

**GUIDE TO POLICY AND PROCEDURES RELATING TO THE ASSURANCE AND
ENHANCEMENT OF THE ACADEMIC STANDARDS AND QUALITY OF TAUGHT
PROGRAMMES OF STUDY (THE 'RED BOOK')**

ACADEMIC DEVELOPMENTS APPROVALS PROCESS

PROCEDURES AND NOTES FOR GUIDANCE

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also available at :

[http://www.bolton.ac.uk/Quality/QAECContents/ADA/Documents/pdf/ADAProcessMainDocument\(Oct09\).pdf](http://www.bolton.ac.uk/Quality/QAECContents/ADA/Documents/pdf/ADAProcessMainDocument(Oct09).pdf)

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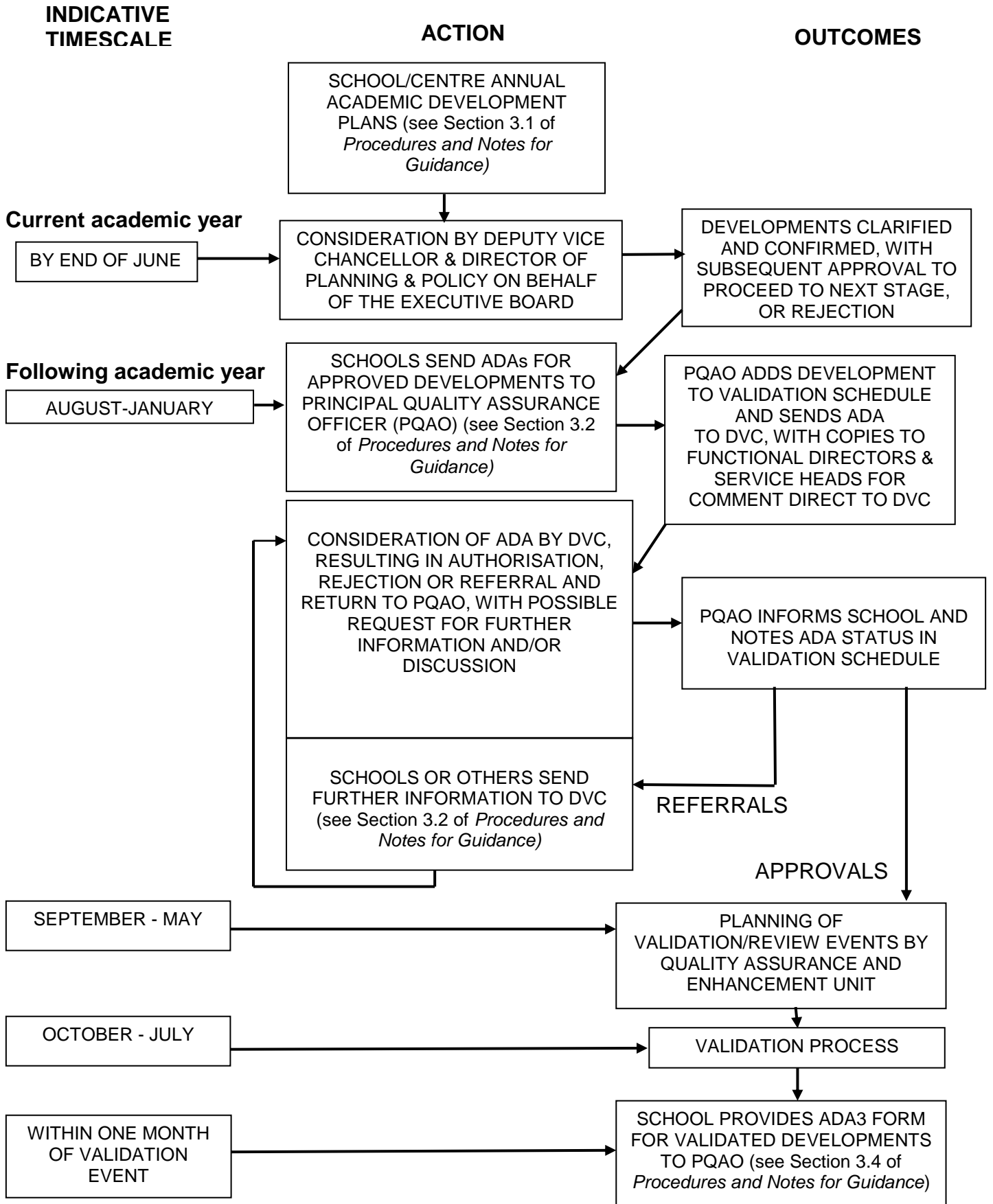
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ACADEMIC DEVELOPMENTS APPROVALS PROCESS

Key Stages



Academic Developments Approvals Process Procedures and Notes for Guidance

1. Rationale

- 1.1 Approval of academic developments is subject to defined procedures which help to fulfil the following purposes:
 - 1.1.1 To ensure that the University can take a strategic overview of proposed academic developments, maintain their fit with the Strategic Plan and the external context and assess their strength, viability and potential contribution to the total academic portfolio.
 - 1.1.2 To ensure that Schools/Centres prioritise and develop proposals according to their own Strategic Plans.
 - 1.1.3 To ensure that the resources required to develop and sustain new initiatives are identified, realistic and available, or forthcoming.
 - 1.1.4 To facilitate advance planning of other major functions contributing to the success of new developments, e.g. marketing and recruitment, validation, administration, contractual negotiations, human and physical resource allocation.
 - 1.1.5 To ensure that new provision meets any statutory, external agency or funding council criteria for approval, recognition and/or fundability of the award, course and students.

2. Scope

- 2.1 All of the following proposal types are subject to the Academic Developments Approvals Process:
 - new academic programmes (**excluding new professional development programmes** derived from existing, validated modules and which are to be delivered on campus);
 - new collaborative arrangements whether based on new or existing programmes (**including new professional development programmes** derived from existing, validated modules and which are to be delivered off campus);
 - major modifications to existing programmes and collaborative arrangements;
 - discontinuation of existing programmes;
 - changes of programme/award titles.

Annex B of the Validation Handbook provides further details of the main categories of proposal and the corresponding documentation and approval requirements. If in doubt about whether a proposed development should be subject to the approvals process, or whether it can be treated as a minor modification under the University's quality assurance procedures, then the Dean of Academic Quality and Standards should be consulted in the first instance. The following is an indicative (not an exhaustive) list of developments which would normally be subject to approval.

Note that new professional development programmes which are to be delivered on-campus (whether based on new or existing, validated modules) do not require an ADA1; new professional development programmes to be delivered off-campus (whether based on new or existing, validated modules) require an ADA2 only. See the description of the University's professional development framework for further details.

- 2.1.1 New programme and/or award, whether it will consist of all new modules or a combination of new and existing provision.
- 2.1.2 Major modification to an existing programme, including structure, content, or delivery, the addition of 'distance learning' (i.e. flexible, distributed or e-learning delivery) or full-time mode of study to an existing part-time programme, whether or not this will involve new modules or subjects.
- 2.1.3 Expansion of an existing pathway within the modular framework, i.e. the addition of single honours mode.
- 2.1.4 New or existing external body programme to be examined and/or accredited by and/or leading to the award of a non-University body, whether or not they will also lead or contribute to a University award.
- 2.1.5 Credit-rating (whether or not towards a University award) an existing short course, whether or not it currently leads or contributes to a University or external body award.
- 2.1.6 New or revised collaborative partnership with any UK or overseas institution or organisation, involving general co-operation, recognition or credit recognition, articulation with University programmes, 'distance learning' (i.e. flexible, distributed or e-learning delivery), validation, franchise, shared delivery, off-campus delivery by partner and/or University staff (whether the course is 'open' or 'closed' for HEFCE funding purposes), joint and dual awards. This category includes collaborative delivery of professional development programmes, whether based on new or existing, validated modules.
- 2.1.7 Discontinuation of an existing programme or pathway, implying that a currently available award and/or subject will cease to be offered.
- 2.1.8 Change of title of an existing programme/award and/or other amendments to the key administrative information including addition of a part-time mode to a full-time programme.

3. Procedures

3.1 School Annual Academic Development Plans

- 3.1.1 Schools are required to produce an Annual Academic Development Plan as part of their own Annual Local Plan. As far as possible, all proposals falling into the categories described in 2.1.1 – 2.1.8 will be contained within these plans (with the exception of those which arise subsequently due to circumstances which were not foreseeable at the time).
- 3.1.2 The proposals will be considered by the Deputy Vice Chancellor and Director of Planning and Policy, with queries being resolved as necessary. Either initial approval will be granted for proposals, or they will not be allowed to proceed in their existing form at the present time.

3.2 ADA1 Request for Planning Approval

- 3.2.1 For those proposals granted approval via the above process, and for any other academic developments falling within the scope of the procedures but which are notified separately from the above process, Schools are required, where applicable, to raise an ADA1 and/or ADA2 form (see below) to request permission to proceed to validation. Forms are available on the Quality Assurance and Enhancement Unit's website and they should be

completed and returned to the Principal Quality Assurance Officer, normally **by the end of February**. **An electronic version and a printed, signed version should be submitted**. For proposals submitted outside of the normal planning cycle, whatever the intended start date, Schools should note that minimum periods of notice are normally necessary, prior to the enrolment of students, to accommodate the various academic and administrative requirements associated with developments. Validation events will not normally take place in August or September, so developments will need to be validated by the end of July if they are to have an intake in semester one the following academic year.

- 3.2.2 Developments in categories 2.1.1 to 2.1.5 (excluding professional development programmes) require an ADA1 form. Developments in category 2.1.6 (including professional development programmes) require an ADA2 form. Should a development fall into category 2.1.6 and into one or more of categories 2.1.1 to 2.1.5, both an ADA1 form and an ADA2 form are required. Developments in category 2.1.7 require a PCF1 form. Developments in category 2.1.8 require an ADA3 form.
- 3.2.3 The Principal Quality Assurance Officer will allocate a unique identifying code to each ADA and record its receipt in the validation schedule, passing forms to the Deputy Vice Chancellor for authorisation to proceed to validation, referral for further information, or rejection.
- 3.2.4 To aid advance planning by the relevant University services and to facilitate consideration by the Deputy Vice Chancellor, ADA forms and related supporting information will also be copied to key functional Directors and Service Heads and others, with a request for any comments to be passed **directly to the Deputy Vice Chancellor**, who may discuss the proposal further with Schools, Central Services, or others. The Academic Board and the Academic Quality and Standards Committee will consider the proposed programme of academic developments throughout the academic year and receive comments on their relationship to the University's academic strategy.
- 3.2.5 ADA forms for authorised, rejected or referred proposals will be returned by the Deputy Vice Chancellor to the Principal Quality Assurance Officer, who will note the revised status of the proposal in the validation schedule and inform the School of the required next steps, as indicated by the Deputy Vice Chancellor's decision.
- 3.2.6 All interested parties are asked to note that the current status of proposed developments is always available within the validation and review schedule published by the Quality Assurance and Enhancement Unit and considered by the Academic Quality and Standards Committee at its meetings. Queries may be directed to the Principal Quality Assurance Officer.
- 3.2.7 Completing the ADA1 form - Request for Planning Approval

The ADA1 form makes the academic and business case for a proposed development in preparation for progression to academic validation. The **approved** ADA documentation (minus the Business Plan costings) will be supplied to the Validation Panel by the Principal Quality Assurance Officer to provide the Panel with contextual information and the academic rationale for the proposed development and to confirm that the University is committed to the proposed development as stated on the ADA1 form and/or as subsequently sanctioned by the Deputy Vice Chancellor, particularly in respect of staffing and physical resources. Any significant amendments to the approved ADA1 information prior to validation should be supplied by the School in a separate addendum. Although Validation Panels will wish to draw on the ADA1 information during their scrutiny of proposals, this will be to help inform their judgements about whether the proposal meets

the intentions stated in the ADA1, rather than to question the University's decision and commitment to deliver the proposal. Schools/Centres must implement their own scrutiny and approval mechanisms prior to submitting ADA1 forms (in this context the ADA0 procedure in force in the School of Arts, Media and Education is noted as good practice for other Schools/Centres to emulate).

Part A - ADA1 Academic Proposal Justification (no more than 5 sides of A4). Course marketing information should also be supplied where available but do not delay the ADA1 where the information is not ready (for course marketing information templates see <http://www.bolton.ac.uk/Quality/QAECContents/ADA/Home.aspx>)

Part A must be completed for proposed new developments and for all other proposals and changes for which an ADA1 form is required. Always give full details of all award and programme titles. **Requests for contributions from the University's Strategic Priorities Investment Fund may be referred for an investment appraisal. The Investment Appraisal Checklist (Appendix 6) may also be a useful guide when preparing the business plan, whether or not a contribution is sought.**

- (a) Nature of Proposal (as per 2.1.1 to 2.1.6 above), plus brief indication of programme and award title(s), name of any collaborative partner(s), indication of any modification(s), addition(s).
- (b) Fit with School and University Plans

The aim of this section is to demonstrate how the proposal contributes to the strategic and specific goals of the School and University, The University's current Strategic Goals are:

- Helping every career-motivated student to achieve their career aspirations;
- Consistently delivering academic excellence;
- Building our track record in research, discovery and innovation;
- Building a public investment into a vibrant, sustainable public asset;
- Contributing to the professional, social and cultural prosperity of the North West;
- Institutional sustainability.

The full statement of Strategic Goals and the strategies which support them are available at: http://www.info.bolton.ac.uk/Strategic_Plan/Strat_plan_index.htm

The required information should be organised under the following themed sub-headings and should demonstrate how the proposal contributes to and/or is supported by each of the themes by reference to the University's Strategic Goals. Particular attention should be given to themes i and iii for new and revised programmes.

- i. Curriculum and Programme Change (Content and Mode of Delivery);
 - ii. Learning and Teaching Professionalism;
 - iii. The Professional and Successful Student (including Retention, Professional Career Preparation);
 - iv. Research, Professional Practice and Public Engagement;
 - v. Professional Business Processes and Internal Culture.
- (c) Nature and Outcomes of Initial Market Research/Recruitment Levels and Trends
- Say what research has been done and what the indicators are of demand (here and elsewhere) and potential (particularly if not available elsewhere).

- Say what competitive advantage is anticipated, and how this arises from the proposal's intrinsic and/or extrinsic distinctiveness (e.g. currency, reputation, uniqueness, added value, accessibility, delivery, location).
- Say what the target populations are and where the vocational need and employment opportunities are located.

(d) Academic Rationale and Relationship to Existing Provision

- An indication should be given of the academic aims, outcomes and underpinning of the proposal or existing subject/programmes, noting any 'feeder' programmes or progression opportunities within the University.
- Say what use is to be made of existing modules; give indicative numbers of any new modules if possible.
- State current staff numbers and expertise, research, scholarly activity and other staff development supporting the proposal. Note here that evidence should be provided of the extent to which the proposal builds upon and is supported by relevant research, enterprise and professional development expertise and strategies.

(e) Student Numbers and Fit with Overall Student Number Plans

- Justify planned student numbers for the proposal (as per the Business Plan), referring particularly to any positive or negative impact on existing or other planned programmes and minimum and maximum numbers for viability.
- Where subject overlap means that the proposal might impact on provision in another School or Centre say what consultation has taken place, with whom, and with what outcome.

(f) Resource Implications

It is assumed, unless explicitly stated otherwise in this section, that submission of an ADA1 form confirms that the School/Centre will be able to deliver the proposed development with existing or additional resources which are both covered by planned income. If delivery of the proposed development will necessitate additional expenditure in any of the following categories, please indicate below and provide further detail when commenting on the Business Plan.

	Requires Prior Investment? (YES or NO)	Covered by Projected Income? (YES or NO)
Academic staff		
Professional support staff		
Library resources		
ICT equipment or infrastructure		
Specialist accommodation		
Specialist equipment		
Professional staff development or research		

Estimates of income and expenditure, including any of the identified additional costs and funding, should be provided in the accompanying Business Plan using the agreed University template (see Appendix 5). Direct income and expenditure projections are required for a 5 year period. Include student number-related income and estimated total direct expenditure (covering, for instance, existing and additional academic and support staffing, library and IT investment, accommodation and equipment needs, staff development/research costs, student-related expenditure (e.g. travel, materials)). Overheads should be calculated using the currently agreed formula for the type of development under consideration. Information on the student-related HEFCE, LSC or other income and on tuition fees for different types of student may be obtained from Financial Services. Account should be taken of the implications for funding of HEFCE's ELQ policy. Note that confirmation is sought as part of the ADA1 form that the Library and, where applicable, Information Systems & Technology and Estates have been consulted about the central resource implications of the proposed development. Risk and sensitivity analysis should be provided.

(g) Required contribution from the University's Strategic Priorities Investment Fund

This would normally apply only to major new agreed proposals which were contained within School Annual Academic Development Plan. Any requested funding should be supported by a strongly evidenced case. The Investment Appraisal Checklist (Appendix 6) indicates the criteria used to appraise such requests.

3.2.8 Criteria used to judge ADA1s

- i. The main function of the ADA1 form is to allow Schools to demonstrate the long-term viability of a proposed development. As such, the research and consultation needed to provide evidence that the proposal makes sound academic and business sense will need to be initiated well in advance of submission of the ADA1 form, (indeed, in advance of the formulation of the School's Annual Academic Development Plan), so that by this stage there is reliable support for the statements and claims made in the ADA1 form. The amount of information supplied should be tailored to the scale of the development; a maximum of five sides of A4 should suffice in most cases (excluding the Business Plan).
- ii. The primary criteria to be employed in consideration of ADA1 forms are as follows:
 - (a) **Fit** with the University's Strategic Plan and Academic Portfolio Development;
 - (b) **Viability** - in terms of the business case for the proposal and the balance between income and expenditure (including any proposed strategic investment);
 - (c) **Quality** - in terms of the academic strength of the proposal and its underpinning by the necessary teaching, research, enterprise and professional expertise of the staff team;
 - (d) **Demand** - the degree to which the proposal can demonstrate a proven demand and linkage with existing feeder provision; employer needs; student demand potential; and competitive edge.

The Investment Appraisal Checklist (Appendix 5) provides a more detailed indication of how these criteria may be assessed.

3.2.9 Part B – ADA1 Administrative Detail

- i. Type of Proposal (see 2.1.1 – 2.1.6 in Section 2, above) - please be as specific as possible;
- ii. Award(s) and subject title(s) (consult Academic/Modular Regulations for approved award titles);
- iii. Administering School/Centre;
- iv. (a) Academic Cost Centre and planned funding source(s) (e.g. one or more of: HEFCE, LSC, NHS, Employer/Other, Tuition Fees (if necessary consult Head of Student Data Management for advice and guidance));
<http://www.hesa.ac.uk/index.php/content/view/102/136/1/1/>

(b) Provisional JACS Principal Subject Code and Title (see <http://www.hesa.ac.uk/index.php/content/view/102/136/1/4/>; if necessary consult Head of Student Data Management for advice);
- v. Other collaborating Schools/Centres, Institutions or Organisations (if any);
- vi. Modular Scheme (if applicable) (UGS or PGS);
- vii. Validating or Accrediting Body (i.e. University and/or other (please state)) (consult Dean of Academic Quality and Standards if necessary);
- viii. Any professional body accreditation or exemptions to be sought for part or the entire proposal;
- ix. Minimum and normal duration of study (in programme years, also giving weeks per year) for any interim and final qualification aims for FT and/or PT modes as applicable (if necessary consult Academic/Modular/CATS Regulations for norms and Dean of Academic Quality and Standards for advice and guidance);
- x. Number of credits at each level required to achieve all awards (final and interim) encompassed by the proposal (if necessary consult Academic/Modular/CATS Regulations for details and Dean of Academic Quality and Standards for advice and guidance);
- xi. Day/evening/day and evening/distance learning/other attendance patterns (including sandwich, weekend, block study, summer school);
- xii. Average contact and total notional learning hours per week over the minimum duration for each mode of attendance;
- xiii. Guided learning hours (FE courses) (if necessary consult Head of Student Data Management for advice and guidance);
- xiv. Planned date of first intake;
- xv. Date of first inclusion in UCAS Handbook (if applicable) (if necessary consult Head of Marketing and Recruitment for advice and guidance);

- xvi. Date of first inclusion in Prospectus (*if necessary consult Head of Marketing and Recruitment for advice and guidance*);
- xvii. Physical location for delivery (on or off campus, give details);
- xviii. Development leader;
- xix. Declarations.

3.3 ADA2 Collaborative Provision Planning Form

3.3.1 An ADA2 form is required for collaborative proposals of any kind (**including collaborative CPD programmes based on new or existing modules**), as per 2.1.6 above. The form asks for an outline of key factual information and design and operational features which would not normally be captured on an ADA1 form but which are necessary to gain an adequate understanding of the collaborative proposal at this stage. Where a proposed collaborative development also falls into one or more of the categories 2.1.1 to 2.1.5 above then an ADA1 form will be required in addition to an ADA2 form. The approved ADA2 form will be supplied to any Validation Panel. The information requested in the ADA2 form is as follows:

- i. University School and subject
- ii. Final award and programme title
- iii. Whether a new or existing, validated programme
- iv. Name of proposed partner organisation
- v. Whether a new or previously approved partner
- vi. Any other proposed, unapproved partner organisations for the same provision
- vii. Any other existing, approved partner organisations for the same provision
- viii. Address, telephone, fax, email, of partner and web address
- ix. Name and designation of Chief Executive
- x. Type of partner organisation (note that private providers will need to be approved by HEFCE for us to be eligible to claim HEFCE funding for students at private providers)
- xi. Type(s) of collaboration proposed
- xii. University Programme Leader and/or Link Tutor name and contact details
- xiii. Partner Programme Leader and/or Link Tutor name and address
- xiv. Minimum and maximum number of students per academic year involved in proposed agreement
- xv. Whether UK delivery
- xvi. Whether off-campus delivery
- xvii. Teaching staff
- xviii. Funding arrangements (e.g. direct or indirect)
- xix. Student Entitlements
- xx. Quality Assurance
- xxi. Management and Deliberative Structures
- xxii. Staffing and Physical Resources
- xxiii. Planned date of first intake

3.4 ADA3 form - Programme Record Details

3.4.1 It is a requirement for all validation events (including Standing Approvals Panel events or other forms of academic approval where applicable) that **(a) a draft ADA3 form is included in the documentation for the validation event and (b) a final ADA3 form incorporating any amendments arising from the validation process or elsewhere is**

submitted to the Principal Quality Assurance Officer not later than one month following the validation event.

- 3.4.2 The ADA3 form asks for specific, programme-related information which is **essential** for the setting up of the definitive course record by the Quality Unit and Student Data Management. Although much of this information will not normally change as a result of any academic approvals process, both a pre- and post- event version are required to facilitate advance planning and to confirm the final programme details.
- 3.4.3 Because of the need to maintain up-to-date, accurate and comprehensive programme records, all subsequent changes to any of the information supplied on an ADA3 at the time of initial validation must, following any necessary academic approval of the changes (however conducted), be notified on a revised ADA3 form. Such changes may occur as a consequence of periodic review events, validation of new or reconfigured versions of a programme, approval of collaborative partnerships involving the programme, etc.
- 3.4.4 Completing the ADA3 - Programme Record Details
- i. Programme Title
 - ii. Qualification Aim(s) (*please list (all of) the final qualification(s) for which it is intended to enrol students, e.g. bachelors degree, HND, masters degree, postgraduate certificate or diploma, undergraduate or postgraduate credit, etc*)
 - iii. Full Title(s) of (all) Award(s) to which the programme leads including interim awards (*this information will appear on any award certificate and must be comprehensive and accurate, as approved via the validation/review process, and include any and all interim awards and endorsements (e.g. relating to location of study if not the University, language of study if not English, any Professional, Statutory or Regulatory Body endorsements)*)
 - iv. Mode(s) of Study (*e.g. full-time, sandwich, part-time day, part-time evening, part-time day and evening, block release, distance delivery/learning; if combinations of modes are available these should be fully stated. This data is essential in helping to determine the income from any funding body and the course fees*)
 - v. Validating Body (*Whose award is it? Is the award to be examined, assessed or conferred by an external body? i.e. it is not a University award (or it is but will also lead to certification by an external body)*)
 - vi. Level of Study (*i.e. FE - Level FE3; Undergraduate – Level(s) HE0, HE4, HE5, HE6; Postgraduate Taught – Level(s) HE7, HE8; Postgraduate Research*)
 - vii. Nature of any collaboration, partner and delivery information
 - viii. Approval Period (*normally runs until the next internal Subject Review for HE programmes, or from 1 September - 31 August over a 5 year period for other programmes, unless a limited approval period resulted from the validation/review event*)
 - ix. Length of Programme of Study in years/months/weeks (*Note the norms given in the Academic/Modular Regulations and include all approved modes and any interim award stage*)

- x. Method(s) of Programme Delivery (e.g. primarily classroom based, laboratory based, performance or studies based, etc; this information is used to help determine the pricing band to which the programme will be allocated)
- xi. (a) JACS Principal Subject Code and Title (you should peruse the list at <http://www.hesa.ac.uk/jacs/completeclassification.htm> and consult the Head of Student Data Management for advice)
- (b) Main Academic Subject(s) Content (describe as accurately as possible in order to assist with the correct coding of the programme (and obtaining related funding); Student Data Management can advise on the list of the various subject descriptors and codes which may be of assistance)
- xii. Length and Purpose of any special period/part of the programme (e.g. Work Experience) and when this occurs (important in determining the precise eligibility of the programme for funding, awards and loans, etc)
- xiii. Average Class Contact Hours per week (include this information for all approved modes of study and ensure that it encompasses those periods when students are required to be in attendance at tutor-supervised or tutor-guided activities; helps to determine whether the modes are countable as full-time, part-time, etc in conjunction with xiv - xvi below)
- xiv. Guided learning hours per week (FE courses) (required to draw down LSC funding)
- xv. Average learning time per week (include all approved modes of study and any interim award stages; learning time can be derived from the credit points approved at validation, given that one credit equates to 10 hours of notional learning time; aids in determining the percentage loading)
- xvi. Weeks per academic year/period (include all modes of study and any interim award stages; consult the Academic/Modular Regulations; aids in determining the percentage loading)
- xvii. Semester or Term based (or other) and Proposed Calendar for Academic Year (this should be consistent with the published University calendar and with the programme lengths given in ix. above; all approved modes and interim award stages should be included)
- xviii. Number of credits and levels required to achieve the final award and any interim awards (all mainstream programmes must be credit bearing, the amount and level(s) being approved at the time of validation; include credit points and levels for the interim and final award stages; consult the Academic/Modular Regulations)
- xix. Proposed Course Tuition and/or other Fees and who will be responsible for collecting them (University, Partner, School) (be as precise as possible and include all approved modes and possible student status types; consult Director of Marketing and Communications for guidance)
- xx. Funding Body and who will be responsible for claiming funding and counting the student numbers (University or partners) (required to calculate income, etc)
- xxi. Modular Scheme (UGS or PGS)

- xxii. Any Special Arrangements (*include here any features of the programme which have not been mentioned so far, or use this section to elaborate on particular aspects listed earlier*)
- xxiii. Date of Final Validation/Review Event (*this refers to the event itself, not to the subsequent fulfilment of any conditions, and is used to determine the programme approval period*)
- xxiv. Academic Leader *should sign and date*
- xxv. Host School or Centre (signature of Director/Head or nominee required for CPD awards)

3.5 'Fast-track' Procedure

- 3.5.1 The Academic Developments Approvals process and its associated deadlines are intended to ensure that Schools can give due consideration to planned developments of all kinds, particularly including the market information and human and physical resources necessary to underpin and bring proposed developments to a successful conclusion. Further, the process is intended to aid the planning of the different academic and administrative tasks that will be required to approve and record new or amended programmes before they can be formally included in the University's academic portfolio. Finally, there are a whole range of external imperatives which determine that planning sufficiently far ahead will be an essential feature of proposed new developments, e.g. inclusion in relevant handbooks, guides and other publicity, recruitment, notification to Local Education Authorities, Student Loans Company and/or other official agencies.
- 3.5.2 Nevertheless, it will sometimes be the case that opportunities arise which could not be foreseen in time for their incorporation within the usual planning cycle. These opportunities will often be the result of unexpected external factors demanding a swift response to capitalise upon an opportunity which might otherwise be lost if significantly delayed, or to react to the often short lead times demanded by funding, professional or other external bodies.
- 3.5.3 The 'Fast-track' procedure is designed to allow for the academic development approvals process to be foreshortened in order to cater for **unforeseen opportunities** outside of the normal planning deadlines. It is not intended to be used for proposed developments which should have been included in the standard ADA cycle, nor especially for proposed developments which are seen as minor in scale and/or impact (although this may indeed be true of any particular proposed development).
- 3.5.4 Schools wishing to avail themselves of the 'Fast-track' procedure should complete an ADA1 and/or ADA2 to be sent to the Principal Quality Assurance Officer in the Quality Assurance and Enhancement Unit, for submission to the Deputy Vice Chancellor. A clear indication should be provided of the desired timescale for academic approval and commencement of the programme. Those to whom the form is copied will have their attention drawn by the Principal Quality Assurance Officer to the need to respond quickly. Similarly, the Deputy Vice Chancellor will expedite consideration of the proposed development, including consultation with others and a judgement about whether and what level of detail of any further information is required, with a view to progressing the application within the required timescale.
- 3.5.5 It should be appreciated by all concerned that the strength and potential of any proposed developments considered under the 'Fast-track' procedure must still be adequately

demonstrated. Further, the academic validation process can in no way be compromised as a consequence of the desired speedier consideration of the proposal. The information provided must still allow any panel to be able to make confident judgements about the validity of the proposed development.

3.6 PCF1 - Programme Closure Form

- 3.6.1 Whenever it is proposed to cease recruiting to any programme leading to a University or external award, or to any programme to which academic credit is attributed, or for which the University is in receipt of mainstream funding, whether conducted solely by or at the University or in collaboration with any partner, then the School must submit a PCF1 form to formally request closure and to provide details of intended timescales and mechanisms for the protection of the interests of any existing students.
- 3.6.2 As early as possible, as soon as it becomes apparent that a programme might be the subject of potential closure, then discussions about the implications of closure should be initiated by the relevant School Director or nominee with the Head of Marketing and Recruitment, the Subject Librarian in the Library and the Head of Student Data Management. The PCF1 form should be submitted by the School to the Principal Quality Assurance Officer, Quality Assurance and Enhancement Unit, to confirm that a formal request for closure is being sought.
- 3.6.3 The Principal Quality Assurance Officer will process your request for closure with the Deputy Vice Chancellor, following any consultation deemed necessary.
- 3.6.4 Upon return of the PCF1 approved by the DVC, the Principal Quality Assurance Officer will amend the definitive course records accordingly and copy the form to the School, key Service Heads and others.