

For forms, templates, and further guidance, please contact:

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Or visit the DAQ [website](#)

Introduction

The University is subject to consumer rights legislation in relation to the content and accuracy of information we provide to applicants and students about their programme, including information about programme content and structure, tuition fees and other costs. This guidance document also relates to module content which may impact on information to applicants and students and includes advice about making such information easily accessible and transparent. Please consider seeking early advice from Legal Services, the Department of Academic Quality and refer to the [Competition and Markets Authority guidance](#) (CMA) to HE providers on consumer rights legislation for more information if necessary. When changes are made to the curriculum, please remember to cross-check these against published course pages on the DMU website, the prospectus and any other marketing literature to ensure that the university is meeting its CMA obligations. This includes module/programme titles, module/programme descriptions and key assessment information.

DMU academic quality processes (such as; validation, curriculum modification, periodic review, annual monitoring, external examining) ensure that the University's approach to quality management is embedded with the focus on enhancing the learning opportunities made available to all students and assuring quality and standards.

Intrinsic to our academic quality processes is

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Why do we have a modification process?

students with an opportunity to give their views, which can then be considered when looking to make the change.

Consideration also needs to be given to any other programmes that share the same modules including those within other faculties; all students should be provided with the opportunity to provide feedback on proposed changes.

Where the proposed changes are to the type of assessments or optional modules, consultations should also take place with future cohorts of students to ensure that they have the opportunity to provide their feedback. It is useful to seek the views of the students who are currently studying at that level, but the actual consultation should be with the future students e.g. level 4 students should be consulted about level 5 changes. This can be done via level 4/5 module leaders in tutorials, email or through LearningZone. The consultation is to seek views.

As well as allowing students to feed into the decision about a possible change, or the options chosen if appropriate, this engagement should also reduce the risk that the student will consider mounting a challenge under consumer rights legislation.

What changes need consent (agreement) by students?

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because if a challenge is made by a student the Faculty will need to provide evidence of the student consent.

If a student does not wish to agree to the changes, the programme/module leader will need to work with this individual to come to an acceptable arrangement; major changes cannot be approved with a majority vote. Each student has an individual right under the Consumer Rights Act. Where a mutually acceptable arrangement cannot be agreed with the student, the university will offer the student the right to cancel the contract and obtain a refund of any advance payments made by the student. The university will also provide advice, assistance and support to assist the student find an alternative programme provider where necessary.

What do module/pryatu7 ((r)0 Td ()Tj621 (w)-4 (D)89 (t)820f (r)-1.5 (s)2.1 ()-9.1 (n)19 ((t)82

Section 3: Types of change

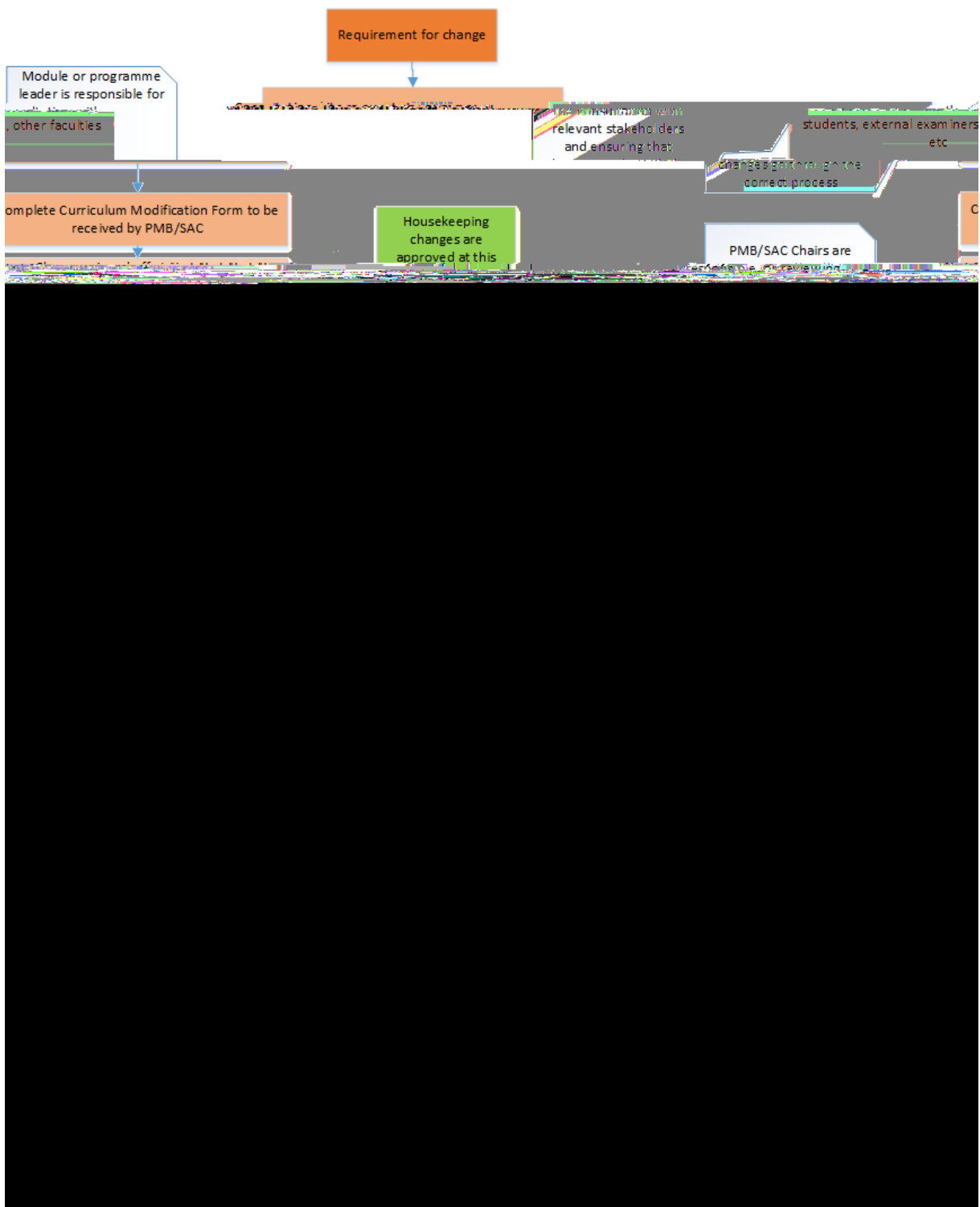
Modifications to taught provision fall into one of two modification categories. The approval process for your modification will differ depending on which category it falls within. A further category of 'housekeeping' changes falls outside of the modification process. The two categories are:

- Revalidation
- Modification

Revalidation

Section 4: The Modification process

The start of the process



All curriculum changes must have the support of the PMB/SAC which owns the programme/modules(s) affected, prior to the proposal being submitted for wider Faculty consideration. This includes presenting housekeeping changes, for information purposes.

The Curriculum Modification Form should be completed and presented to PMB/SAC and this support should be recorded in the PMB/SAC minutes.

Once the proposal has PMB approval, it should be submitted to the Faculty Associate Professor (Quality) /Head of Quality , to be presented, reviewed and approved by the Faculty Development and Review Committee (DARC).

When suggesting a curriculum modification, you should take the following questions into consideration:

Is the change being suggested a [major change](#) ?

Have you discussed the proposed changes with students and future cohorts to seek feedback?

Does your change require [written consent by students](#) ?

Do you need to notify applicants and future cohorts of the approved change? (this applies to major change)

Are you changing assessments? Have you considered the UDL principles in the recommended change?

Have you included the learning hours within your m(n)-0.719<C /C20ear>er(n)-0.7198oe.2 (n)90.7198(n)2 l(n)9.1 (e)-5.0piv-5.1a1BC1829(U)-y1-0.6 (y69 >>7.612.2 (i),2 15)6-3. (p8o)5.71102 Tkw da-0.6 (y)-4.8

University approval

Addition of module	Yes		
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Type of change	Before January	January – end of July	July - October
Removal of core module	Yes – CMA applies		
Removal of optional module			Yes
Mode of delivery (on -site) addition or removal	Yes		
Mode of delivery to include distance learning	Yes – if revalidation		
Location of delivery	Yes		
Module outcomes (not just housekeeping)	Yes		
Module level of study	Yes		
Change in status of module (e.g. core to optional)	Yes		
Module T&L hours	Yes		Yes – if housekeeping only
Programme -specific regulation changes	Yes	Yes – programme specific regs may influence this	
Correction/addition of semester /block to module	Yes		

Partner Institutions

If one or more of the University's partner institutions delivers part or all of the programme/module(s) you are making changes to, they must be involved in the consultation process. These students should also be given the opportunity to provide feedback on the change, if appropriate.

Apprenticeships colleagues

If the module or programme is currently used within an apprenticeship programme, the Central Apprenticeships Team must be involved in the consultation process and apprentices and employers should also be given the opportunity to provide feedback on the change, if applicable.

Other staff/other Faculties

Other staff within your Faculty, or other faculties, will need to be consulted and kept informed if the changes you are making have an impact upon programmes and/or modules which they are involved in delivering, or which are delivered to their students. Students from other programmes/ Faculties should also be given the opportunity to provide feedback on the proposed change.

Communication

Once your changes to the curriculum have been approved, there are a number of people who will need to know about them. In addition to those listed above, Faculty administrative staff will need to be informed – for example the Faculty QA Administrator/programme administrator, who will ensure that the specifications are updated to reflect the changes, and that the changes are made on the student record system. The Faculty marketing team

responsibilities of faculty professional services staff. It is important that all staff adhere to the following guidance.

If you receive any request to change the curriculum on the student records system, with the exception of those changes listed as 'housekeeping' in this guide, please do not make the change unless you are sure it is authorised by the Faculty. This authorisation will consist of a completed and signed Curriculum Modification Form – or, in the case of late/urgent changes, the explicit written agreement of the Faculty Associate Professor (Quality)/Head of Quality or Associate Dean (Academic). In such cases an email would be sufficient, assuming that the Curriculum Modification Form would be completed afterwards to document the late change. Housekeeping changes to the specifications (templates) can be made with the agreement of the PMB/SAC, and without a Curriculum Modification Form.

[Programme Management Board \(PMB\)/Subject Academic Committee \(SAC\) secretary](#)

Once a curriculum modification has been initiated, it is the responsibility of the PMB/SAC secretary to ensure that details of PMB/SAC approval (or otherwise) of the modification are adequately recorded in the PMB/SAC minutes for the meeting at which the modification is considered. For modifications approved to go forward by the PMB/SAC, the PMB/SAC secretary should liaise with the PMB/SAC Chair and/or proposer of the change to ensure that the partially completed Curriculum Modification Form is forwarded to the faculty Associate Professor (Quality) /Head of Quality for action.

[Faculty Quality Assurance Administrator/Programme Administrator or equivalent](#)

The Faculty QA administrator or Prr.7 8-11.8 (p6.2 (r)-7m (Hea)11.7 (e)-5.2 ()1A.9 (o)-2.2 (d)-2.8 (3i)1.4 (n)-1.

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Other consultations may include professional/statutory bodies, or the Timetabl e Office if module delivery patterns within a programme are changing. Account Managers in Educational Partnerships (EP) - for UK partners - and Strategic and International Partnerships (SIP) -for international partners - should be consulted if the change(s) relate to provision delivered at one or more partner institutions. Please indicate who has been consulted, when, and summarise their comments if appropriate. Written or emailed evidence can be attached to the completed form.

There are several tick list items included to prompt relevant points regarding UDL and Consumer Rights.

Section 5 should be completed by the Faculty Associate Professor (Quality)/Head of Quality to identify what level of modification is being made (revalidation/modification), i f further work is required, and the date of approval.