

DESIGN AND APPROVAL OF COURSES

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Links in blue font (with blue underline) direct the reader to external documents, which will open in your default browser.

1. PURPOSE

The purpose of this procedure is to ensure that all proposals to develop or change the College's taught courses are scrutinised thoroughly on academic and, separately, financial grounds (and legal grounds where appropriate and in the case of Collaborative Provision) so that the courses which it offers to its students are designed to the highest possible standards, and that their resource implications are identified early and resolved.

The Expectation of the UK Quality Code for Higher Education Chapter B1 is:

“Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective processes for the design, development and approval of programmes.”

This procedure is designed to ensure that the College continues to meet the above Expectation.

1.2 COLLEAGUES WHO SHOULD BE CONVERSANT WITH THIS PROCEDURE

- Course proposers and suggested Curriculum Managers involved in development of courses (the Course Management Team / Course Proposal Team) (see [Section 3.2](#))
- Others, including staff, students and graduates of the College, involved in development of courses (the wider Course Development Team)
- Course Proposal and Development Group (CPDG)
- Validation panel members (internal and external)
- Teaching Quality Committee (TQC)
- TQC Collaborative Provision sub-group
- Learning, Teaching and Assessment Committee (LTAC)
- College Executive Committee (CEC)
- Heads of Department
- Managers, Professional Services (PSD)
- Academic Quality team
- Research Degrees Committee (RDC)
- Relevant staff in the Graduate School
- Finance Department

2. SCOPE

This procedure covers proposals for new award-bearing RVC courses at undergraduate and taught postgraduate level. The procedure also covers professional doctorates (referred to by the University of London as ‘specialist doctorates’).

‘RVC courses’ may refer to credit-bearing modules and/or to courses leading to a named award of the College (e.g. BSc (Hons), DAgrriFood, FdSc, MSc, MRes, PG Cert, PG Dip, VetD).

For the avoidance of doubt this procedure applies to University of London certificates, diplomas, taught degrees and specialist doctorates awarded by the RVC and also to awards made by the RVC using its degree awarding powers (although the College does not currently exercise these powers).

The approval process also extends to new named pathways within existing courses, additional years to existing courses and new exit awards. It also covers other changes to an existing course with significant resource implications.

Please see [Section 2.4](#) for detail of types of proposal that are excluded from this procedure.

2.1 TYPES OF PROPOSAL

The types of proposal that may be considered under this procedure are as detailed in Table 1 below.

TABLE 1 – TYPES OF PROPOSAL TO WHICH THIS PROCEDURE APPLIES		
Type of proposal	Applies to (see also Section 2.1.1)	Description
New Course	New course	A new course leading to a named award of the College
Replacement of Existing Course	New course	A course leading to a named award of the College, and which is intended to replace an existing named RVC award.
New Mode of Delivery for Existing Course	Existing course (majority/entirety)	A change to the delivery of the majority of a named award of the College from face-to-face to flexible/distributed learning (online or distance delivery) and vice-versa. A change to the delivery of the majority of a named award of the College from part time to full time and vice-versa
New Delivery Location for Existing Course	Existing course (majority/entirety)	The relocation of the majority of the delivery of a named award of the College from one campus of the College to another campus, or to a new location entirely.
Major Change to Existing Course	Existing course (constituent module/s)	Any amendment to an existing course that changes the overall programme level learning outcomes. The College’s Module Development and Approval process also applies.
Resourcing Change to Existing Course	Existing course (constituent module/s)	Any amendment to an existing course that would otherwise be classified as Minor or Medium (see Table 2 for description of these types of change) but which has significant *resource implications (see Section 2.1.2). The College’s Module Development and Approval process also applies.
Collaborative Provision	Any of the above	Any of the above types of proposal may additionally involve Collaborative Provision. See Section 2.2 for further information.

The approval processes outlined in this procedure may vary according to the nature of the proposal; where such variations occur these will be made clear at the appropriate sections.

2.1.1 Changes to existing courses

Changes to existing courses may relate either to the entirety (or the majority) of the whole course, or specifically to constituent modules of the course.

Where the latter applies, i.e. where a change to an existing course results from a change to specific constituent modules, the course proposers should additionally follow the College's [Module Development and Approval](#) process.

In all cases where changes to a course are proposed which will significantly affect the students already registered on the course, e.g. changes to the assessment or programme learning outcomes, the affected students must be consulted in accordance with the College's [General Regulations for Study and Awards](#).

2.1.2 Changes with resource implications

Where changes to existing courses have *resource implications, these should be notified to the Finance Director for budgeting purposes. If the Finance Director determines that the resource implications are significant then the proposal will be seen as a "Resourcing change" and this procedure will apply. Any change that results in the transfer of resources to an external organisation (e.g. a Module containing Collaborative Provision) may be judged as having significant resource implications and thus be classed as a Resourcing change, though the decision to classify as such rests with the Finance Director.

* Resource implications may include some or all of the following:

- a) Income: is any change (increase/decrease) in income e.g. tuition fees anticipated under the proposal?
- b) Staffing: does the proposal require additional staff (academic, technical or administrative)?
- c) Non-pay costs: does the proposal involve additional non-pay costs e.g. travel, teaching materials, equipment, which cannot be met from the existing departmental budget?
- d) Space: are there any additional space requirements and have these been discussed and agreed with the relevant colleagues in Infrastructure Services?
- e) Library/IT provision: have any additional requirements been discussed and agreed with the relevant colleagues in Infrastructure Services?

2.2 COLLABORATIVE PROVISION

This procedure applies equally to single awards (whether delivered solely by the RVC or with one or more additional *higher education providers) and to joint, dual or multiple awards.

Whenever a course is delivered or awarded with another higher education provider the College's [Collaborative Provision](#) procedure shall additionally apply.

See Sections 2.2.1 to 2.2.3 below for additional notes on the approval processes for development of collaborative provision for:

- Study Abroad;
- Credit Accumulation and Transfer;
- Intra Mural Rotations.

* The QAA definition of a Higher Education Provider, reproduced below, applies here. Effectively, this means any other organisation that supports delivery of an RVC award.

"Higher Education Provider: A generic term for those who deliver higher education which leads to an award from, or which is validated by, a UK degree-awarding body, or is otherwise reviewed by QAA."

2.2.1 Study Abroad and Student Exchange

The processes for approval and management of Study Abroad provision vary according to whether the Study Abroad is incoming or outgoing. See Sections 2.2.1.1 and 2.2.1.2 below for further detail.

RVC Access has developed separate guidelines and forms for use in approval and management of Study Abroad and Student Exchange; those guidelines and forms are available on request from the College's Study Abroad and Short Courses Officer and are compatible with the principles and processes outlined in the College's [Module Development and Approval](#) process, this Design and Approval of Courses procedure and the College's [Collaborative Provision](#) procedure.

Elements of this procedure, relating to Stage One approval, apply specifically to Study Abroad provision; these processes are highlighted as applicable ([Section 6.3.1](#)).

2.2.1.1 Study Abroad (incoming)

Study Abroad (incoming) does not normally require development of new modules (or changes to existing modules) within an existing course or amendments to a course's programme-level learning outcomes, although in certain instances it may stimulate development of stand-alone learning opportunities that do not fit in to an existing RVC course syllabus.

It is thus expected that this procedure will apply to development of incoming Study Abroad provision only where a (significant) resourcing change to an existing module or set of modules arises (see [Section 2.1.2](#)).

A significant resourcing change as a result of development of incoming Study Abroad is considered unlikely at present; though it is conceivable that a resourcing change could arise from significant inflow of incoming Study Abroad students to one or more specific modules of a course. In general such a resourcing 'threat' would be balanced by the benefit of increased student income to the affected module(s).

Note that even where Study Abroad (incoming) provision is not covered by this procedure the [Collaborative Provision](#) procedure will still apply – especially in consideration of the approval of the Collaborative Partnership (to include development of the appropriate contractual agreements) and the monitoring and review of the provision, the agreement and the partnership.

2.2.1.2 Study Abroad (outgoing)

Proposals for development of outgoing Study Abroad will normally involve a change to an existing course. Although modules to be offered by a Study Abroad partner will be elective and are not individually indicated on the course's Programme Specification, the credit that students receive on successful completion of a Study Abroad period will contribute toward the RVC award for which the students are registered.

Accordingly, the Course Management Committee for the RVC course to which the Study Abroad credit will contribute will be asked to approve and calibrate for credit the module(s) to be offered by the Study Abroad Partner.

When considering the introduction of outgoing Study Abroad, the Course Proposer will initially follow (mediated via the Study Abroad guidance and forms) the College's [Module Development and Approval](#) process. Whether the proposal will be additionally considered under this Design and Approval of Courses procedure will depend on whether introduction of the Study Abroad module(s) will result in:

- amendment to the course's programme-level learning outcomes (this is unlikely); or
- a Resourcing change to the (overall) course (see [Section 2.1.2](#) above)

Note that even where Study Abroad (outgoing) provision is not covered by this procedure the [Collaborative Provision](#) procedure will still apply – especially in consideration of the approval of a new Collaborative Partnership (to include development of the appropriate contractual agreements) and the monitoring and review of the provision, the agreement and the partnership.

2.2.1.3 Student Exchange, including Erasmus

Student Exchange comprises both incoming and outgoing Study Abroad. The expectation is that across the life of the Student Exchange programme the numbers of incoming and outgoing students will match. Any resource implications for the Student Exchange programme should be considered together (i.e. both incoming and outgoing elements should be jointly reviewed by the College's Finance Director).

2.2.2 Credit accumulation and transfer

Credit accumulation and transfer follows this procedure and the College's [Module Development and Approval](#) process, along similar lines to those outlined for Study Abroad (indeed Study Abroad is based on the principles of credit accumulation and transfer). A key practical difference here are that whilst Study Abroad always involves a partnership with a non-UK organisation, credit accumulation and transfer may also be applied to UK partners. One further difference is that whilst a Study Abroad arrangement would tend to be limited to recognition of credit for academic modules taken at higher education providers, credit accumulation and transfer may also be applied to work based learning, whether undertaken in the UK or overseas.

When considering the introduction of collaborative provision based on credit accumulation and transfer, the Course Proposer will initially follow the College's [Module Development and Approval](#) process. Whether the proposal will be additionally considered under this Design and Approval of Courses procedure will depend on whether introduction of the provision will result in:

- amendment to the course's programme-level learning outcomes (this is unlikely); or

- a Resourcing change to either one or more RVC modules or to the course overall (see [Section 2.1.2](#) above).

Note that even where provision based on credit accumulation and transfer is not covered by this procedure the [Collaborative Provision](#) procedure will still apply – especially in consideration of the approval of a new Collaborative Partnership (to include development of the appropriate contractual agreements) and the monitoring and review of the provision, the agreement and the partnership.

Elements of this procedure, relating to Stage One approval, apply specifically to credit accumulation and transfer; these processes are highlighted as applicable ([Section 6.3.2](#)).

2.2.3 Intra Mural Rotations

When considering a proposal for a new or amended Intra Mural Rotation, the Course Proposer will initially follow the College's [Module Development and Approval](#) process. Whether the proposal will be additionally considered under this Design and Approval of Courses procedure will depend on whether introduction of the provision will result in:

- amendment to the course's programme-level learning outcomes (this is unlikely); or
- a Resourcing change to either one or more RVC modules or to the course overall (see [Section 2.1.2](#) above).

If the proposal is collaborative the [Collaborative Provision](#) procedure will additionally apply in respect of the approval of a new Collaborative Partnership if required (to include development of the appropriate contractual agreements), and in respect of the monitoring and review of the provision, the agreement and the partnership.

Elements of this procedure, relating to Stage One approval, apply specifically to Intra Mural Rotations; these processes are highlighted as applicable ([Section 6.3.2](#)).

2.3 UNIVERSITY OF LONDON INTERNATIONAL PROGRAMMES (UoLIP)

The College works with University of London Worldwide to develop distance learning courses (University of London International Programmes). The process for approval of the College's contribution to these courses should comply where practicable with this procedure *and* with the requirements of University of London Worldwide.

2.4 EXCLUSIONS

This procedure does not cover

- DVetMed, MPhil and PhD research degrees.
- Non-award-bearing continuing education.
- The types of change to existing courses detailed in Table 2 below.

TABLE 2 – EXCLUDED TYPES OF CHANGE TO EXISTING COURSES (note that the College's Module Development and Approval process <i>does</i> apply to these changes)	
Category	Description
Change to Assessment	A change to the course's Assessment and Award Regulations only
Change to Programme Title	A change to the name (title) only of a course
Minor change	A Within Module/Strand change without significant resource implications (and which does not change the overall programme level learning outcomes)
Medium change	A New Module/Strand or Replacement Module/Strand without significant resource implications (and which does not change the overall programme learning outcomes)

3. DESIGN AND DEVELOPMENT OF PROPOSALS

3.1 INITIAL DESIGN AND DEVELOPMENT OF PROPOSAL

Proposals for new courses may arise from a number of sources, e.g. through the College's planning process, through an initiative launched by a College committee, or from a departmental decision. In particular, it is anticipated that new proposals will arise from the Course Proposal and Development Group (CPDG) – please see [Section 6.7](#) for further details of this Group.

3.2 MEMBERSHIP OF THE COURSE DEVELOPMENT TEAM

The membership of a Course Development Team includes:

- Course Management Team / Course Proposal Team:
 - Course proposer
 - Suggested Course Director(s)
 - Suggested Year Leader(s) and/or Pathway Leaders(s)
 - Suggested Module/Strand Leaders
- Other members of staff with teaching responsibility on the course
- Course Sponsor (may be either an Associate Dean or a member of College Executive Committee, excepting the Vice-Principal, Students and the Vice-Principal, Learning, Teaching and Assessment)
- Head(s) of any Departments contributing to the course
- Relevant Departmental Teaching Co-ordinator(s)
- Academic Director of Professional Assessment and Development
- Representation from Collaborative partners (as appropriate)
- Head of the Graduate School or Head of Postgraduate Administration (for proposed courses falling under the Graduate School), or
- Academic Registrar (for all other courses)
- Nominee of Finance team (for development of relevant sections of New Programme Approval Form)
- Director of RVC Access and International Engagement or nominee
- RVC LIVE member

The level of involvement of members in development of any proposal is dependent on the objectives of the course and the complexity of the proposal. Some members of the Course Development Team may not attend all meetings of the team; they should though be kept abreast of developments and be given the opportunity to input as appropriate.

Other members of staff of the RVC who might expect to be consulted include:

- Staff within the RVC with professional services expertise, such as educational developers, library and learning resources staff, learning technologists, disability practitioners and equality and diversity practitioners; and
- Academic staff of the RVC from a different subject area but who are able to contribute to development of the proposal.

3.2.1 Academic Validation Mentors

Course Proposers, particularly those with less experience of the process, may on request be assigned an "Academic Validation Mentor": a recent Course Proposer with relevant experience of and familiarity with the process of course design development and/or approval from the Course Development Team's perspective.

The Academic Validation Mentor may already be a member of the Course Development Team or may be co-opted into the team by the CPDG, which will nominate the most appropriate Academic Validation Mentor at the Course Proposer's request.

This Academic Validation Mentorship scheme provides the College an opportunity, as per Indicator 7 of Chapter B1 of the QAA Quality Code, to:

"...enable staff and other participants to contribute effectively to programme design, development and approval by putting in place appropriate arrangements for their support and development."

3.2.2 Suggested Training for Course Proposal Teams / Course Development Teams

- [Business Planning Workshop](#)
- [Building a Course Using Modules and Credit](#)
- [Induction in Academic Quality Assurance and Enhancement Procedures](#)

The above courses will run annually, subject to sufficient interest.

3.3 USE OF EXTERNAL EXPERTISE

As per Indicator 5 of Chapter B1 of the UK Quality Code, the Course Development Team should make use of expertise from outside the course in the process of design and development of the course.

The nature and extent of external input to course design and development will be proportionate to the nature of the proposal. For example, the design and development of a wholly new course will likely draw on a wider range of external advice than the consideration of a new delivery location for an existing course.

Suggested external contributors include:

- staff of other higher education providers
- contacts made through partnerships, at other higher education providers, in industry or professional practice, or through research collaborations
- contacts from academic subject associations and the Higher Education Academy
- contacts from relevant sector networks, such as those concerned with developments in pedagogy and technology-enhanced learning
- representatives of professional, statutory and regulatory bodies, whether or not the course is regulated or accredited
- external examiners
- employers
- organisations in the communities with which the higher education provider works
- former students and/or students studying in cognate areas.

3.3.1 Student involvement in course design and development

Indicator 6 of Chapter B1 of the UK Quality Code recommends that Higher education providers involve students in course design and in processes for course development and approval. Participation of former students and/or students studying in cognate areas in course design and development at the RVC is required and may be formal or informal, involving a spectrum of different levels of engagement, for example:

- in developing a course, student views may be sought on proposed content through focus groups; such groups to include students with a diversity of protected characteristics where practicable.
- Feedback may be sought from students studying in cognate areas or on generic elements of the course such as assessment and/or feedback
- Students may contribute, for example, to identifying issues relating to equality of opportunity within the course and the balance of student workload and assessment across the course

Student contributions to documentation submitted in support of a proposal should be appropriately acknowledged. The College's Academic Quality office will facilitate the contribution of all students involved in design and development of courses by ensuring appropriate training and support is provided, determined by the role the student is taking.

3.4 MATTERS TO CONSIDER WHEN INITIALLY DESIGNING AND DEVELOPING PROPOSALS

When developing any new course, or amending an existing course, due account should be taken of:

3.4.1 External reference points

These include:

- Relevant subject benchmark statements.
- National frameworks for higher education qualifications.
- *Requirements of professional, statutory and regulatory bodies (PSRBs), employers and any relevant national legislation/national commitments to European and international processes.

*As per indicator 12 of Chapter B10 of the UK Quality Code, the status of any course or award (including those involving collaborative provision) in respect of PSRB recognition must be made clear to prospective students.

Course Development Team members should refer to the list of associated external documents at [Section 4.2](#) for more detail on, and links to, these External reference points.

Any new course leading to an award of the University of London must satisfy the criteria set out in [Regulation 1](#) of the University of London's Regulations. Any proposal to introduce an award not listed in Regulation 1 requires the approval of the University of London and an amendment to the Regulations.

3.4.2 The compatibility of proposals and developments with the College's goals and mission

Any proposal should be put forward in the context of the RVC Strategic Plan 2014–2019 and with due regard to the Learning, Teaching and Assessment Enhancement Strategy 2014-2019 (LTAE Strategy).

A proposal for a new taught course should, in particular, seek to address the aims outlined in one or more of the following goals of the RVC Strategic Plan 2014 – 2019:

GOAL ONE - Our Learning and Teaching

To be a leading innovator in the delivery of high quality programmes in veterinary education and associated subjects.

GOAL TWO - Our Student Experience

To provide student focused environments delivering an educational and social experience that will underpin all College activities.

GOAL SIX - Our global citizenship

To have an impact on animal and human health through global reach and international partnerships.

3.4.3 Strategic academic and resource planning

Proposals will be considered initially by the CPDG, on the basis of the completed New Programme Approval Form.

Please note that the department(s) under which the course under proposal will run may be required to contribute to the costs of any associated market research conducted at the course development stage by or on behalf of the Course Development Team.

Please see [Section 6](#) for further detail of the initial approval stage (Stage One).

3.4.4 Existing provision within the College, including any awards that may be offered jointly with other UK or overseas institutions

The CPDG will explicitly consider this when considering the New Programme Approval Form.

3.4.5 Accessibility

When developing new proposals, the members of the Course Development Team need to consider whether there may be any limitations to accessibility (unnecessary barriers) to students of the proposed course arising from, for example, the requirements of the associated professional, statutory and regulatory bodies (PSRBs). Attempts should be made where possible to mitigate any such limitations.

4. ASSOCIATED DOCUMENTS

The following additional documents and reference points will inform the development of any proposal for a new or replacement course.

4.1 INTERNAL REFERENCE POINTS

[RVC Academic Quality, Regulations and Procedures](#) (as applicable), to include:

Academic Quality Assurance & Enhancement Procedures

- [Collaborative Provision](#) (for all proposals involving Collaborative Provision)
- [Curriculum Managers](#)
 - [Curriculum Managers Roles and Responsibilities](#) (PDF)
 - [Procedure, Criteria and Nomination Form](#) for appointing Curriculum Managers (DOC)
- [Module Development and Approval](#)
- [Monitoring and Review of Courses](#)
- [Programme Specifications](#)
- [Responding to reports from Professional, Statutory and Regulatory Bodies](#) (PSRBs) (PDF)
- [Strategy for Enhancement and Assurance of the Quality of Learning, Teaching and Assessment, 2013-18](#)

Examiners & Assessment

- [General Assessment Regulations for Taught Courses](#) (PDF)
- [College Common Grading Scheme](#) (PDF)
- [College 0-10 Marking Scheme](#) (PDF)

General

- [General Regulations for Study and Award](#) (DOC)
- [RVC Charter](#) (PDF)

Teaching and Learning

- [Credit](#) (PDF)
- [Learning, Teaching and Assessment Enhancement Strategy 2014-2019](#) (PDF)

Other internal reference points (RVC & University of London standards & requirements):

- [Regulation 1](#) (University of London Awards) of the University of London
- [RVC Strategic Plan 2014 – 2019](#) (PDF)
- [RVC Academic Committee Handbook 2018-19](#) (PDF)
- [RVC Anti-Bribery Policy \(May 2013\)](#) (DOC)
- [RVC Anti-Bribery Guidelines \(June 2018\)](#) (DOC)
- [RVC Financial Regulations](#) (*available from RVC Finance department*)

4.2 EXTERNAL REFERENCE POINTS

QAA UK Quality Code for Higher Education

- **Part A: Setting and maintaining academic standards**, incorporating:
 - [QAA \(2014\) Framework for Higher Education Qualifications](#) (PDF);
 - QAA's Qualification Characteristics Statements (below as applicable):
 - [QAA \(2015\) Master's Degree Characteristics Statement](#) (PDF);
 - [QAA \(2015\) Foundation degree Characteristics Statement](#) (PDF);
 - [QAA \(2015\) Doctoral degree Characteristics Statement](#) (PDF);
 - [QAA \(2015\) Qualifications involving more than one degree-awarding body Characteristics Statement](#) (PDF)
 - [QAA Subject Benchmark Statements](#) (as applicable), for example:
 - [QAA \(2015\) Subject benchmark statement for Veterinary Nursing](#) (PDF);
 - [QAA \(2002\) Subject benchmark statement for Veterinary Science](#) (PDF);
 - [QAA \(2008\) Higher education credit framework for England: guidance on academic credit arrangements in higher education in England](#) (PDF)

- [Part B: Assuring and Enhancing Academic Quality](#), with particular regard to Chapters:
 - [B1: Programme design, development and approval](#);
 - [B3: Learning and teaching](#);
 - [B6: Assessment of Students and the Recognition of Prior Learning](#); and
 - [B10: Managing higher education provision with others](#) (for Collaborative Provision)

Professional, statutory and regulatory bodies (PSRBs)

- To include, as appropriate:
 - Any requirements of [The Royal College of Veterinary Surgeons](#)
 - Any requirements of [The Royal Society of Biology](#)
 - Any requirements of [The American Veterinary Medical Association \(AVMA\)](#), in particular: [The Standards of Accreditation](#)
 - Any requirements of [The European Association of Establishments for Veterinary Education](#)

4.3 ACCREDITATION STANDARDS AND REQUIREMENTS FOR SPECIFIC RVC COURSES

BSc Biological Sciences / Bioveterinary Sciences with Certificate in Work-based Learning

- Royal Society of Biology
<https://www.rsb.org.uk/education/accreditation/allprogrammes>

BVetMed

Skills and competences expected of graduates of the BVetMed (and other UK veterinary degrees)

- RCVS Essential competences required of the new veterinary graduate: Day one skills (PDF)
<https://www.rcvs.org.uk/document-library/day-one-skills/DayOneSkills.pdf>
- RCVS Day One Competences (last updated March 2014) (PDF)
<https://www.rcvs.org.uk/document-library/day-one-competences/1day-one-competences-updated-26-march-2014.pdf>

Requirements for accreditation of the BVetMed course (and other UK veterinary degrees)

- RCVS Standards and procedures for the accreditation of veterinary degrees (Nov 2017) (PDF)
<https://www.rcvs.org.uk/document-library/rcvs-accreditation-standards/1rcvs-accreditation-standards-2017.pdf>

Requirement for accreditation of the College as a whole

- AVMA Requirements of an Accredited College of Veterinary Medicine (The Standards of Accreditation)
<https://www.avma.org/ProfessionalDevelopment/Education/Accreditation/Colleges/Pages/coe-pp-requirements-of-accredited-college.aspx>
- AVMA COE Accreditation Policies and Procedures: Off-campus (including COE Guidelines for Implementation of a Distributive Veterinary Clinical Education Model)
<https://www.avma.org/ProfessionalDevelopment/Education/Accreditation/Colleges/Pages/coe-pp-off-campus-and-distributive-sites.aspx>

FdSc/BSc Veterinary Nursing

- RCVS Accreditation of veterinary nursing qualifications
<http://www.rcvs.org.uk/education/approving-veterinary-nursing-qualifications/>
- RCVS Awarding Organisation and Higher Education Institution Handbook
<https://www.rcvs.org.uk/news-and-views/publications/awarding-organisation-and-higher-education-institution-handbook/ao-he-handbook-mar-2018.pdf>
- LANTRA
<http://www.lantra.co.uk/research-standards/standards-and-qualifications>
- National Occupational Standards
<https://www.ukstandards.org.uk/>

PG Cert in Veterinary Education

- Higher Education Academy
https://www.heacademy.ac.uk/sites/default/files/downloads/HEA_Short_Guide_Accreditation_web_0310_12_1506.pdf
- UK Professional Standards Framework
https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF_2011_English.pdf

5. COURSE APPROVAL PROCESSES – AN OVERVIEW

As [Figure 1](#) below shows, the approval by the RVC of the types of proposal indicated in [Table 1](#) may be completed in as few as two stages (amendments to existing course) or as many as five stages (development of new course), depending on the complexity and perceived risk of the course under consideration.

[Table 3](#) below provides brief detail of the five stages of the approval process.

This proportionate multi-stage process is designed, together with the College's [Module Development and Approval](#) process, to:

- be capable of being applied to all taught higher education offered by the College;
- respect differences between subjects, modes and levels of study;
- not be unduly burdensome or complicated;
- take into account an assessment of the risks involved in any given proposal;
- ensure that time is not wasted in preparing a detailed proposal which has no realistic prospect of being approved;
- ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities; and
- invest an appropriate level of resource to ensure the required outcomes of the approval process are achieved.

TABLE 3 – STAGES OF THE COURSE APPROVAL PROCESS	
STAGE	PROCESS
One (a) – Approval in Principle	Approval by CPDG of Stage 1A elements of RVC New Programme Approval Form
One (b) - Approval in Principle	Approval by CPDG of Stage 1B elements of RVC New Programme Approval Form
Two - Financial Approval of Proposals	Further approval of the financial/resourcing Stage 1B elements of the New Programme Approval Form by CEC
Three – Academic Approval of High Risk Proposals <i>(if required)</i>	Approval by LTAC/RDC and then Academic Board of the academic elements of “High Risk” proposals
Four - Validation panel meeting	Validation panel meeting: detailed final approval of academic content and regulations by College Validation panel
Five – Re-approval of proposal finances / resourcing <i>(if required)</i>	Re-approval of the financial/resourcing elements of the New Programme Approval Form if required by the Validation panel

* Calendar dates assume validation of a new course. Timelines for other types of proposal will vary and may be shorter.

5.1 TIMEFRAME FOR DEVELOPMENT AND APPROVAL OF COURSES

The detail of the documentation to be considered and the timeframes for development and approval of a course will be proportionate to the size, complexity and level of potential risk of the course. In general, all proposals for new and replacement courses (as opposed to new or replacement modules) will be considered by a process including a Validation panel meeting (see also [Table 4](#) at [Section 9.1](#) for further detail) and will potentially require a period of two years (or longer) between initial consideration and commencement of delivery of the course; this timeframe accounts also for the marketing and admissions cycle, which must be factored in to consideration of development of new courses or changes to existing courses.

[Figure 2](#) provides an indicative timeline for the development and approval of new course proposals requiring a full Validation panel meeting.

Figure 1: Approval Process overview – all proposals indicated in Table 1

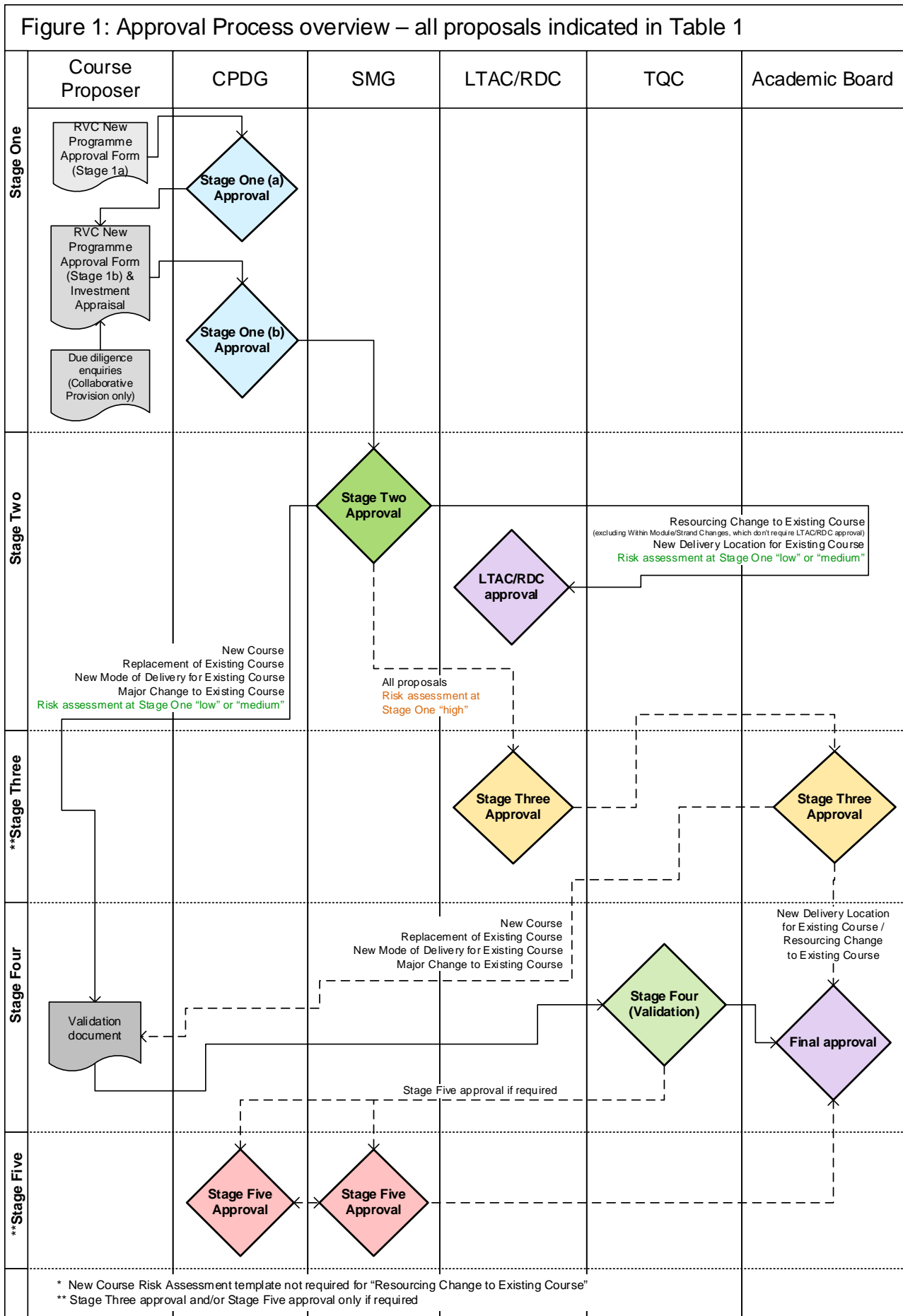
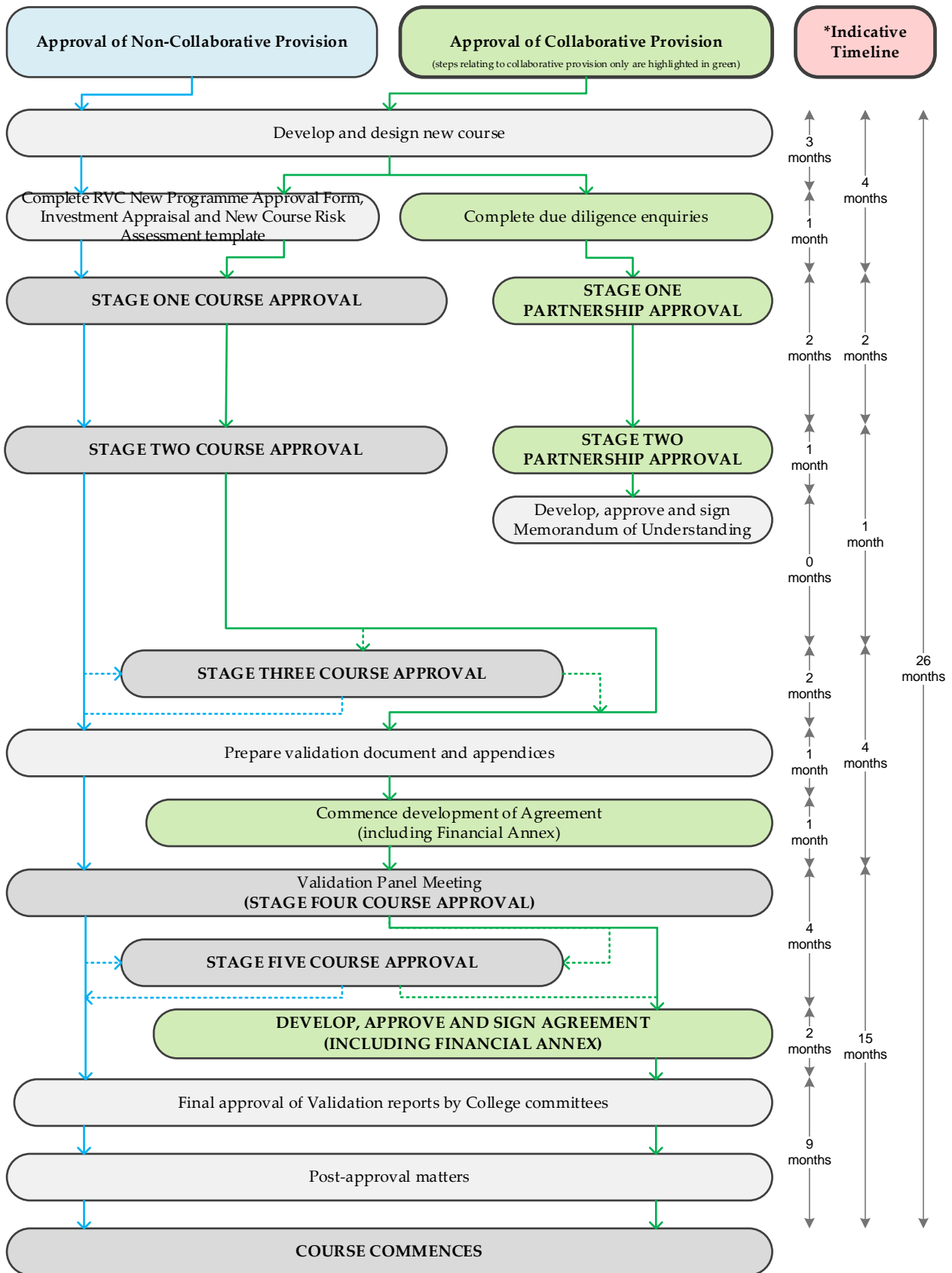


Figure 2: Indicative timeline for approval of new courses requiring validation panel meeting



* Timeline assumes validation of a new course. Timelines for other types of proposal will vary and may be shorter.

5.2 FORMS FOR COMPLETION/SUBMISSION AT EACH STAGE OF THE APPROVAL PROCESS

TYPE OF FORM	STAGE OF APPROVAL					
	One (A)	One (B)	Two	Three (as required)	Four	Five (as required)
RVC New Programme Approval Form (Stages 1A and 1B)	All proposals	All proposals	All proposals	All proposals (relevant Stage 1B extracts)		All proposals (template reworked as required)
Programme Specification		All new course proposals		All new course proposals	All new course proposals	
*Investment Appraisal form (available from RVC Finance)		All proposals	All proposals			
** New Course Risk Assessment tool (non- collaborative)		Non- collaborative proposals	Non- collaborative proposals	Non- collaborative proposals		
** New Course Risk Assessment tool (collaborative)		Collaborative proposals	Collaborative proposals	Collaborative proposals		
*** Due diligence documentation		All collaborative proposals	All collaborative proposals (Financial due diligence only)	All collaborative proposals		All collaborative proposals (Financial due diligence only)
Extended Due diligence documentation				As applicable	As applicable	All collaborative proposals (Financial due diligence only)
Health and Safety Questionnaire		New delivery location for existing course				
Checklist for Approval of New delivery location		New delivery location for existing course				
Validation document and appendices (see Table 5, Section 9.5)					All proposals undergoing Validation	Section x. of the Validation Document
Other documents as required			Any relevant Stage One notes and/or conditions set by the CPDG	Any relevant (academic) Stage One notes and/or conditions set by the CPDG	Any notes made or conditions set by the relevant committees at previous Stages	Any relevant Stage Four notes and/or conditions set by the Validation panel.

* Investment Appraisal form: may not be required in all cases, at the discretion of the RVC Finance Director

** New Course Risk Assessment tool is not required for "Resourcing Change to Existing Course"

*** Due diligence documentation: specific information requested and gathered may vary according to nature of collaboration and of collaborative partner

6. APPROVAL PROCESS: STAGE ONE – APPROVAL IN PRINCIPLE

6.1 STAGE ONE APPROVAL - OVERVIEW AND RATIONALE

The initial consideration and approval of a new proposal is undertaken by the RVC's CPDG. The CPDG will consider the documentation submitted by the Course Development Team and ask the Course Development Team to address any concerns, before approving the proposal in principle.

Both academic and financial/resourcing elements of the proposal are considered by the CPDG at Stage One. This strategic approach is designed to maximise the likelihood of the College continuing to meet Indicator 1 of both Chapter B1 (Programme Design, Development and Approval) and Chapter B10 (Managing Higher Education with Others) of the QAA Quality Code:

“Higher education providers maintain strategic oversight of the processes for, and outcomes of, programme design, development and approval, to ensure processes are applied systematically and operated consistently.”
(Indicator 1, Chapter B1)

and

“A strategic approach to delivering learning opportunities with others is adopted. Appropriate levels of resources (including staff) are committed to the activities to ensure that the necessary oversight is sustained.”
(Indicator 1, Chapter B10)

6.2 STAGE ONE (A) APPROVAL - COURSE DEVELOPMENT: RVC NEW PROGRAMME APPROVAL FORM (STAGE 1A)

The Course Development Team (normally, the Course Proposer) will submit to the CPDG the document (RVC New Programme Approval Form (Stage 1A)) identified in Section 5.2.

The completed New Programme Approval Form should consist of three sides of A4 paper only and should be sent to the College's Academic Quality Manager once completed. The document will then be sent to the CPDG for approval.

On CPDG approval of the New Programme Approval Form the Course Proposer may progress to Stage One (b) of the Course Approval process.

6.3 STAGE ONE (B) APPROVAL - COURSE DEVELOPMENT: RVC NEW PROGRAMME APPROVAL FORM (STAGE 1B)

In order to aid completion of the New Programme Approval Form, Course Proposers should at this stage convene their full Course Development Team, in liaison with the Academic Registrar. The Course Development Team (Course Proposer) will submit to the CPDG the documents identified in Section 5.2 (to include draft Programme Specification). **Course Proposers will be invited to the CPDG meeting at which the documents are considered.**

Please note that the department(s) under which the course will run may be required to contribute to the costs of any associated market research conducted at this stage of development by or on behalf of the Course Development Team.

The relevant colleagues from the following sections/departments must be consulted regarding the proposal during this phase of development and must have the opportunity to contribute where appropriate to the development of the submitted New Programme Approval Form:

- Academic Quality
- Academic Registry
- Educational Development
- External Relations (including Marketing)
- Finance
- Infrastructure Operations
- IT Services & Systems
- Learning Technology & Innovation
- Library & Infrastructure Customer Services
- RVC Access and International Engagement

Any Collaborative partner(s) must have the opportunity to contribute to the relevant aspects of the proposal.

Please see Sections 6.3.1 and 6.3.2 below for detail of variation to Stage One procedures/forms for certain proposal types.

6.3.1 Stage One approval – Study Abroad

RVC Access has, as mentioned at [Section 2.2.1](#), developed separate guidelines and forms for use in approval and management of Study Abroad; those guidelines and forms are available on request from the College's Study Abroad and Short Courses Officer.

Whilst these forms are intended to complement the existing forms that would normally be used when approving a Resourcing change to an existing course (the category that is most likely to apply to a Study Abroad proposal) the CPDG may, at its discretion, require the Course Proposer to additionally complete one or more of the Stage One forms that would be used for approval of a Resourcing change:

- [Course Development: RVC New Programme Approval Form \(Stages 1A and/or 1B\)](#)
- Investment Appraisal form

6.3.2 Stage One approval - Credit Accumulation and Transfer / Intra Mural Rotations

A proposal involving development of either Credit Accumulation and Transfer or an Intra Mural Rotation would normally, when it falls under this Design and Approval of Courses procedure, be categorised as a Resourcing change to an existing course. The forms to be used under these circumstances are:

- [Course Development: RVC New Programme Approval Form \(Stages 1A and/or 1B\)](#)
- Investment Appraisal form

It is recognised that the current versions of these forms are most suitable for development and approval of entire courses (not individual modules) and so the CPDG may, at its discretion, waive completion of certain elements of these Stage One forms as appropriate to the proposal under consideration.

6.4 APPROVAL AT STAGE ONE (B) AND NEXT ACTIONS

At Stage One (both at Stage 1A and at Stage 1B) the CPDG will consider the documentation provided and will ask the [Course Development Team](#) to address any concerns before either progressing/approving the proposal in principle or rejecting the proposal.

At Stage 1B the CPDG will determine the minimum enrolment number for the proposal under consideration, and will advise the Course Proposer of this.

The CPDG will pass the documentation with their notes to the appropriate committees/groups for all subsequent stages of the approval process and will communicate the decision to the Course Development Team.

The financial (Stage Two) and academic elements (Stages Three and Four) of the proposal will be separately considered for final approval. Separation of approval of financial and academic elements of the proposal meets the requirement of Indicator 3 of Chapter B10 of the QAA Quality Code:

“Policies and procedures ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities. Consideration of the business case is conducted separately from approval of the academic proposal.”

All successful proposals will proceed to Stage Two of the approval process. Whether a proposal proceeds to Stage Three (Academic Approval of High Risk Proposals) or Stage Four (Validation, as applicable) will depend on:

- The outcome of the risk assessment that is completed by the CPDG on the basis of the completed New Course Risk Assessment tool (see following [Section 6.5](#))
- (For collaborative provision only) The assessment of risk to the College generated by the partnership as determined during due diligence enquiries (all proposals involving a high risk partner must be submitted to Stage Three approval - see following [Section 6.5.1](#)).
- The type of proposal (Resourcing Changes to Existing Courses and New Delivery Locations for Existing courses do not require validation and so approval is granted at either Stage Two or Stage Three).

Should a proposal fail to pass this Stage One of the approval process the CPDG will provide the Course Development Team with detail of its reasoning for not approving the proposal, and any steps that must be taken in order for the proposal to be reconsidered. There will be no barrier to Course Development Teams resubmitting the proposal and associated documentation to the CPDG for approval save that the CPDG must be afforded reasonable time to reconsider the revised New Programme Approval Form and that there must be sufficient and reasonable time for further development of the course to take place before submission to Stages Two, Three and/or Four as appropriate.

6.5 RISK ASSESSMENT AND IMPACT ON NEXT STAGE OF APPROVAL

As part of Stage One approval the Course Proposer will be asked to complete a New Course Risk Assessment tool (*excludes proposals that are in the “Resourcing change to existing course” category*). The content of the tool will differ according to whether the course is collaborative or non-collaborative in nature.

Completion of the tool will allow for calculation of an “overall risk score” (Low, Medium or High) for each of two (non-collaborative proposals) or three (collaborative proposals) of the following categories:

- Context-related risks
- Course-related risks
- Partner-related risks (collaborative proposals only).

High risk proposals

Proposals approved in principle by CPDG but with a High overall risk level in any one of the two/three Sections of the tool will proceed to Stages Two *and* Three of the approval process. These proposals are submitted to LTAC/RDC and then to Academic Board for consideration and approval and subsequent progress to Stage Four as applicable.

Medium risk proposals

Proposals approved in principle by CPDG but with a Medium overall risk level in two of the two/three Sections of the tool will also proceed to Stages Two *and* Three of the approval process. These proposals are submitted to LTAC/RDC and then to Academic Board for consideration and approval and subsequent progress to Stage Four as applicable.

Low risk proposals

Proposals approved in principle by CPDG and which do not fall into the above categories (Medium risk proposal or High risk proposal) proceed to Stages Two (and Four as applicable) of the approval process (i.e. Stage Three is omitted). These proposals will be submitted to LTAC/RDC and Academic Board for information only.

6.5.1 Risk Assessment and Due diligence

For courses involving collaborative provision due diligence will additionally be performed on the proposed collaborative partner at this stage.

If a collaborative partner is judged during due diligence enquiries to attract a high level of academic or reputational risk, any *course delivered with that collaborative partner will automatically be referred to both Stages Two and Three of the Course approval process, irrespective of the proposal risk score (i.e. Low, Medium or High) achieved on the New Course Risk Assessment.

See Sections 6.4.1 and 6.4.2 of the [Collaborative Provision](#) procedure for further detail of the approval of due diligence on a Collaborative Partner.

* The requirement for proposals made within high risk partnerships to go to Stage Three of the course approval process applies also to proposals that are in the “Resourcing change to existing course” category.

6.6 TIMINGS AND TIMELINE FOR STAGE ONE APPROVAL

Please see [Figure 2 \(Section 5\)](#) for indicative timings for Stage One approval of courses.

6.7 OVERVIEW OF COURSE PROPOSAL AND DEVELOPMENT GROUP

The Course Proposal and Development Group (CPDG) is an operational group that reports to Learning, Teaching and Assessment Committee (LTAC) and can review innovative ideas for and involving taught courses arising throughout the College.

The Group includes senior representation from across a number of College functions and is charged with guiding the expansion of the College’s taught courses portfolio on the basis of the College’s agreed strategic direction.

The Group is also involved in the process of approval of new collaborative partnerships (see Section 5 of the College’s procedure for [Collaborative Provision](#) for further details).

6.8 MEMBERSHIP OF COURSE PROPOSAL AND DEVELOPMENT GROUP

- Academic Registrar or nominee
- Associate Dean for Postgraduate Teaching and Learning
- Associate Dean for Student Experience
- Associate Dean for Undergraduate Teaching and Learning
- College Secretary
- Director of External Relations
- Director of Learning and Wellbeing
- Director of Finance or nominee
- Director of RVC Access and International Engagement
- Head of Admissions
- Student Union President or nominee
- Vice Principal (Students)
- Vice Principal for Learning, Teaching and Assessment
- Secretary (Non-voting) (to be nominated by Academic Registrar)

The Chair is agreed by consensus on a rotating (as-needs) basis, from the membership as detailed above.

CPDG members are encouraged to co-opt or invite a specific individual or individuals (whether internal or external) for advice should specific considerations arise and requisite expertise be required.

6.9 COURSE PROPOSAL AND DEVELOPMENT GROUP OBJECTIVES

- To guide the expansion of the College's taught courses portfolio on the basis of the College's agreed strategic direction.
- To initiate/review/recommend for approval proposals for development of new courses.
- To initiate/review/recommend for approval proposals for modification of current courses.
- To initiate/review/recommend for approval proposals for development of new collaborative partnerships.
- To make recommendations for course closure to Academic Board, in agreement with LTAC/RDC (as appropriate).

6.10 INITIAL APPROVAL OF COURSES – CPDG TERMS OF REFERENCE

1. New courses must be in keeping with the College's Mission and Strategic Plan 2014-2019
2. New courses must complement and strengthen the College's portfolio of courses.
3. New courses must be financially viable.

7. APPROVAL PROCESS: STAGE TWO - FINANCIAL APPROVAL OF PROPOSALS

Stage Two financial approval of proposals is conducted by CEC.

On completion of Stage One, the CPDG will submit the documents identified in [Section 5.2](#) to CEC (but see also Sections [6.3.1](#) and [6.3.2](#) for brief detail of permissible variations to Stage One documentation submitted for certain types of 'Resourcing change' to an existing course).

Whilst the financial/resourcing elements of the proposal have already been reviewed (by the CPDG, of which the Director of Finance or a nominee is a member) CEC's role is to consider the proposal in the context of the College's overall budget and financial plans and alongside other priorities. If appropriate, CEC approval may be subject to certain conditions.

Confirmation or otherwise of approval (and any conditions precedent) will be communicated to both the [Course Development Team](#) and the CPDG.

CEC has the authority to require amendments to the New Programme Approval Form, and, for courses involving Collaborative Provision, to require inclusion of specific finance-related clauses into any future Memorandum of Agreement for the collaborative element of the course under consideration.

7.1 APPROVAL AT STAGE TWO AND NEXT ACTIONS

For proposals in the categories "Resourcing Changes to Existing Course" and "New Delivery Locations for Existing course" Stage Two approval constitutes final approval, unless the proposal is deemed 'high risk' (see [Section 6.5](#)) and requires Stage Three approval.

For proposals bypassing Stage Three and going directly to Stage Four approval (Validation panel meeting), CEC will inform the Academic Quality Manager of the decision so that preparation for validation may commence. The approved New Programme Approval Form should be passed on to the Chair of the Validation panel as soon as this appointment is confirmed – this will aid the Validation panel in its decision making around the [Validation Term of Reference](#) no. 6 (resources).

7.2 REJECTION AT STAGE TWO AND NEXT ACTIONS

Should a proposal fail to pass this Stage Two of the approval process CEC will provide both the Course Development Team and the CPDG with detail of its reasoning for not approving the proposal, and any steps that must be taken in order for the proposal to be reconsidered. There will be no barrier to Course Development Teams resubmitting the New Programme Approval Form and associated documentation to CEC for approval save that the CPDG must be consulted prior to resubmission and accorded the opportunity to pass further comment to CEC on the revised New Programme Approval Form.

8. APPROVAL PROCESS: STAGE THREE - ACADEMIC APPROVAL OF HIGH RISK PROPOSALS

At Stage Three, proposals approved in principle by the CPDG at Stage One but with a risk considered to be “high” are submitted to LTAC (or RDC for proposals for courses that are managed by the RDC) for consideration and approval and then to RVC Academic Board for endorsement of the LTAC/RDC decision.

All proposals developed within high risk collaborative partnerships (see [Section 6.5.1](#) of this procedure) are also subject to Stage Three of the course approval process.

The Academic Registrar will collate and submit the paperwork identified in [Section 5.2](#) to LTAC/RDC. The Course Proposer is responsible for defending/presenting the proposal.

LTAC/RDC has the authority to require amendments to the proposal prior to approving it. LTAC/RDC will pass details of the decision, together with any relevant documentation, to Academic Board for endorsement and will inform both the [Course Development Team](#) and the CPDG of the decision, outlining – in the event of a positive decision - any conditions to be met.

8.1 APPROVAL AT STAGE THREE AND NEXT ACTIONS

For proposals undergoing Stage Four approval (Validation panel meeting), LTAC/RDC will inform the Academic Quality Manager of the decision (including any conditions to be met prior to validation) so that preparation for validation may commence.

Although approval from Academic Board should be received before validation, academic approval of high risk proposals by LTAC/RDC will constitute tacit approval to proceed to Stage Four.

8.2 REJECTION AT STAGE THREE AND NEXT ACTIONS

Should a proposal fail to pass this Stage Three of the approval process LTAC/RDC will provide both the Course Development Team and the CPDG with detail of its reasoning and any steps that must be taken in order for the proposal to be reconsidered.

There will be no barrier to Course Development Teams resubmitting the proposal and associated documentation to LTAC/RDC for approval save that the CPDG must be consulted prior to resubmission and accorded the opportunity to pass further comment to LTAC/RDC on the revised New Programme Approval Form. Normally re-submission and consideration will be by formal committee meeting but in exceptional cases approval by correspondence may be sought.

9. APPROVAL PROCESS: STAGE FOUR - VALIDATION PANEL MEETING

Once a proposal has passed Stages One and Two (and Stage Three for high risk proposals) the course will be considered for final academic approval at a Validation panel meeting (Validation).

9.1 FORMAT OF VALIDATION

The format of Validation may vary according to the type of proposal, as per the below Table 4.

TABLE 4 – FORMAT OF VALIDATION	
Type of proposal	Type of Validation
New Course	Full Validation panel meeting
Replacement of Existing Course	Full Validation panel meeting
New Mode of Delivery for Existing Course	Abridged Validation panel meeting. Extent and format of re-validation to be determined by Chair of TQC, normally in consultation with Academic Registrar.
Major Change to Existing Course	Abridged Validation panel meeting. Extent and format of re-validation to be determined by Chair of TQC, normally in consultation with Academic Registrar.
Collaborative Provision (RVC or Joint award)	For RVC awards the composition of the Validation panel will normally be as per standard College requirements. The identities of the External Panel Members may be determined in consultation with the Collaborative Partner as appropriate. For Joint awards, the composition of the Validation panel will normally be determined by the Chair of TQC in consultation with the partner Degree Awarding Body as appropriate.
University of London International Programmes	New Courses (including Replacement of Existing Courses) are additionally considered by the University of London Worldwide Learning, Teaching and Assessment Sub-Committee (LTAS), University of London Worldwide Academic Committee and the Financial Committee, and approved by the Board of University of London Worldwide. Substantial changes to existing courses (e.g. Major Change or New Mode of Delivery) are additionally considered by LTAS and University of London Worldwide Academic Committee and reported to the Board of University of London Worldwide.
Contribution to other Degree Awarding Body's course (award)	As per the requirements of the validating institution
New Delivery Location for Existing Course	N/A
Resourcing Change to Existing Course	N/A

9.1.1 Abridged Validation Process

For Joint awards and for proposals constituting either “New mode of delivery for existing course” or “Major change to existing course” the extent, format and panel composition of the Validation panel meeting (or re-validation) will be determined by the Chair of TQC, in consultation with others as appropriate. The Chair of TQC is to ensure that any variation from standard procedure is communicated to both the Course Development Team and the CPDG.

9.2 EXEMPTIONS FROM STAGE FOUR APPROVAL

Stage Four approval is not required for:

- New delivery location for existing course
- Resourcing change to existing course

9.3 FULL VALIDATION PROCESS - OVERVIEW

Validation panel meetings for all courses under development for commencement in autumn of any given academic year will normally be held between February and April of the preceding calendar year. The Validation panel meeting dates for courses with a different start date (e.g. some postgraduate taught courses) will be amended accordingly.

Validation panel meeting dates will be informed by and will take into account the requirements made of the College, particularly in respect of marketing and admissions, by its contracts with students (whether existing or future).

A Validation will normally proceed as follows:

1. Consideration by the Validation panel of documentation, in advance (see Section 9.5.1).
2. Preparation of an agenda of key issues.
3. A Validation panel meeting, normally lasting one day and including some or all of the following:
 - meetings with staff;
 - where appropriate, meetings with students and graduates of related courses;
 - scrutiny of additional documentation as requested by the panel;
 - scrutiny of learning resources;
 - private meetings of the panel.

The Course Development Team will be asked to submit the Validation Document and its appendices (see Section 9.5, and in particular Section 9.5.1, for expected detail of the content of the Validation Document) at least four weeks prior to the date of the Validation panel meeting. Please note that, as per Section 9.6, additional time ahead of this deadline may be required for approval of the Programme Specification and the Assessment and Award Regulations.

A briefing meeting with the College’s Academic Quality Manager or a nominee will take place prior to validation, in order to provide the Course Development Team with further detail of the procedure and requirements.

It is recommended that the entire Course Development Team meet some weeks before the Validation date to agree and review the content of the Validation Document to be provided to the Validation panel and to ensure that all persons scheduled to be in attendance at the Validation itself are briefed on the process and programme for the day of the Validation.

The Validation panel members will consider the documentation provided by the Course Development Team. The apportionment of scrutiny of the documentation is a matter for the Chair of the Validation panel (Panel Chair) to decide but it is suggested that each panel member be asked to take particular ownership of a key portion of the information according to his/her expertise rather than asking each panel member to consider the entire Validation document and its appendices. Apportionment may be achieved by assigning one or more of the individual Terms of Reference to individual panel members; certain Terms of Reference may be further subdivided. Alternatively, multiple panel members may be assigned to one particular Term of Reference.

The Validation panel members will provide their comments and questions to the Panel Chair (normally via the Secretary to the Validation panel) and this may then be fed back to the Course Development Team in advance of the Validation. This provides the Course Development Team with an opportunity to further develop the documentation in advance of the meeting and so allow for more time at the Validation itself for discussion of pertinent issues and, hopefully, for further enhancement of the course.

Based on the Course Development Team's response to the initial comments and questions delivered in advance by the Validation panel, the Validation panel may draw up an agenda of key issues for further exploration at the Validation panel meeting.

The panel has the flexibility to decide on the agenda for the day based on the type of course under consideration, the panel's reading of the documentation submitted to date and on the responses of the Course Development Team to the panel's initial questions and comments. However, the agenda will normally include those activities mentioned at the head of this [Section 9.3](#).

9.4 VALIDATION PANEL MEMBERSHIP

9.4.1 Secretary to the Validation Panel

To be nominated by the College's Academic Quality Manager.

9.4.2 Internal Panel Members

There will normally be two internal members of academic staff on a Validation panel. One member will be a nominee of LTAC (or RDC for proposals for courses that are managed by the RDC) and one will be a nominee of TQC.

Internal Panel Members must have experience of teaching at least at the level (FHEQ) of the course that is being validated.

Internal Panel Member nominations may be made by Chair's Action if necessary. The nominating committees may wish to liaise to ensure an appropriate mix of experience of the design, development and approval process and a familiarity with the academic content and/or auxiliary matters relating to the course.

As mentioned at [Section 3.2.1](#), Chapter B1 of the QAA Quality Code recommends that: "*Higher education providers may arrange for staff unfamiliar with course design and the processes of development and approval to work alongside or observe a more experienced colleague...*". It is important that at least one of the two nominees is sufficiently experienced in the process of course design, development and approval. Equally, it would be appropriate to nominate a candidate who is familiar with the academic content and/or auxiliary matters relating to the course.

To avoid conflict of interest Internal Panel Members should not be drawn from members of the [Course Development Team](#).

There should always be at least as many Internal Panel Members as there are External Panel Members. If circumstances dictate (see [Section 9.4.3](#) below), TQC may nominate one further member of academic staff to the Validation panel to ensure that this requirement is adhered to.

9.4.2.1 Chair of the Validation Panel

The Chair of TQC will be asked to appoint one of the nominated internal panel members as Chair of the Validation panel (Panel Chair). The Panel Chair will normally be appointed on the basis of the respective levels of experience that the internal panel members have of the process of design, development and approval of courses.

In the event of a split decision in respect of approval of a course and/or determination of Critical/Required/Recommended Actions the Panel Chair will have the casting vote.

9.4.3 External Panel Members

The Course Proposer(s) should informally approach at least two external specialists who may be approached to be External Panel Members. The Course Proposer(s) will then provide the Secretary to the Validation panel with a biography / CV for each proposed External Panel Member for review by the Panel Chair, who will approve the nomination as appropriate. The Secretary to the Validation panel will write to approved External Panel Members to confirm their appointment to the role.

External Panel Members provide comment on the proposal and will normally attend the Validation panel event in person (though attendance via videoconferencing may also be permitted if circumstances require this).

If a nominated External Panel Member cannot attend the Validation, whether in person or via videoconferencing, the appointment should be rescinded and an alternative nomination made by the Course Proposer(s).

Suggestions for External Panel Members should, where possible, align with the objectives of the course - the list of suggested external contributors at [Section 3.3](#) may be drawn on when considering the choice of external specialists to be nominated and selected for involvement with validation. Individuals nominated as External Panel Members in the past have included:

- senior academics running similar courses;
- senior figures in the profession;
- representatives of major prospective employers of graduates of the course under consideration.

For particularly complex programmes of study it may be appropriate to appoint more than two External Panel Members to the Panel. Additionally, representatives from PSRBs may be invited to appointment to a Validation panel to aid their determination that the requirements set by the PSRB in respect of the course under validation will be fulfilled. Such appointment will be in addition to those External Panel Members already nominated by the Course Proposer(s).

9.4.4 Student Panel Members

The Course Proposer and the Panel Chair may jointly approach a suitably qualified and experienced current student or recent graduate of the RVC to join the panel as a Student Panel Member.

The Student Panel Member will provide comment on the proposal and will normally attend the Validation panel event in person (though attendance via videoconferencing may also be permitted if circumstances require this).

9.4.4.1 Other involvement of students in Stage Four approval

Student participation in course approval at the RVC is encouraged and may be formal or informal, involving a spectrum of different levels of engagement in addition to the already-mentioned student panel membership:

- Written and/or verbal feedback may be sought from current students/graduates in cognate areas or on generic elements of the course prior to validation and is provided to panel.
- Current students/graduates in cognate areas may attend a working lunch with panel.

9.5 VALIDATION TERMS OF REFERENCE

The Validation Terms of Reference, against which the Validation panel will assess the proposal and supporting documentation submitted by the Course Development Team in determining whether to approve the course, are as follows:

1. The design principles underpinning the course.
2. The definition and appropriateness of standards in accordance with the level and title of the award.
3. The relevance, balance and currency of the proposed content.
4. The appropriateness of the proposed assessment and feedback regime.
5. How the proposal supports the objectives of the College's Mission, Strategic Plan and LTAE Strategy.
6. The resources needed and available to support the course.
7. Approval and formal appointment of the suggested Curriculum Managers.

Table 5 below maps the documentation (and content) required in the Validation document and its appendices in order that the Validation panel may address each of the individual Terms of Reference.

TABLE 5 – MAPPING OF VALIDATION DOCUMENT TO VALIDATION TERMS OF REFERENCE		
<u>Validation Terms of Reference</u>	<u>Validation Document</u>	<u>Supporting Evidence / Appendices</u>
The areas to be addressed by the Validation panel in determining whether to approve the course.	Content the Validation panel will judge in order to confirm whether the Terms of Reference have been met <i>(see 9.5.1 Validation Document -Suggested Contents below)</i>	Documents/website-links that should be provided to the Validation panel as appendices to the Validation Document <i>To note: Most of this information will be collated by the Validation Secretary. The items to be collated by the Course Proposal Team are starred in this table.</i>
1. The design principles underpinning the course.	i – xiv,	
2. The definition and appropriateness of standards in accordance with the level and title of the award.	iv, vi, vii, viii,	Internal and External reference points: <ul style="list-style-type: none"> • Please see sections 4.1 and 4.2 of this procedure for detail of the internal and external reference points that should be provided to the Validation panel as appendices to the Validation Document.
3. The relevance and currency of the proposed content.	i,	<ul style="list-style-type: none"> • Results of any Market Research conducted with potential employers, current and/or prospective students (if applicable) *
4. The appropriateness of the proposed feedback and assessment regimes.	iv, v, vi, vii, ix,	<ul style="list-style-type: none"> • Common Grading Scheme • Assessment Design Rules • URL for the Academic Quality, Regulations and Procedures section of the RVC website.
5. How the proposal supports the aims and goals of the Strategic Plan and LTA Strategy.	ii,	<ul style="list-style-type: none"> • Strategic Plan 2014-2019 • LTAE Strategy 2014-19
6. The resources needed and available to support the course.	ix,	<ul style="list-style-type: none"> • Draft MoA if available (if course includes collaborative provision) • Access to RVC Learn (if pre-existing content exists on the VLE) *

9.5.1 Validation Document – Contents

To note: This information will be developed by the Course Development Team and sent to the Secretary to the Validation panel at least four weeks prior to the validation date. The Academic Quality team will be able to assist the Course Proposal Team in locating any internal and external documents referred to in this list.

- i. Rationale: Course title, start date, aims and objectives, including a justification for why it is felt that the content is both current and of relevance to the intended participants/industry;
- ii. Mapping of how the proposal supports the goals and aims of the RVC Strategic Plan and LTAE Strategy;
- iii. Course Structure – overview of the course duration and modules with credit values;
- iv. Programme Specification (refer to Programme Specification template); *
- v. Assessment and Feedback Strategy;
- vi. Assessment and Award regulations (refer to Assessment and Award Regulations template, Assessment Design Rules and the College Marking Schemes); *
- vii. General Regulations for Study and Awards
- viii. Module Outlines;
- ix. Mapping to external reference points - how the proposal meets the:
 - expectations of relevant subject benchmark statements;
 - level of intended learning outcomes as per the framework for higher education qualifications;
 - criteria in the University of London Regulation 1;
 - requirements of appropriate professional or statutory, regulatory bodies (if applicable).
- x. Resources available to support the course:
 - a. Financial (e.g. student projects, field trips etc), Learning (e.g. VLE, IT, Library, live/dead animals etc),
 - b. Human (e.g. academic staffing list - this will include details for all **suggested Curriculum Managers [and will include a Curriculum Vitae for staff of collaborative partners and where the proposal is in a substantially new subject area for the RVC, at the discretion of the Panel Chair], staff development, support, admin and technical staff etc),
 - c. Physical (accommodation, equipment, teaching rooms etc);
- xi. Course and Quality management (e.g. Course Management Committee, and compliance with academic quality assurance and enhancement procedures such as monitoring and review, external examiners, student engagement, etc);
- xii. Course Information – what, how, when and where will information be provided to students (e.g. information on assessment and feedback, timetables, examinations, etc)
- xiii. for taught Master's courses: Extent of any commonality with any undergraduate degree (bearing in mind the recommendation of the QAA document “Higher education credit framework for England: guidance on academic credit arrangements in higher education in England” (2008) that not more than one-third of the taught element of a Master's course may normally be at FHEQ level 6).
- xiv. for undergraduate degrees: An analysis of progression so that it is evident that the curriculum imposes an increasing level of demand on the learner as the course progresses.
- xv. for Professional doctorates: Extent of any commonality with any taught postgraduate degree (bearing in mind the recommendation of the QAA document “Higher education credit framework for England: guidance on academic credit arrangements in higher education in England” (2008) that not more than one-third of the taught element of a Professional doctorate may normally be at FHEQ level 7).

* The Programme Specification and the Assessment and Award Regulations do not have to be approved by the relevant Course Management Committee prior to validation; the Programme Specification will have previously been reviewed by the CPDG at Stage 1B approval and both documents will need to be approved by the relevant colleagues (see section 9.6) prior to the validation meeting. The Panel Chair and the Panel Secretary should confirm that the relevant colleagues have approved the content of these documents prior to validation, to avoid delayed approval of the proposal.

** Suggested Curriculum Managers will be approved by the Validation panel following prior approval by the nominees' Head(s) of Department, which shall be sought by the Course Proposer in advance of the Validation panel meeting.

9.6 PROGRAMME SPECIFICATION AND ASSESSMENT & AWARD REGULATIONS

The Programme Specification will be considered for approval at validation. A first draft of the Programme Specification will have been reviewed by the CPDG as part of Stage 1B approval but the Programme Specification may require further amendment during the course development period and should be submitted for review by the appropriate colleagues in good time. The Programme Specification must be submitted to the Academic Registrar and the Panel Chair for approval in advance of it being distributed, together with the remaining validation documentation, to the Validation panel. Please allow time for approval of the Programme Specification ahead of the Validation panel meeting. The final 'validation-ready' Programme Specification will be sought by the Chair and/or Secretary of the Validation panel from the Academic Registrar prior to the validation.

The Assessment and Award Regulations will be considered for approval at validation and should be submitted for review by the appropriate colleagues in good time. The Assessment and Award Regulations must be submitted to the Academic Registrar and the Panel Chair for approval in advance of their being distributed, together with the remaining validation documentation, to the Validation panel. Please allow time for approval of the Programme Specification ahead of the Validation panel meeting. The final 'validation-ready' Assessment and Award Regulations will be sought by the Chair and/or Secretary of the Validation panel from the Head of Examinations or the Senior Examinations Officer prior to the validation.

9.6.1 Post-validation

Should the Programme Specification and the Assessment and Award Regulations be approved without amendment at the Validation panel meeting, these may be submitted to the Academic Quality Administrator / the Head of Examinations (respectively) as per normal college procedures.

If any required or critical actions relating to the Programme Specification and/or the Assessment and Award Regulations are mandated by the Validation panel these changes will be approved by the Validation panel prior to the amended document/s being submitted to Academic Quality Administrator / the Head of Examinations (respectively) as per normal college procedures.

Any recommended changes to the Programme Specification and/or the Assessment and Award Regulations suggested by the panel should be actioned according to the college procedures for amendment of Programme Specifications/Assessment and Award Regulations as applicable. The Programme Specification/Assessment and Award Regulations submitted at validation should nonetheless be considered to be approved and no further approval by e.g. CMC is required until any recommended changes have been made and submitted for approval.

9.7 VALIDATION OUTCOME & REPORT

A report of the Validation panel including any Critical, Required and/or Recommended Actions will be prepared by the secretary to the Validation panel.

9.7.1 Timeframe for completion of report and formal approval of course

The report will normally be completed within eight weeks of the Validation panel meeting, this to include approval of the report by the Panel members and confirmation of report accuracy and initial responses to any critical, required and/or recommended actions from the Course Proposal Team. The report will be submitted to TQC at the next scheduled committee meeting date for approval, and to LTAC/RDC for information. After approval by TQC, the report and recommendations will be submitted to the Academic Board for approval and will be made available electronically.

A new course, award or module may not be marketed as "validated" until the Validation panel report has been endorsed by TQC and approved by Academic Board. Under exceptional circumstances TQC and Academic Board approval may be granted by correspondence, in consultation with the Panel Chair and the Head of the CPDG. Such approval should be reported at the following meetings of TQC and Academic Board as per standard College procedures.

9.7.2 Report content

The report will follow the standard template for Validation reports.

9.7.3 Responses to Actions, requirements and recommendations

Formal responses to any Actions requested by the Validation panel must be made initially to both the Secretary and Chair of the Panel. The Panel Chair may consult with colleagues in determining whether a requirement or recommendation has been met and the Chair's decision shall be final (but please also see the process for Critical Actions below). The Validation Secretary will record the progress of the Course Proposal Team in

meeting the requirement(s) and/or recommendation(s) and ensure that this information is shared with the appropriate committee(s) at the relevant time.

Any outstanding Actions at the time of submission of the report to TQC and Academic Board should be noted within the report.

The Validation secretary will submit a report detailing progress with outstanding Actions to each subsequent meeting of TQC until such time as the Actions are completed or delivery of the course commences, in which case the below procedure for inclusion of outstanding Actions on Academic Quality Improvement Reports will take effect.

9.7.3.1 Academic Quality Improvement Reports

If any Actions are outstanding at the start of delivery of the course, these will be included within the Academic Quality Improvement Report (AQI Report) template for the relevant course, with the expectation that commentary on progress with meeting these recommendations/requirements will be included in the next submitted AQI Report as part of the College's monitoring and review of programmes of study procedure.

9.7.4 Types of Actions that may be mandated by the Validation panel

9.7.4.1 Critical Actions:

A Critical Action is one that must be satisfactorily completed before a decision to recommend the approval of a course may be reached.

A new course, award or module may not be deemed as "validated" until any Critical Actions set by the validation Panel have been satisfactorily completed and written confirmation of this is received from the Panel Chair.

A response to a Critical Action shall be evaluated by the entire Validation panel. Where a unanimous decision is not achieved a vote of the Panel will take place. In the event of a split vote the Panel Chair shall have a casting vote. The decision of the Panel will be formally recorded by the Secretary (who shall not have a vote).

The decision of the Panel shall be final. Options available to the Panel are at the discretion of the Panel and include:

- Requirement has been met and course may progress without further Required and/or Recommended Actions
- Requirement has been met and course may progress with further Required and/or Recommended Actions
- Requirement for the Course Proposal team to resubmit response to Critical Action
- Decline to approve validation

In the event that a Validation panel declines to approve validation the proposal may be resubmitted to the most appropriate Stage of the approval process at the next available opportunity.

Any successor proposal referred back to Stage One of the approval process may be required by the CPDG to subsequently undergo Stage Three approval regardless of the risk assessment score received by the successor proposal at Stage One approval.

9.7.4.2 Required Actions:

A Required Action is one that must be completed to the satisfaction of the Panel Chair prior to one or more defined next actions being commenced.

Any next actions that are contingent on the Course Development Team meeting one or more Required Actions must not be taken before these Required Actions have been met and written confirmation of this is received from the Panel Chair.

Example of a Required Action:

"That a Course Director be identified and appointed before the course is marketed".

9.7.4.3 Recommended Actions:

A Recommended Action is one that the Validation panel feels would further enhance the standards and/or academic quality of a course or component of a course. Whether and how the Course Development Team responds to a Recommended Action is at the discretion of the Course Development Team.

Example of a Recommended Action:

"The Panel recommended that the course team agree, and publish, a clear definition of 'Foot Trimming'".

9.7.5 “Standing” Next Actions

Please see [Table 1, Appendix 1](#) for (non-exhaustive) details of the “standing” next actions (common to all new courses of the type under validation) that will need to be taken post-approval and prior to commencement of delivery of the new course.

9.8 AMENDMENTS TO FINANCES/RESOURCING

If a Required or Critical Action necessitates a change to the finance/resourcing elements of the New Programme Approval Form as approved at Stage Two approval, a condition (requirement) for re-submission to the appropriate Stage of the approval process will be set by the Validation panel.

10. APPROVAL PROCESS: STAGE FIVE - FINANCIAL RE-APPROVAL OF PROPOSALS

Stage Five is required only if the Validation panel requires amendments to the resourcing of the proposal.

Financial re-approval of proposals is carried out by the CPDG and then CEC at the instruction of the Chair of the Validation panel.

On completion of Stage Four, the Validation panel will submit the documents identified in [Section 5.2](#) to the CPDG.

The financial/resourcing elements of the proposal will be re-reviewed by the CPDG. Any recommendations will then be passed on (together with the appropriate supplementary documentation) by the CPDG to CEC for approval, subject to any conditions suggested by either the CPDG or by CEC and which will be communicated to both the [Course Development Team](#) and the Validation panel Chair.

CEC has the authority to require further amendment to the New Programme Approval Form, and, for courses involving Collaborative Provision, to require inclusion of specific finance-related clauses into any future or amended Memorandum of Agreement for the collaborative element of the course under consideration.

10.1 REJECTION AT STAGE FIVE AND NEXT ACTIONS

Should a proposal fail to pass this Stage Five of the approval process the CPDG/CEC (as appropriate) will provide the Course Development Team and the Validation panel Chair with detail of their reasoning and any steps that must be taken in order for the proposal to be reconsidered. There will be no barrier to Course Development Teams resubmitting the New Programme Approval Form and associated documentation to CPDG for re-approval save that the Validation panel must be consulted prior to resubmission and accorded the opportunity to pass further comment to CPDG on the revised New Programme Approval Form.

11. EVALUATION OF PROCESSES FOR DESIGN AND APPROVAL OF COURSES

The processes and procedure for design and approval of courses will be reviewed every six years.

Evaluation and iterative modification (as required) of this procedure will additionally be carried out from time to time in response to feedback from those affected by the procedure.

Data collection is by targeted questionnaires for:

- Course Proposers
- Staff involved at Stage One approval (members of the CPDG)
- Validation panel Members (internal and external)
- Members of staff in support departments dealing with new and amended courses
- Collaborative partners
- Students involved at any stage

APPENDICES

APPENDIX 1 - POST-APPROVAL

A1.1 MATTERS FOR CONSIDERATION POST-APPROVAL

Once a course has been approved there will normally be a range of matters to further consider before the course start date.

In case of courses that are undergoing Stage Four approval at a Validation panel meeting, the validation report that is submitted to TQC, LTAC/RDC and Academic Board will include brief details of the key areas for consideration and the colleagues who need to be informed that a course has been successfully validated.

A more thorough (though not necessarily complete) list of matters for consideration for each type of proposal (including those for which Stage Four approval is not required) is included in [Table 1](#) below.

The Validation Secretary will contact the colleagues who are responsible for the tasks to advise them that the proposal has been approved. It is, ultimately, the responsibility of the Course Director(s) to lead the development of the programme and oversee its delivery. The Course Director(s) may wish to keep abreast of post-approval pre-commencement matters even where a specific task is not their direct responsibility.

A1.1.1 Course Management Committees for New Courses

One of the post-approval requirements for the validation of a new course is the set-up of a Course Management Committee (CMC) to manage the course.

The CMC Secretary will be appointed by the Academic Quality Manager immediately following the Validation.

Unless specified otherwise in the Memorandum of Agreement for a collaborative course, the CMC Chair will be appointed by LTAC/RDC at the first meeting following the Validation, or earlier by Chair's Action if deemed appropriate.

The first meeting of the CMC will take place in the term in which delivery of the course commences and CMC business and meetings shall be coordinated as directed by the Academic Committee Handbook.

Table 1 – Post-approval matters for consideration for each type of proposal

Task/Action	Applies To (Type Of Proposal)					College Regulation / Procedure / Guidance / Policy	Responsible Person(s)	Other Colleagues/ Departments To Be Notified
	New Course / Replacement Of Existing Course	New Mode Of Delivery For Existing Course	New Delivery Location For Existing Course	Major Change To Existing Course	Resourcing Change To Existing Course			
FOR COURSES INCLUDING COLLABORATIVE PROVISION								
Development / redevelopment of Memorandum of Agreement / letter of amendment	Yes	Yes	Yes	As applicable	As applicable	Collaborative Provision (PDF)	Collaborative Programmes Officer	Head of Postgraduate Administration (as appropriate)
ACADEMIC GOVERNANCE / QUALITY ASSURANCE								
Approval of any required changes to Programme Specification	Yes	Yes	Yes	Yes	As applicable	Updating And Approving Programme Specifications (PDF)	Course Director	Academic Quality Administrator (and CMC Chair/MCC Chair/LTAC Chair or RDC Chair as appropriate)
Approval of any required changes to Assessment and Award regulations	Yes	As applicable	As applicable	As applicable	As applicable	Updating And Approving Assessment & Award Regulations (PDF)	Course Director	Head of Examinations
Complete Annual Quality Improvement Reports	Yes	Yes	Yes	Yes	Yes	Monitoring and Review of Courses	Course Director / Year Leader / Rotations Director / Electives Director	Academic Quality Administrator
Complete Module / Strand Reviews	Yes	Yes	Yes	Yes	Yes	Module and Strand Review	Strand Leader / Module Leader / Rotation Leader / Elective Leader / Elective Subject Leader	Academic Quality Administrator
Identify student feedback opportunities and implement appropriate student surveys	Yes	As applicable	As applicable	As applicable	As applicable	Student, Graduate and Employer Surveys (PDF)	Academic Quality Officer (Student Engagement)	
Instruct Students' Union to recruit an SU Course Representative for each year of the course	Yes	As applicable	As applicable	As applicable	As applicable	Student Engagement	Academic Quality Officer (Student Engagement)	Students' Union Vice President for Representation and Communications, Students' Union President

Task/Action	Applies To (Type Of Proposal)					College Regulation / Procedure / Guidance / Policy	Responsible Person(s)	Other Colleagues/ Departments To Be Notified
	New Course / Replacement Of Existing Course	New Mode Of Delivery For Existing Course	New Delivery Location For Existing Course	Major Change To Existing Course	Resourcing Change To Existing Course			
COURSE MANAGEMENT								
Appointment of Course Management Committee (CMC) Secretary	Yes	No	No	No	No	Academic Committee Handbook (PDF)	Academic Quality Officer (Student Engagement)	
Appointment of Programme Support Co-ordinator	Yes	No	As applicable	No	As applicable	N/A	Academic Registrar	Course Director
Appointment of CMC Chair	Yes	No	No	No	No	Academic Committee Handbook (PDF)	LTAC/RDC Secretary LTAC/RDC Chair	Course Director
Appointment of Curriculum Managers	As applicable (if nominees not approved at Stage Four validation)	As applicable	As applicable	As applicable	As applicable	Nomination Form, Procedure and Criteria For Appointing Curriculum Managers (DOC)	Course Director	Academic Quality Administrator Head/s of Department
Allocation of Course to existing Course Management Committee	Yes	No	No	No	No	Academic Committee Handbook (PDF)	Academic Quality Officer (Student Engagement)	
Committees training – CMC Secretary and Chair to receive an induction	Yes	No	No	No	No	N/A	Academic Quality Officer (Student Engagement)	
Induction in Academic Quality Assurance and Enhancement Procedures for all new Curriculum Managers	Yes	As applicable	As applicable	As applicable	As applicable	N/A	Academic Quality Manager	

Task/Action	Applies To (Type Of Proposal)					College Regulation / Procedure / Guidance / Policy	Responsible Person(s)	Other Colleagues/ Departments To Be Notified
	New Course / Replacement Of Existing Course	New Mode Of Delivery For Existing Course	New Delivery Location For Existing Course	Major Change To Existing Course	Resourcing Change To Existing Course			
EXAMINATIONS								
Appoint Exam Board Chair and deputy	Yes	No	No	No	No	Constitution And Function Of Boards Of Examiners (PDF)	Academic Board (annually in Autumn)	LTAC/RDC Chair Head of Examinations
Appoint Exam Board secretary	Yes	No	No	No	No	Constitution And Function Of Boards Of Examiners (PDF)	Academic Registrar	Head of Examinations
Set-up of Exam Boards	Yes	No	No	No	No	Constitution And Function Of Boards Of Examiners (PDF)	Exam Board Chair (appointment of Assistant Examiners) Academic Board (appointment of Examiners and Assessors)	Head of Examinations
Appoint External Examiners	Yes	As applicable	As applicable	As applicable	As applicable	External Examiners	Course Director / Year Leaders	Academic Quality Officer (Standards)
Appoint Assessors (if course contains Collaborative Provision)	As applicable	As applicable	As applicable	As applicable	As applicable	Constitution And Function Of Boards Of Examiners (PDF)	Academic Board	Head of Examinations
Appoint Assistant Examiners (if required)	As applicable	As applicable	As applicable	As applicable	As applicable	Constitution And Function Of Boards Of Examiners (PDF)	Exam Board Chair	Head of Examinations
Set Exam Board Dates	Yes	As applicable	As applicable	As applicable	As applicable	N/A	Exam Board Chair Exam Board secretary	
Set Exam Dates	Yes	As applicable	As applicable	As applicable	As applicable		Exam Board	
Set format of assessments (dictates the mark scheme to adopt for each type of assessment)	Yes (if not already considered and approved at validation)	Yes	As applicable	As applicable	As applicable	Setting Examination Papers (PDF)	Head of Examinations Course Director	Relevant curriculum managers, departmental teaching co-ordinators and exams office staff

Task/Action	Applies To (Type Of Proposal)					College Regulation / Procedure / Guidance / Policy	Responsible Person(s)	Other Colleagues/ Departments To Be Notified
	New Course / Replacement Of Existing Course	New Mode Of Delivery For Existing Course	New Delivery Location For Existing Course	Major Change To Existing Course	Resourcing Change To Existing Course			
LIBRARY AND INFORMATION SERVICES								
Collation of teaching materials	Yes	Yes	As applicable	Yes	Yes	N/A	Programme Support Co-ordinator	
Set-up of RVC Learn and other e-learning materials	Yes	As applicable	As applicable	As applicable	As applicable	N/A	Programme Support Co-ordinator	RVC Learn
LIBRARY AND INFORMATION SERVICES (IF COURSE TO BE DELIVERED ONLINE)								
Collect lecture notes from module staff	As applicable	As applicable	As applicable	As applicable	As applicable	N/A	Programme Support Co-ordinator	
Format lecture notes	As applicable	As applicable	As applicable	As applicable	As applicable	N/A	Programme Support Co-ordinator RVC Learn	
Course Support prints notes for collection	As applicable	As applicable	As applicable	As applicable	As applicable	N/A	Programme Support Co-ordinator	
Update Learn with lecture and module details	As applicable	As applicable	As applicable	As applicable	As applicable	N/A	Programme Support Co-ordinator	
ADMINISTRATIVE – COURSE SUPPORT								
Determination of dates for modules	Yes	As applicable	As applicable	Yes	As applicable	N/A	Course Director	Support Co-ordinator
Timetable agreed	Yes	As applicable	As applicable	Yes	As applicable	N/A	Head of Course Support	
Add timetable to Learn	Yes	As applicable	As applicable	Yes	As applicable	N/A	Programme Support Co-ordinator	RVC Learn
Update student records and planning	Yes	As applicable	As applicable	Yes	As applicable	N/A	Student Records and Planning Officer	
STUDENT SUPPORT								
Preparation of generic induction to RVC	Yes	As applicable	As applicable	As applicable	As applicable	N/A	Head of Course Support	
Preparation of induction specific to course	Yes	Yes	Yes	Yes	Yes	N/A	Course Director	

Task/Action	Applies To (Type Of Proposal)					College Regulation / Procedure / Guidance / Policy	Responsible Person(s)	Other Colleagues/ Departments To Be Notified
	New Course / Replacement Of Existing Course	New Mode Of Delivery For Existing Course	New Delivery Location For Existing Course	Major Change To Existing Course	Resourcing Change To Existing Course			
ADVERTISEMENT / MARKETING								
Add/amend course details on RVC Website	Yes	Yes	Yes	Yes	As applicable	N/A	Head of Student Recruitment / Publications and Administration Officer or Head of Postgraduate Administration (as appropriate)	
Create/update Marketing materials / generic marketing channels	Yes	Yes	Yes	Yes	As applicable	N/A	Director of RVC Access and International Engagement and Director of External Relations And/or Head of Postgraduate Administration (as appropriate)	
Prepare/amend course specific sections of student handbook	Yes	Yes	Yes	Yes	As applicable	N/A	Programme Support Co-ordinator Course Director	Curriculum Managers as appropriate
Prepare/amend generic RVC section of student handbook	Yes	As applicable	As applicable	As applicable	As applicable	N/A	Programme Support Co-ordinator / Head of Course Support or Research Degrees Officer (as appropriate)	
Upload student handbook to RVC Learn	Yes	Yes	Yes	Yes	As applicable	N/A	Programme Support Co-ordinator or Research Degrees Officer (as appropriate)	
Create / update Key Information Set	Yes	Yes	Yes	Yes	As applicable	N/A	Student Records and Planning Officer	

Task/Action	Applies To (Type Of Proposal)					College Regulation / Procedure / Guidance / Policy	Responsible Person(s)	Other Colleagues/ Departments To Be Notified
	New Course / Replacement Of Existing Course	New Mode Of Delivery For Existing Course	New Delivery Location For Existing Course	Major Change To Existing Course	Resourcing Change To Existing Course			
ADMISSIONS								
Set-up of admissions/registration	Yes	No	No	No	No	N/A	Head of Admissions or Head of Postgraduate Administration (as appropriate)	
Update of admissions/registration	No	Yes	Yes	As applicable	As applicable	N/A	Head of Admissions or Head of Postgraduate Administration (as appropriate)	
FINANCE								
Set up / amend the appropriate income and expenditure budgets for the course	Yes	As applicable	As applicable	As applicable	Yes	N/A	Director of Finance	

A1.2 SUGGESTED TRAINING FOR NEW CURRICULUM MANAGERS

A1.2.1 Courses for new Curriculum Managers

As suggested in Indicator 7 of Chapter B1 of the Quality Code, once a course is approved it is important that the staff involved in the delivery and management of the course are supported in advance of the first students entering the programme.

The College has developed the following course for new Curriculum Managers that will run annually in the Autumn term. Attendance on this course is strongly encouraged for all new *and suggested* Curriculum Managers, (including those whose appointment is still subject to formal approval).

- [Induction in Academic Quality Assurance and Enhancement Procedures](#)

The aim of the induction is to provide new and existing curriculum managers with an overview of their key academic quality assurance responsibilities and give them advice on where to get the resources and help necessary to fulfil them. The induction will also raise awareness with regards to the roles of the Academic Quality Team.

APPENDIX 2 - TYPES OF PROPOSAL CONSIDERED UNDER THIS PROCEDURE

The types of proposal that may arise and be dealt with according to this procedure can be broadly categorised in the following way:

TABLE 1 - RANGE OF TYPES OF PROPOSAL CONSIDERED UNDER THIS PROCEDURE						
Type Of Proposal	Procedure applies (type of course/award/component)					
	RVC award (undergraduate, postgraduate or professional doctorate)	University of London International Programme	**Contribution to other Degree Awarding Body's course	New pathway(s) (RVC award)	New or amended Module or Strand (RVC award)	Collaborative Provision
New Course	Yes	Yes	Yes	No	No	Yes
Replacement of Existing Course	Yes	Yes	No	No	No	Yes
New Mode of Delivery for Existing Course	Yes	*As applicable	As applicable	No	No	Yes
New Delivery Location for Existing Course	Yes	*As applicable	As applicable	No	No	Yes
Major Change to Existing Course	Yes	*Yes	As applicable	Yes	As applicable	Yes
Resourcing Change to Existing Course	Yes	*As applicable	As applicable	No	As applicable	Yes

* Substantial changes are additionally considered by LTAS and University of London Worldwide Academic Committee and reported to the Board of University of London Worldwide.

** Reasonable requirements of the validating partner must also be met, where practicable.