

**OVERVIEW OF PROCESS RESPONSIBILITIES**

	<b>Faculties and Departments</b>	<b>Schools</b>	<b>EQPO</b>	<b>ASEC</b>	<b>Other Education Service Teams</b>
<b>Approval of New Courses</b>	<ul style="list-style-type: none"> <li>Develop the programme in the light of academic and market research, seeking input from students and support teams in Education Services, external academic and other advisers. Consider curriculum, workload and teaching delivery methods, including options for blended by design</li> <li>Complete the relevant form providing a clear programme and assessment structure, rationale, educational aims and learning outcomes</li> <li>Provide evidence of consultation with external academic experts, current students and (for matriculated undergraduate courses) Colleges</li> </ul>	<ul style="list-style-type: none"> <li>Approve the business case, confirming that resources are available to ensure the course can be delivered at the appropriate standard, and that it aligns with the School's strategic plan, including numbers planning. Approval also denotes review of the financial viability of the course and its sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Provide guidance and support through the application process. Submit to ASEC for approval, providing narrative if necessary</li> <li>Feedback to Faculty/Department after consideration by ASEC</li> </ul>	<ul style="list-style-type: none"> <li>Applying due rigour, consider the academic case and provide a decision and further advice if appropriate</li> </ul>	Blended Learning Service (BLS) and Cambridge Centre for Teaching and Learning can provide advice and guidance on blended educational experiences, inclusive teaching and innovative assessment.
<b>Approval of Minor and Major Modification of current courses</b> <b>A major course modification is characterised as:</b> <ul style="list-style-type: none"> <li>Removal of a preliminary examination</li> <li>Major revision of the course structure or content</li> </ul>	<ul style="list-style-type: none"> <li>Provide a clear rationale for the change with evidence of student consultation and external advice (for major changes)</li> <li>Consider the potential impact on current and/or future students, particularly with regard to workload</li> <li>Consider the implications for compliance with consumer law</li> </ul>	<ul style="list-style-type: none"> <li>Approve major amendments, ensuring continued sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Provide guidance and support through the application process, particularly around implications for consumer law.</li> <li>Submit to ASEC for approval, providing narrative if necessary</li> <li>Feedback to Faculty/Department</li> </ul>	<ul style="list-style-type: none"> <li>Applying due rigour, consider the academic case and provide a decision and further advice if appropriate</li> </ul>	
<b>Education Monitoring and Review (EMR)</b>	<ul style="list-style-type: none"> <li>Using quality indicator data held on Tableau, complete a set of questions including a reflective summary. Issues covered include: trends relating to admissions, student experience, assessment, student outcomes and student feedback.</li> </ul>		<ul style="list-style-type: none"> <li>Liaison officer will meet with the School (and ICE if appropriate) to review all submissions</li> </ul>	<ul style="list-style-type: none"> <li>Review report and recommend further monitoring if appropriate</li> </ul>	

			<ul style="list-style-type: none"> <li>• Draft reports for ASEC outlining recommendations</li> </ul>		
<b>External Examiners</b>	<ul style="list-style-type: none"> <li>• Nominate external examiner</li> <li>• Supply with appropriate course specific material. Faculties, Departments and Degree Committees may also produce local guidance (aligning with General Board guidance) if they wish</li> <li>• On receipt of the EE's report, a formal response should be communicated, cc'ing EQPO. Recommendations should be duly considered and acted upon where appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• EQPO liaison officers review all external examiner reports. Concerns are addressed to the Faculty or Department with advice and guidance.</li> <li>• An overarching report on external examiner feedback is presented to GBEC annually.</li> </ul>		
<b>Programme Specifications</b>	<ul style="list-style-type: none"> <li>• For new courses, devise a programme specification using standard descriptors, including aims, learning outcomes, programme structure, teaching and learning methods, assessment methods and progression requirements</li> <li>• Current courses: review and amend annually</li> </ul>		<ul style="list-style-type: none"> <li>• EQPO liaison officers can review and advise on new and current programme specifications.</li> </ul>		