



## Curriculum Transformation Phase 1

### Checks, feedback and endorsements guidance

The **Phase 1 Success Criteria** is outlined for reference below:

- 1. Course offering and titles confirmed in consultation with Admissions & Outreach, in line with sector-wide rules.**
  - Admissions & Outreach and Marketing & Communications have a wealth of data on the market for your courses including course names and what students are searching for. For example, the vanguard course "BSc in Sport and Social Sciences" has changed to "BSc in Sport Management and Coaching", partly because this title is anticipated to attract more students.
- 2. Course level vision agreed which is informed by key stakeholders, in particular students.**
  - For this to be achieved there should be evidence of student, alumni and industry/profession engagement (including accrediting bodies) early in the process.
  - The key knowledge & understanding, skills and attitudes of graduates, and how the transformed course builds on existing success, should be clearly articulated. This should be informed by accrediting body requirements (if relevant), subject benchmark statements, Framework for Higher Education Qualifications and consultation with key stakeholders. It should make clear how the course is distinctive in the market place and how the provision relates to the institutional setting and priorities, for example the positioning of the course in relation to the local or regional (or global) economy.
  - An indicative plan explaining how the key principles will be reflected in the overall course design. This should be considered in the context of the wider curriculum as it may be that some aspects are delivered as co-curricular or extra-curricular activities.
  - An indicative plan of how transition into the first year of the course will be approached should be included.
- 3. A course description (for use in marketing materials including the prospectus) agreed between the course team, Admissions & Outreach, and Marketing & Communications.**
  - Based on the course vision, describe what will attract students to Bath (in student -focused text).
  - What areas of study will be in different years - how will the key knowledge and understanding, skills, and attitudes be developed through the course.
  - What types of learning activities and contact time are likely to take place (are they different to existing courses?). Will there be placement and/or study abroad opportunities?
  - An overview of the types of assessment students will encounter on the course.

#### Checks, feedback and endorsements responsibilities:

- HoDs, BoSs are responsible for:
  - confirming that there is evidence that the proposal meets the success criteria for Phase 1 approval agreed by Senate; and
  - taking responsibility for the decisions of the department, or faculty/School, as appropriate, and for recommending them up.

- If the proposal signals a need for additional resource, or a change to the market for the course, then it must be considered by APC. A case for additional resources must be considered first by UEB.
- Strategic input and endorsement (Step 2): officers should undertake scrutiny, provide feedback, and endorse proposals against the specific areas detailed in the table below.
- Department/Faculty scrutiny provides opportunities to consider whether a coherent and consistent approach is being taken across courses/departments (this is relevant to Phases 2 and 3).

	<b>Existing courses: no name or other strategic changes</b>	<b>Existing courses: change in name or other strategic change</b>	<b>New courses</b>
<p><b>Step 1: Departmental activity</b> Development of a shared Course Vision, informed by internal and external stakeholder engagement. Supported and advised by CLT.</p>	<p><b>Head of Department to consider whether:</b></p> <ul style="list-style-type: none"> <li>• Phase 1 criteria have been met;</li> <li>• there are resources available to deliver the transformed course and support its development (DoS, teaching staff, facilities);</li> <li>• the approach for any cross-department teaching has been considered;</li> <li>• the course vision and department priorities align;</li> <li>• the Course Proposal (Part 3) is accurate.</li> </ul> <p><b>Associate Dean (L&amp;T) to consider whether:</b></p> <ul style="list-style-type: none"> <li>• they are satisfied with the department's approach.</li> </ul>	<p><b>Head of Department to consider whether:</b></p> <ul style="list-style-type: none"> <li>• Phase 1 criteria have been met;</li> <li>• there are resources available/identified (as applicable) to deliver the transformed course and support its development (DoS, teaching staff, facilities);</li> <li>• the approach for any cross-department teaching has been considered;</li> <li>• there is a clear rationale and supporting evidence for strategic change;</li> <li>• the course vision and department priorities align;</li> <li>• the Course Proposal (Part 3) is accurate.</li> </ul> <p><b>Associate Dean (L&amp;T) to consider whether:</b></p> <ul style="list-style-type: none"> <li>• they are satisfied with the department's approach.</li> </ul>	<p><b>Head of Department to:</b></p> <p><b>a) consider whether:</b></p> <ul style="list-style-type: none"> <li>• Phase 1 success criteria have been met;</li> <li>• the Course Proposal (Part 3) is accurate.</li> </ul> <p><b>b) authorise the Business Case QA3.1 and Market Information QA3.3</b></p> <p><b>Associate Dean (L&amp;T) to confirm that:</b></p> <ul style="list-style-type: none"> <li>• they are satisfied with the department's approach.</li> </ul>
<p><b>Step 2: Strategic input/endorsement</b> Expert officers undertake scrutiny, provide feedback, and endorse proposals against the specific areas detailed.</p>	<p><b>Faculty Marketing Manager to consider whether:</b></p> <ul style="list-style-type: none"> <li>• there is appropriate information to advertise the course (at this point), and that the prospectus copy is appropriate for the task.</li> </ul> <p><b>Director of UG/PGT Recruitment &amp; Admissions to consider whether:</b></p> <ul style="list-style-type: none"> <li>• there is a continuing market, and that the proposals will not have a negative</li> </ul>	<p><b>Faculty Marketing Manager to consider whether:</b></p> <ul style="list-style-type: none"> <li>• there is appropriate information to advertise the course (at this point), and that the prospectus copy is appropriate for the task.</li> </ul> <p><b>Director of UG/PGT Recruitment &amp; Admissions to confirm that:</b></p>	<p><b>Market Information QA3.3</b></p> <ul style="list-style-type: none"> <li>• Signed by <b>Marketing and Communications</b>.</li> <li>• Signed by <b>Admissions</b>.</li> </ul> <p><b>Business Case QA3.1</b></p> <ul style="list-style-type: none"> <li>• Considered by <b>University Executive Board</b>.</li> </ul> <p><b>Dates that these were considered to be recorded on the coversheet.</b></p>

	<p>impact on recruitment to the course, or draw on a different market.</p> <p><b>Other officers identified as relevant</b></p>	<ul style="list-style-type: none"> <li>that there is a continuing market, and that the proposed changes will have a positive impact on recruitment.</li> </ul> <p><b>Other officers identified as relevant</b></p>	
<p><b>Step 3: Faculty / School scrutiny</b> Consideration by Faculty/School Board of Studies for recommendation to University Committee</p>	<p><b>Faculty/School Board of Studies to consider whether:</b></p> <ul style="list-style-type: none"> <li>Phase 1 criteria have been met;</li> <li>there is evidence of a continuing market for the course (incl. study modes);</li> <li>the course vision and Faculty/School vision/priorities align;</li> <li>there is a clear rationale for proposals within the course vision;</li> <li>there is any impact on the market for the course;</li> <li>current resources are appropriate to deliver the transformed course.</li> </ul>	<p><b>Faculty/School Board of Studies to consider whether:</b></p> <ul style="list-style-type: none"> <li>Phase 1 criteria have been met;</li> <li>there is evidence of a continuing market for the course (incl. study modes);</li> <li>the course vision and Faculty/School vision/priorities align;</li> <li>there is a clear rationale for proposals within the course vision;</li> <li>there is educational or marketing rationale for any strategic change (e.g. a name change).</li> </ul>	<p><b>Faculty/School Board of Studies to consider whether:</b></p> <ul style="list-style-type: none"> <li>Phase 1 criteria have been met;</li> <li>there is an effective business case for the new course (including market research);</li> <li>the proposal aligns with the Faculty/School vision;</li> <li>there is a clear rationale for proposals within the course vision.</li> </ul>
<p><b>CTC or APC approval</b></p>	<p><b>CTC considers whether:</b></p> <ul style="list-style-type: none"> <li>Phase 1 criteria have been met;</li> <li>there is a clear rationale for proposals within the course vision;</li> <li>there are any issues raised by the Faculty;</li> <li>there is a potential impact on resources or marketing;</li> <li>cross-faculty/school issues have been effectively identified;</li> <li>there will be any barriers to timely completion of Phase 2.</li> </ul>	<p><b>APC considers whether:</b></p> <ul style="list-style-type: none"> <li>Phase 1 criteria have been met;</li> <li>there is a clear rationale for proposals within the course vision;</li> <li>there are any issues raised by the Faculty;</li> <li>the changes have an impact on recruitment and the market for the course;</li> <li>appropriate resources are in place;</li> <li>the changes meet with the University mission and strategy ;</li> <li>cross-faculty/school issues have been effectively identified;</li> <li>there will be any barriers to timely completion of Phase 2.</li> </ul>	<p><b>APC considers whether:</b></p> <ul style="list-style-type: none"> <li>Phase 1 criteria have been met;</li> <li>there is a clear rationale for proposals within the course vision;</li> <li>there are any issues raised by the Faculty;</li> <li>the new course fits with the institutional mission and strategy;</li> <li>the market and business case are satisfactory;</li> <li>cross faculty/school issues have been effectively identified;</li> <li>there will be any barriers to timely completion of Phase 2.</li> </ul>