

## Curriculum Transformation:

### Phase 2 and 3 oversight and design information for approvals during 2022/23

*Note: this template is equivalent to Annex 6, Annex 10 and Annex 11 used for CT approvals during 2021/22 and is provided for those creating this documentation from scratch. There is no need to transfer existing data to this template if drafts have already been prepared using Annexes 6, 10 and 11.*

For the full set of required information for CT approvals during 2022/23, see: the QA-CT Code of Practice statement, [CT approvals during 2022/23](#), Annex 2.

Faculty

Department

Course titles(s)

### Course Development Team

Have you followed up any relevant outstanding issues from Phase 1 feedback, including from CTC and Admissions?	Y/N
<i>Additional comments</i>	
Is your course proposal compliant with Student Immigration requirements?	Y/N
<i>Additional comments</i>	

### Accreditation

Have you engaged with your Accrediting Body/ies where relevant?	Y/N or N/A
Has your Accrediting Body/ies confirmed that the University may advertise the course as accredited for [your designated year of] delivery?	Y/N or N/A
<i>Information on any specific requirements/conditions placed on the course by the relevant Accrediting Body, including the timeframe for accreditation of the transformed course:</i>	
Confirm you have provided evidence of engagement with Accrediting Body/ies: <i>(List supporting document(s) provided)</i>	

### Student consultation

How have students been consulted as part of <b>Phase 2 and 3</b> activity?
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### External Examiner

*Attach External Examiner report\*, and Course Development Team response, with submission.*

External Examiner have confirmed that the proposed course, including the Course Intended Learning Outcomes, is aligned with relevant subject benchmark statements (if applicable) and FHEQ level.	Y/N
Confirm you have provided External Examiner report* and Course Development Team response: (List supporting documents provided)	
Additional comments (optional)	

\*You may find the following prompt questions helpful when requesting this report:

- **Course learning outcomes:** are these clear, appropriate, and in accordance with the level and title of the award? Have they been informed by the appropriate descriptor for higher education qualification as set out in the Office for Students condition B5 ([Sector-recognised standards](#)) and any Subject Benchmark Statement(s)?
- **Course coherence and relevance:** is the course coherent, of appropriate breadth and scope, and informed by recent developments in the discipline?
- **Assessment design:** does assessment promote effective student learning and enable students to demonstrate achievement of the intended learning outcomes? Is there an appropriate variety of assessment methods?
- External Examiners are also likely to wish to comment on the extent to which proposed changes to courses may help to address any particular issues they or their predecessors have raised in previous External Examiner reports.

## Head of Department

The HoD has indicated their endorsement of the transformed course, including that sufficient consideration of key organisational and planning issues (e.g. course delivery, staff roles, teaching teams) has taken place.	Y/N
The HoD has confirmed that the Course Description and any other course information to be used for marketing and recruitment activity is accurate.	Y/N
Confirm you have provided evidence of HoD endorsement (for example, copy of email): (List supporting document(s) provided)	

## DLTQC

DLTQC supports the proposed course.	Y/N
Confirm minutes of relevant meeting have been provided:	

## F/SLTQC

***This section will be completed after the F/SLTQC meeting.***

F/SLTQC supports the proposed course.	Y/N
Have all issues arising from F/SLTQC been appropriately resolved?	Y/N
Details of any outstanding items that require resolution:	

Note: The Faculty/School Assistant Registrar will confirm when material information about the course (Course Description) has been approved by the F/SLTQC, that no further changes are required, and the course is ready for Marketing. No further changes can be made once this has been confirmed.

## Rationale for Course Design

<b>Please give an <u>overview</u> of:</b>	
a) your <b>course-wide approach</b> to design	
b) how you have taken forward your <b>Phase 1 course vision</b> at Phase 2 and 3	
c) how your design choices enable you to meet the <b>CT Principles</b>	

## Assessment strategy

The information provided in this section and the attached assessment mapping must align with the Assessment Taxonomy and the Assessment for Learning Design Principles ([QA3](#) Annex D and Annex E).

### Assessment strategy statement

<p><b>Please describe your course assessment strategy with reference to:</b></p> <p><b>a) the Assessment for Learning Design Principles</b></p> <p><b>b) your course-level assessment mapping (please attach this – see guidance below)</b></p> <p><b>c) how you plan to use formative assessment.</b></p> <p><i>(No more than one page in length, in total)</i></p>

## Course assessment regulations

*Note: Information provided below will be used to guide next steps, rather than being intended as a final articulation of course assessment regulations. Course assessment regulations will be recommended to EQSC for final approval subsequently where required.*

<b>Please provide further information if there are any specific assessment regulations provisions that may need to be considered for this course (for example, because of accreditation requirements) – such as rules on progression, reassessment, or retrieval of failure.</b>	
Description:	
Rationale:	

## Course-level assessment mapping

**Please attach your mapping document.**

Please note that:

- The aim of the assessment mapping is to present, for the benefit of the approving F/SLTQC, a course-level overview of the assessment information provided at the individual unit level. The mapping will enable the F/SLTQC to take a view on whether there is an appropriate overall volume and diversity of assessment on the course, and no undesirable bunching of assessments. In addition it will facilitate an overview of the approaches to assessment across different courses (and provide an ongoing reference point for future reviews or change proposals).
- There is no prescribed format, although your faculty/School or department may introduce standardised approaches for consistency. You may also wish to discuss this with your Curriculum Development Officer. Illustrative formats are given in [QA3](#) Form 5). These are examples only. However, as a minimum the mappings should include all summative assessments, specifying the assessment type and sub-type (using the Assessment Taxonomy), weighting, and indicative timing (specific enough to give assurance that the potential for assessment bunching has been considered).
- Where an assessment (e.g. a lab report or a portfolio) has multiple submission points, these should be identified separately. This would not be taken as an indication that assessment is being increased; rather, it is to ensure that we are consistent, clear and transparent - for our institutional understanding and for students – about what the assessment experience will be.
- Assessment mappings should provide information about the assessment of optional units. Where there is significant option choice, it may be helpful to consider including one or two examples of a typical route through the available choice i.e. what the assessment experience would be for a particular student who had chosen a likely combination of options.
- Course teams are recommended, but not required, to include formative assessment plans in their mappings. The inclusion of formative assessment plans would be for the benefit of the approving committee only; it would not form part of information published for students and therefore would not represent a binding commitment.