change is subject to review by the Curriculum Review Group who then seek the prior approval of the Education and Standards Committee. The Committee must report approved changes to the Academic Council. In assessing the significance of any proposed change for the basis of programme validation and approval, full account must be taken of the cumulative effect of previous changes.
- 5.23. Any proposed change to a programme with major effects on the University institutionally must also be subject to review by the Curriculum Review Group who then seek the prior approval of the Education and Standards Committee and changes approved must be reported to the Academic Council. This should be recorded using the [Major Modifications Form](#). Such proposed changes will include ones:
- a) with major effects on other programmes and on registered students;
 - b) affecting a prospectus entry applying to currently admitted students;
 - c) affecting the terms of any professional body recognition or accreditation status of the programme;
 - d) with implications for BPP University's regulatory framework by proposing alterations to the definitive programme document in respect of:
 - i. the title of the award
 - ii. module titles;
 - iii. the programme aims;
 - iv. intended learning outcomes (programme and/or module);
 - v. mandatory admission requirements;
 - vi. the addition of an intake to the programme;
 - vii. duration of the programme;

- viii. the programme structure including core and elective modules, including changes to the range of elective modules and/or progression requirements;
 - ix. programme regulations;
 - x. any derogation from BPP University's Regulations, Rules and Procedures;
 - xi. programme accreditation;
 - xii. how the programme will be delivered;
 - xiii. change to module credit weighting of either a compulsory, core or elective module;
 - xiv. extending the use of the module as acceptable to another programme.
 - xv. the addition of multiple cohorts, resulting in a major modification at the request of the Dean of Academic Quality and Policy.
- 5.24. For the avoidance of doubt, any changes (beyond minor changes) to the content of the Programme Approval Record Certificate (PARC) will constitute a change with major effects.
- 5.25. The concise definition of an intake can be found in Section D, paragraph 2.5 of the General Academic Regulations. An expounded definition can be found in paragraph 5.31 of this policy.
- 5.26. In evaluating the significance of a proposed change account must be taken of the cumulative effect of previous changes.
- 5.27. The Curriculum Review Group, after consulting the relevant dean of school, has the discretion to decide whether any proposal is to be treated as a change with major effects and, as such requires the approval of the Education and Standards Committee, or whether, alternatively, the proposed change may be treated as one with lesser effects. In the event of the Curriculum Review Group and the dean of school differing in their evaluations, the Education and Standards Committee is responsible for reaching a determination.
- 5.28. For any proposed change with major effects the Curriculum Review Group must decide on a case by case basis the extent of scrutiny appropriate, the aim being that the Education and Standards Committee will be in a position to take an informed decision that recognisably safeguards the quality and standards of programmes and honours and satisfies BPP University's agreements and contractual commitments. The proposal must include details of when the proposed change will come into force and

set out a communication plan to ensure affected students are duly notified, including those holding offers.

- 5.29. As part of a decision on the level of scrutiny the Curriculum Review Group must decide, after taking advice from the dean of the relevant school, on the form of any validation required and on any external participation either in the form of a report from an independent external assessor, or through membership of an approval panel. Additionally the relevant programme board of examiners, with the decision endorsed by the external examiner members, must approve any proposed change to the assessment strategy of a module or programme.
- 5.30. In the case of a proposed major change to an externally accredited programme, the Dean of Academic Quality & Policy is responsible for deciding whether the external accrediting body's advice should be sought, and, if so, will authorise an approach to determine the body's views in principle. Where the proposed changes have received the approval of the Education and Standards Committee, the Dean of Academic Quality & Policy is responsible for deciding on an application to the external accrediting body. No changes to an accredited programme may be implemented until approval has been received from the external accrediting body.

Definitions of Intake, Cohort, and Start Date

- 5.31. 'Intake' is defined as the addition of an entirely new study offering to a programme programme in a specific month across all locations, modes of study and modes of delivery. For example, a programme that is delivering study across all London and Manchester campuses in September, with options to study full-time and part-time, online and face-to-face, will be classed as a single cohort. If the same programme offers the same study option in January too, then there will be two intakes. To add an intake (such as an October delivery across multiple campuses where there were no previous deliveries in that month across those campuses), the School will be required to submit a major modification form and an updated PARC to the Curriculum Review Group.
- 5.32. 'Cohort' is defined as the addition of either a new start month, approved location, mode of delivery or mode of study to a programme. It differs from 'intake' as it constitutes an addition to a pre-existing study offering and is not a completely new study offering. To add a cohort, the School will be required to submit a minor modification form and an updated PARC directly to the Dean of Academic Quality and Policy, with the Academic Quality Officer (Programmes) included in the

submission email. The Dean of Academic Quality and Policy will approve reasonable applications outside of Curriculum Review Group meetings, and the Academic Quality Officer (Programmes) will record the decisions accordingly. Any actions taken outside of Curriculum Review Group meetings being reported as items of other business at the next available meeting of the Curriculum Review Group.

- 5.33. Where multiple minor modifications have been submitted to add cohorts to a programme or programme group, the Dean of Academic Quality and Policy retains the option to make a judgment as to whether the sum of cohort additions would equate to a major modification instead of multiple minor modifications. In that instance, the School will be required to prepare and submit a major modification form to add multiple cohort dates.
- 5.34. A 'Start Date' is defined as the addition of a new first day of contact for students, which includes (but is not limited to) the first day of induction or teaching. Deans of Schools will be able to add start dates to the deployment schedule as needed without being required to submit any modification forms to the Curriculum Review Group or Dean of Academic Quality and Policy. The Academic Quality team will continue to monitor a programme's start dates listed on the deployment sheet for monitoring purposes. It should be noted that the Deans of the School only retain the right to add start dates to the deployment schedule where the programme already has an approved and validated intake and cohort. It will not be possible to add a start date to the deployment schedule for a month that has not been formally approved through the committee structure.
- 5.35. There should be no more than two (2) start dates in any cohort.

Changes which Amount to Proposing a New Programme

- 5.36. Where changes proposed are so extensive that the definitive programme document, and particularly the programme specification, require far-reaching revision, there must be a full programme validation and approval.

Changes to Programmes Initiated by External Bodies Accrediting Programmes or Recognising Them

- 5.37. Where an external accrediting body (such as the Bar Standards Board), or one granting professional exemptions or otherwise recognising a programme (e.g. the General Chiropractic Council), requires a modification to be made to an existing

programme as a condition of its continued accreditation or recognition, the dean of the appropriate school will be responsible for notifying the Education and Standards Committee of the required changes and the Award Lead, as appropriate, will be responsible for implementing them.

- 5.38. Where the Dean of Academic Quality & Policy decides that the changes have major effects as explained above, they will determine whether there should be further scrutiny and if so, in what form. The outcome of any scrutiny must be reported to the Education and Standards Committee.

The Timing and Notification of Changes

- 5.39. Modifications to modules and programmes (other than those initiated by external accrediting bodies) will commonly be initiated following the annual programme monitoring process.
- 5.40. Award Leads must determine when changes to modules and programmes can appropriately come into effect. Module leaders must consult with Award Leads, as appropriate, but changes with little effect beyond the module can be expected to apply in the next ensuing module presentation. When changes with lesser effects or those with major effects can appropriately be introduced will depend on their impact on currently registered students and the nature of the account of the programme provided to students on their admission.
- 5.41. Where there are changes to a programme which alter the account provided to students on their admission, students registered on the programme shall be informed about changes to the programme and their express consent to the changes must be sought. For the avoidance of doubt, this includes any changes which alter the content of the PARC. Where changes might be expected significantly to affect students, the University's published Student Protection Plan must be followed. Changes made to programme regulations affecting progression or assessment must only be introduced after consultation with students directly affected by the change. Reasonable notice must be given and the outcome of consultation confirmed in writing.

6. Programme Critical Review

- 6.1. These procedures derive from the General Academic Regulations (GARs), Part D, Paragraphs 3, 7(b) and 8(f), and should be read in conjunction with the General Academic Regulations on Programme Approval.

- 6.2. The content of the Programme Re-approval Critical Review should relate to, and not duplicate, what is contained in the draft definitive programme document and associated documents. It should provide a historical perspective on the development of the programme throughout the period of approval. It should link to and support the statements made in the Programme Proposal Form.
- 6.3. Where re-approval is sought at the same time for programmes that share a common syllabus and curriculum, a separate Programme Re-Approval Critical Review must be provided for each programme. Where a core of information is the same for each programme, this should be indicated and the distinguishing features of the programmes highlighted.
- 6.4. The following indicates the expected content of the Programme Re-approval Critical Review but the Programme Team may vary the content according to what they consider appropriate for providing an adequate basis for evaluating whether the programme should be re-approved.
- 6.5. Programme information:
- a) current Award Lead;
 - b) current programme team members;
 - c) external examiners appointed since the programme's previous approval;
 - d) student statistics over the period of approval including:
 - i. student entry profile;
 - ii. student progression, retention, and cohort analysis;
 - iii. student completions and exit awards;
 - iv. employment outcomes for graduates.
- 6.6. A critical appraisal of the operation and development of the programme since its last approval covering:
- a) forms of monitoring activity used;
 - b) a summary of action taken since the previous approval to rectify perceived problems or achieve desirable changes, including those arising from developments in external points of reference;
 - c) the continuing validity and relevance of the programme aims and intended learning outcomes;

- d) the cumulative effect of past changes to the programme and of proposed further changes, and the effect on its design and operation;
- e) the structure of the programme, curriculum and curriculum map evaluated in terms of its progression, balance, coherence, and the levels of the different stages;
- f) the relevance, currency and appropriateness of the curriculum and its relationship to good professional practice;
- g) the delivery of the programme in relation to its educational aims and learning outcomes;
- h) the assessment methods in relation to the aims and learning outcomes, their validity and reliability;
- i) the quality and effectiveness of teaching and learning methods;
- j) the quality of support services;
- k) the level and deployment of resources;
- l) a commentary on the student statistics;
- m) the nature of scholarship, research, professional practice and developing knowledge of teaching and learning that underpin the teaching of the programme;
- n) staff development undertaken by the team in relation to (m) above.
- o) The reports from external examiners for the two most recent presentations of the programme must be attached to the programme critical analysis.
- p) Any reports from external accrediting bodies must also be attached.

7. Approval of a New University Centre for the Delivery of Degrees and Other Programmes of Study

Key Principles

- 7.1. Approval for any new or major university centre must be by the Academic Council. New centre refers to any building that is not currently designated as part of BPP University, and may also refer to any University centre that has undergone any significant remodelling and renovation.
- 7.2. Short-term accommodation does not apply in this case, although approval for use of that accommodation for University purposes should be assessed for its suitability and approved by the Academic Council.

7.3. The following principles should be followed:

- a) The proposal for the new centre should align with, and be drawn from, the Academic Development Plan;
- b) The quality of the new centre must uphold the University's reputation for excellence in resource provision;
- c) The needs of the programme, their target audiences, and the staff delivering them, must be the primary factors in determining the viability of the centre;
- d) The safety of staff and students must be considered in determining the viability of the new centre.

Procedure

7.4. The Board of Directors shall determine the need to establish a new centre and should set out to Academic Council a proposal that outlines in broad terms:

- a) the design and location of the centre and its resources;
- b) how the proposal aligns with the Academic Development Plan;
- c) the types of programmes that shall be accommodated;
- d) the target audiences for those programmes;
- e) the level of demand to be placed on the centre;
- f) how the accommodation and resource needs of those programmes shall be met;
- g) and, where the centre is a pre-existing centre, which shall not be wholly owned or utilised by the University, a statement of the terms under which the University shall have use of the centre.

7.5. The Academic Council shall then either accept the proposal, or refer it back with queries or directions that the Academic Council sees fit. Where it is approved, the timescales for the commissioning of the centre, and the contingency arrangements to be adopted should the timescales not be adhered to shall be outlined.

Opening and Contingency Arrangements

7.6. The preparation of the centre for opening shall be the responsibility of the centre Managing Director (MD). Any delays in bringing the centre to its full specification shall be addressed by the centre MD who, with support from the Head of Facilities, shall take such steps as are necessary to ensure that the quality of the student experience is not materially affected. Any delays in meeting the specification previously approved,

the effect on the student learning experience and the actions to be taken shall be reported to the Vice-Chancellor on an ongoing basis. The Vice-Chancellor shall then brief the Board of Directors and the Academic Council as necessary.

- 7.7. Where the opening of a centre has been affected either by a delay or an obstacle to meeting its full specification the centre MD shall submit a written report to the Academic Council setting out the issues, the action taken and how the student experience was protected.

Policy Revision History

Version Number	Description	Author	Reviewed by	Date
1.0	Revised and re-presented policy following first stage review of regulatory framework	Director of Academic Governance & Proctor	Dean of Academic Quality & Policy	July 2022
2.0	Renamed from Programme Development and Approval to Curriculum Development and alignment to the revised GARs	Director of Academic Governance & Proctor	Dean of Academic Quality & Policy	July 2023
2.1	Inclusion of revisions to support approval and management of increased cohorts and start dates.	Director of Academic Governance & Proctor	Dean of Academic Quality & Policy	December 2023
3.0	Inclusion of Apprenticeship Naming Conventions	Director of Academic Governance & Proctor	Dean of Academic Quality & Policy	July 2024
4.0	Minor changes to update terminology, and inclusion of Freedom of Speech and Academic Freedom to align with introduction of Parliamentary Act.	Director of Academic Governance & Proctor	Dean of Academic Quality & Policy	July 2025