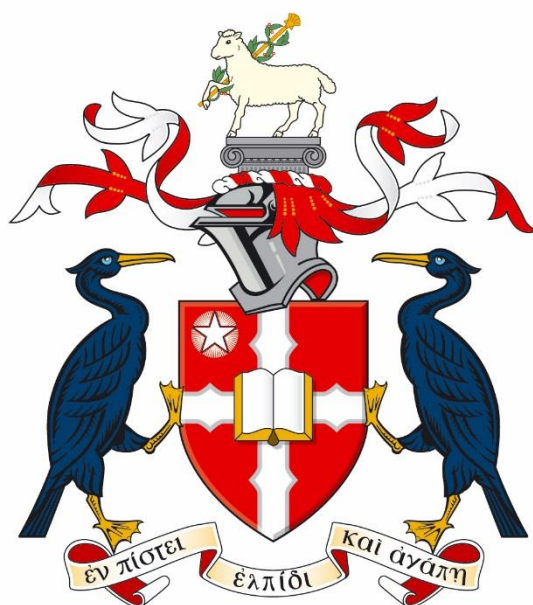


Liverpool Hope University



Academic Quality Handbook: Programme Design and Approval

Version 2

Version Control

| Version History | Approved | Comments |
|--------------------------------------|--|--|
| 2011-12 v1.0 | Approved | Senate June 2012 |
| | | Revised guidance for approval panels issues in 2013-14 to reflect changes to UK Quality Code. Revised Handbook drafted for consultation. Reviewed by Rectorate Team Spring 2014 |
| 2013-14 v1.1 | Received and Recommended for Approval (Academic Committee June 2014) | Establishment of Academic Committee Changes to the UK Quality Code Revisions to Critical Friend Event format Enhanced Focus on Inclusive Curriculum Design and Student Representation/Voice within Approval Panels |
| | Senate June 2014 | |
| V2 June 2016 for 16/17 Academic Year | Received by Academic Committee June 2016 | Major revisions to the process following discussion by Rectorate Team and Senate endorsement (March 2016). Key revisions: inclusion of co-design event, removal of formal critical friend process, and approval panels & modifications to framework for engagement with external reviewers |
| | Recommended by Senate to Council, 15 th June 2016 | |
| | Approved by University Council, 7 th July 2016 | |
| | Minor updates, March 2017 (Senate) | To remove references to Senior Academic Quality Advisor and to add appendix with flowchart of process |
| | Approved by University Council, 25 th April 2017 | |
| | | |
| Document Author | Chair of Academic Committee | |

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*Programme refers to any credit bearing course offered by the University

Introduction

UK higher education is based on the principle of the autonomy and responsibility of the degree-awarding body for the academic standards and quality of learning opportunities of the programmes it offers and the qualifications and credit it awards. The University must therefore have a robust framework in place to ensure the quality and standards of its academic provision. To support this, all new provision (together with existing provision requiring re-approval due to substantial modifications) is subject to the University's Programme Design and Approval Process.

Scope

The UK Quality Code for Higher Education expects procedures for programme design and approval processes to be clearly described and communicated to all interested parties. This handbook provides guidance on the requirements for the approvals process for:

- Staff (in Departments/Schools, Faculties, and partner organisations) responsible for the development, delivery and oversight of academic provision;
- Student representatives / students interested in the processes by which programmes of study are approved;
- QAA institutional review teams, professional bodies and other external agencies with an interest in the quality and standards of the University's academic provision.

This handbook covers the following:

- approval of new programmes of study leading to an award of the University

Note that separate guidance is available relating to:

- approval of short courses leading to the award of University credit (typically professional development provision, up to a maximum of 30 credits)
- approval of modifications to existing provision (at programme level or below).
- Withdrawal or suspension of programmes

This handbook forms part of Liverpool Hope University's academic quality framework and is to be seen in that wider context. All of the University's quality handbooks are approved by Senate upon recommendation from Academic Committee.

Principles

The University is responsible for the academic standards of programmes of study leading to its awards; and the programme approval process is the way in which the University satisfies itself that appropriate academic standards are set and high quality learning opportunities are secured for students.

The University is accountable to the [HE Funding Council for England](#) (HEFCE) for the quality and standards of its provision, currently tested through reviews carried out by the [Quality Assurance Agency](#) (QAA). A number of the University's academic programmes are professionally oriented, and the University is therefore also accountable to a range of professional, statutory and regulatory bodies (PSRBs). The external reference points which

are crucial in defining and setting the academic standards of the University's provision, and which form the basis of programme approval decisions, are, therefore:

- [QAA UK Quality Code for Higher Education](#), incorporating, inter alia:
- [Framework for HE Qualifications \(England, Wales and Northern Ireland\)](#)
- [Subject Benchmark Statements](#)
- [Higher education qualifications framework for England](#)
- [Higher Education Credit Framework for England](#)
- PSRB requirements

At the same time, all programmes of study must reflect internal reference points which include:

- The University's [Learning, Teaching and Assessment Strategy](#) (2013) which provides the broad framework for its programme of quality enhancement initiatives and is a driver for the provision of high quality learning experience for Hope students. The LTE strategy (and its associated programme of enhancement activities) is therefore a key internal reference point for subject teams and approval Panels.
- The [University Regulations](#).

In respect of the design and operation of the programme approval process, the University adopts the broad principles of the Quality Code for Higher Education which are reflected through:

Externality

The University recognises the importance of independent external participation in the programme design and approval process (i) in order to gain the benefit of appropriate academic/professional expertise in the design of the programme, (ii) in the interests of transparency to stakeholders, and (iii) to provide assurance to Academic Committee and Senate on the academic quality of new provision and that the University's approval processes have been conducted in line with sector-wide requirements. The principle of externality is reflected in the requirements for subject teams to engage with a range of relevant external reference points, to carry out engagement and consultation activities during programme development and also in the activities of approval Panels.

Independence and expertise

Independent and expert judgements can be made on the quality and standards of the provision under consideration through the involvement in programme design and approval of academic peers and, as appropriate, students, graduates, employers, service users, collaborative partners, etc. Decisions to approve new provision are given in principle by the Rectorate and Chair of Senate at the start of the process, and signed off by the Chairs of Academic Committee and Learning & Teaching Committee at the end of the process ensuring a further level of independence from the delivering faculty: Independent and expert advice is also given by externality at the co-design stage and via external academic review.

The Student Voice

Students are actively involved throughout the design and approval of academic courses. Students are represented at subject meetings and will be party to the initial discussions in

relation to new proposals. Students also form part of the initial scrutiny at Faculty Board and will be present at the Co-design stage, where the detail of the curriculum and its delivery is considered and lastly, at Senate, where the final approval is given.

Evidence

The specific evidence required by via the approval process, in order to recommend to Senate that the programme be approved, varies according to the nature of the proposal under consideration (a new undergraduate programme, for example, compared to a 15 credit short course professional development module), although the core principles are common throughout. The principles which should underpin programme design and which will be considered throughout the approval process are clearly stated in this handbook and in the submission document requirements. The quality of information which will be provided for students and other stakeholders following approval is also considered through approval of programme specifications, which form part of the documentation considered within the approval process, but are also intended for separate publication.

Enhancement

The primary focus of the programme approvals process is to assure the University that appropriate academic standards are being set and that mechanisms are in place to ensure appropriate learning opportunities will be provided to students. The process is a forward-looking one in that, through their discussions, the University (via Senate) should be able to form a judgement of confidence in the proposing department's likely future management of the programme to ensure the continuing quality and standards of, and to take steps to enhance, the provision for which they are responsible.

The programme approval process itself is reviewed annually, through the analysis of approval reports and through feedback from co-design members, senior academics and Chairs via post-event reflection activities.

Support for Staff

The approvals process is led by the Dean, together with the Head of Department and the FEO. Additional support is also given through the Communities of Practice (for example, Curriculum Design; Assessment).

The Approval Process

Stage 1: Approval to Proceed to Validation

New programmes may be instigated via reflective meetings or by individuals such as the Deans, Heads, academic tutors, or via cross departmental collaborations, or identifiable gaps in the market, etc.

However the new programme is initiated, an outline proposal must be considered by the subject department(s) who proposed the initiative, and endorsed via Faculty Board.

The Dean then presents the course outline and rationale to Rectorate Team (or the Chair of Senate) to ensure that the proposed provision accords with wider institutional goals and

corporate strategy and that the resources to deliver the programme have been considered and approved in principle.

Guidance notes for Deans:

- i) The Faculty determines the number of new programmes that they wish to bring forward for consideration in any given academic year.
- ii) Deans can bring forward new initiatives at any stage in the year. However, they should bear in mind the timeline for applications and for appropriate promotional material to be prepared. Deans are also reminded to ensure that all marketing material conforms to CMA guidelines.
- iii) If it is the intention to offer existing programmes of study in a different mode to that originally approved (for example, offering a current programme as a wholly on-line programme) then this will be treated as a **Modification** to the existing provision and the appropriate Appendix should be completed in the validation documentation.
- iv) Similarly, where an existing programme is being offered for (new) delivery in the Network of Hope¹ or other 'at a distance' location, this is also treated as a **Modification** to the existing provision and the appropriate Appendix should be completed.

Please note that Strategic Approval must be obtained via the Rectorate Team (or Chair of Senate) to change the mode of delivery of an existing programme, or deliver an existing programme at a site beyond the Liverpool campuses.

- v) Outline proposals should be submitted to Rectorate Team using the **on-line programme documentation repository**.

Rectorate Team may

- i) approve in principle the proposal for report to Academic Committee and Senate
- ii) refer the matter back to the Faculty for further clarification/detail or
- iii) reject the proposal.



Once Academic Committee has noted the approval in principle of Rectorate Team, the proposal may be progressed for full approval.

Note that all proposals for new provision **MUST** be recorded at Senate.

The timescale for the process is that given in the flow diagram below. The FEO (via the Dean/Head) is responsible for adhering to these timescales.

¹ The NoH has a standardised model of delivery

The Approval Process for New Provision: Key Stages

| Key Stages | Detailed Steps | Comments | Time Frame |
|---|---|---|--|
| Approval to Proceed | Department proposes a new curriculum initiative | May be lecturers, Head, or Dean | Proposal usually follows the Reflective Meetings  First meeting of Academic Committee |
| | Brief outline of course presented to Faculty Board | Outline completed on the same template as the final document: to be amended/over-written as the validation process proceeds. | |
| | Dean presents course outline to Rectorate/Chair of Senate | Rectorate Team reviews the appropriateness of the provision within the University portfolio, and considers the resource demands. | |
| | Rectorate/Chair of Senate gives Approval to Proceed to Validation | Academic Committee (AC) formally reports that the new course is to be validated. AC reports to Senate. | |
| Curriculum/ Syllabus Design | The curriculum/syllabus is then developed further through a co-design forum. Rectorate agree the co-design panel | Subject Benchmarks, FHEQ and PSRB requirements, University Regulations and the L&T Strategy must underpin design. Co-design broadens and deepens the curriculum. It is expected that the Heads will lead the process in conjunction with the Dean. It is further expected that the Head/Dean will have taken advice from the Faculty L&T Officers, FEO, the Registrar and others as appropriate. | Co-design Panel established within 6 weeks.  |
| | The curriculum and syllabus is fully designed and articulated. The assessment strategy is clearly defined | | Fully completed pre-approval document prepared within 30 days of the Co-design Panel |
| | The Head signs off the draft definitive document course | | |
| Independent External Review & Response | The draft documentation for the proposed provision is sent for review to two independent senior external academics. | External reviewers are appointed by the PVC Academic or (where PVC Academic is the Dean of Faculty) the Chair of Senate. Reviewers are required to provide a detailed report to the Dean on the proposed programme | External comments and response within 30 days of submission to the Externals |
| | The Department makes a formal response to the external academics' comments. | The Department must demonstrate careful consideration of the external comment. A full record of this consideration will be reported to the Dean (and Chairs of AC/ LTC). | |
| Programme Approval | A Confirmation Meeting takes place to provide external assurance. | The Dean Chairs the meeting (or exceptionally, a Rectorate member if the Dean has a direct conflict of interest as HoD) with one senior subject academic (normally, but not always the Head of Department) and two Senate level academics together (one from each of the other faculties) with the FEO | The Confirmation Meeting takes place within 2 weeks of the External Review Process |
| | Post Event amendments are made. | The Chairs of L&T and AC sign off the final agreed Major/Degree course. | Post Event amendments are signed off within 2 weeks of receipt |
| | Provision formally Approved by Senate | Programme Approval Completion | |
| | Students Admitted | | |

Once Rectorate Team has recommended that the outline proposal for new provision be supported by Academic Committee and Senate, the Dean, working through the Head and FEO will liaise with the Director of Learning and Teaching Assessment to arrange a co-design event.

Stage 2: Co-design Event

Co-design is an approach that can be used in all stages in the design of a programme, product or process, but especially in the initial or conception phase. Our view is that co-design is a critical aspect of programme design because different perspectives, and a productive combination of different perspectives, are needed in order to stimulate creativity and innovation. The introduction of specific creative co-design workshops within the Programme Development and Approvals Process provides an opportunity for a range of different stakeholders to jointly explore and articulate their needs/opinions and to jointly develop and create solutions drawing on a diversity of experience and expertise. The key benefit of such creative approaches is that they support the University to develop innovative and original provision.

Key considerations

Co-design teams are expected to:

- ensure that the provision is designed in accordance with the appropriate level within the Framework for Higher Education Qualifications (FHEQ).
- ensure that the provision meets the national subject benchmark statements (and, as appropriate, European reference points, requirements of PSRBs and also of industry/employers).
- ensure that where provision spans FHEQ levels, the concept of progression must be addressed to ensure that the curriculum imposes an increasing level of demand on the learner during the course of the programme.
- ensure that there is an appropriate balance across the programme, for example, in relation to academic and practical elements, personal development and academic outcomes, breadth and depth in the curriculum and in the forms of assessment used.
- ensure that the provision is coherent and that the overall experience of a student has a logic and an intellectual integrity related to clearly defined learning outcomes.
- ensure that the design of the provision makes reference to the principles of [inclusive curriculum design](#) (and the need to reflect the recommendations for education providers in the Equality Act 2010).
- ensure that the provision reflects the 10 principles of the University's Learning, Teaching and Enhancement strategy .
- ensure that the provision meets internal reference points, such as [University Regulations](#)
- ensure that students are involved in the design and the development of the new provision.
- Ensure that career opportunities (and further study) are articulated in the design of the programme.

It is for the Dean, working with the Head and FEO to determine the range of stakeholders to be invited to each co-design event. It is expected however that a broad range of stakeholders will be included, drawn from the following constituencies, as well as members of Hope academic and related staff as appropriate:

| | | | | |
|---|---------------|-----------------|-----------------------------|--------------------------------|
| Employers | Alumni | Students | PSRBs | User Groups² |
| Academic Subject Specialists from other HEIs³ | | | Hope Admissions Team | Marketing |

Rectorate agree the membership of the co-design event.

The Dean (or Head) Chair the event (which is facilitated by the Director of Learning and Teaching Assessment or nominee). Discussion will focus primarily on the design and content of the proposed programme and on matters such as assessment, progression, placements (where applicable). The role of facilitation is an essential component of a successful co-design event as facilitators provide ways for people to engage with each other as well as providing ways to communicate, be creative, share insights and test out new ideas.

The outputs from the co-design event should be used by the Dean/Head in the development of the provision.

The three Faculty Executive Officers together with the Director of Learning and Teaching Assessment are responsible for ensuring that there is a co-ordinated approach to the scheduling of Co-design events across the University.

Stage 3: External Academic Review

- **ON-LINE SYSTEM TO BE USED FOR COMPLETION OF DRAFT DOCUMENTATION**

The pre-validation documentation will be endorsed by the Dean in advance of being submitted to two External Reviewers.

All proposed new programmes of study are considered by at least two academic experts external to the University, reflecting the sector-wide commitment to quality assurance by peer review.

At least two External Reviewers should be appointed to provide independent expert opinion on the draft provision. They should have had no previous involvement with the development of the programme, should not be closely associated with the Department and should not have been an external examiner within the subject area at Hope in the last five years.

External reviewers **must be formally approved by the PVC Academic (or where the PVC Academic has a conflict of interest the Chair of Senate)** and must have:

- the ability to form an expert and objective opinion of the overall standards of the programme/s and the comparability of those standards within the UK HE sector;
- academic qualifications at least to the level of the proposed programme;
- expertise relevant to the subject area under consideration;
- familiarity with current developments in the field of study concerned;
- understanding and experience of current practice and developments in teaching, learning and assessment in HE;
- for programmes with professional elements, awareness of the educational requirements for the profession;

² User Groups might include School/College tutors, School Advisors, Public Sector/Health Advisors, Business Advisors etc. depending on the programme to be validated.

³ Note that these staff CANNOT subsequently act as an external reviewer to the programme approval event

- for programmes with professional elements the contribution of one or more representatives from the PSRB concerned is additional to and cannot replace the requirement for an academic External Assessor.

External reviewers are required to provide a detailed report about the proposed provision to inform the approvals process. Once the reports are received, the Head and programme team are required to reflect on the comments and revise the programme accordingly, in line with the expected timeline. A full record of this consideration will be reviewed by the Dean (and Chairs of AC/LTC).

Stage 4: Confirmation Meeting

The Confirmation Meeting is the final scrutiny in the validation process. Its purpose is to confirm that the report from the external academics has been appropriately actioned, the relevant amendments clearly incorporated into the documentation and the criteria for approval have been met. In exceptional circumstances, where external appraisers' recommendations have not been accepted, the Dean must provide a full justification for why this is the case.

The Confirmation Meeting is Chaired by the Dean (or exceptionally a Rectorate member), the senior academic leading the delivery of the programme (normally the Head of Department) two academic Senate members (one from each of the other two faculties) and the faculty FEO.

Documentation for the Confirmation Meeting

Administrative arrangements for the Confirmation Meeting reside with the FEO who co-ordinates the process on behalf of the Dean.

The FEO should ensure that the documentation for the Confirmation Meeting is circulated to all members, ideally not less than one week prior to the Confirmation Meeting.

This should include

- The draft programme documentation
- Copies of the External Reviewers Reports
- Response by the Programme Team to the External Reports

Outcomes of the Confirmation Meeting

Normally, the expected outcome is that the programme of study is recommended for approval. However, exceptionally the programme may be referred for further work where there are a number of significant issues to be addressed. This may involve:

- i) a further iteration and discussion with the subject team, followed by a reconvening of the Confirmation Meeting.
- ii) a further iteration and discussion with the External Reviewers, followed by a reconvening of the Confirmation Meeting.
- iii) the proposal may re-enter at the Co-design stage for complete revision.

Stage 5: Post Confirmation

Following a Recommendation to Approve, the final Validation Document is sent to the Chair of Academic Committee and to the Chair of the Learning and Teaching Committee, to gain final assurance that the approval process has been satisfactorily completed and the programme is indeed ready to be recommended for approval at Senate.

Following Senate approval, the Validation Document becomes simply the 'Definitive Document', and is locked within the on-line system.

For audit purposes, it is expected that Faculties will maintain copies of the following documentation relating to the programme approvals process; approval of the external assessor, external assessor reports, approval event agenda, summary and full Confirmation Meeting Report, together with documentation relating to the sign off of conditions.

The minutes of Academic Committee and Senate will provide evidence of appropriate approval / strategic oversight.

After Senate approval has been given, the Head of the Committee Secretariat will update the official record of the Curriculum Overviews and reissue to the Faculty Executive Officers, the Dean of Students and External Relations (incorporating Student Recruitment and Corporate Communications). The Faculty Executive Officers will inform the Dean, the Faculty Board and the relevant Department, and the Dean of Students will inform the Head of Student Administration, the Registrar and the Timetable Manager.

Periodic Review of the Programme

Once approved, all programmes (or courses leading to the award of University credit) are subject to the University's standard processes for review and enhancement.

Should a subject team wish to make modifications to an approved programme of study during this time, this is governed by the University's [Modification processes](#).

Programme Review normally takes place outside the quinquennial Departmental Review and is usually conducted once every three years. However, a review may be triggered at any stage where there are concerns voiced by the Dean, Chair of Academic Committee and Learning & Teaching Committee (for instance, in response to ARE issues, Departmental Reviews or from analysis of key subject data sets) or from external examiner comment, etc., in which case, the process may begin at the Co-design stage.

Sustainability

As part of the University's commitment to sustainability, wherever possible, the stages of the programme approval process will be conducted paper-less. The programme team will be asked to supply only electronic copies of documents and these will be shared for scrutiny/approval via shared drives, GoogleDocs or email. Paper copies of documentation will only be made available upon request and colleagues are requested to refrain from printing the documentation unless absolutely necessary.

Programme Design and Approval Process

6th March 2017

THE PRINCIPLES OF CO-DESIGN

Inspired by the ongoing collaboration with the Université Catholique de Lille, Liverpool Hope has embraced the principles of Co-Design into a wide range of its practice, including the Curriculum Design and Approval process outlined in this document. The Co-Design process seeks to generate innovative and collaborative solutions to complex problems by creating spaces where the insight from a wide range of diverse stakeholders can be utilised to best inform the approach to any design problem. In this instance, a Co-Design event acts as the central component to the Curriculum Design process for new programmes at Liverpool Hope University and will generate the insight necessary to create high quality and innovative curriculum that will best equip our students for their future work when they graduate.

Rather than the conventional curriculum development process, which is traditionally led by a small subset of curriculum stakeholders, Co-Design opens up the curriculum design process not only to all academic teaching staff involved with the course, but also to academic staff in related disciplines, external professional stakeholders, University support staff and students. A core goal is to generate cutting edge insight on the discipline, by exposing core curriculum decision makers to challenging and diverse perspectives through creative and explorative thinking.

The participants at a Co-Design event will demonstrate a cross-section of the discipline from an academic, professional and student experience perspective. Participants will include:

- The full subject team
- Members of academic staff from related disciplines
- Subject specialists from other HEIs*
- Prospective Employers*
- Professional Stakeholders*
- Students and Alumni
- Members of Academic and Administrative Support

* Expenses will be covered for external stakeholders and in some cases a small fee will be made available from the Faculties for those will sector leading insight.

The Co-Design event itself is designed to stimulate innovation and creativity and is structured around a number of activities that will provide the context for the collaborative construction of the curriculum syllabus, assessments and student experience. In order to best facilitate the generation of creative ideas, a Co-Design Pre-event is held prior to the main event that will establish the core framework and design of the Curriculum with close consideration of National and Subject benchmarks.

It is important that although the co-design event itself will be organised and facilitated by the Learning and Teaching team, the responsibility for the progress of this process is with the host Faculty of the developing curriculum.

SYLLABUS AND THE HOPE CURRICULUM

The following core principles are central to the Hope Curriculum:

1. As a University, we have move beyond a fragmentation of learning (often associated with a modular curriculum structure) to having a rounded formation of the graduate in the discipline.
2. The notion of a 'disciplinary core', ensuring that all students studying a subject area (whether as single honours/combined honours) have a commonality of experience and learning which reflects the concept of the graduate in the discipline is essential to all provision.
3. Students should be provided with opportunities for enhanced engagement and deep learning, with the design of provision at all levels encompassing seminars and small group tutorials.
4. The curriculum should be designed to actively support student progression and enhancement.
5. Academic staff/teams are central to learning and teaching in the discipline and teaching should be research informed.
6. Students are provided with a minimum of 12 contact hours per week of term-time during their first year of full time study, with 10 hours per week minimum provided during second and third years.

As part of the Co-Design process, participants will seek ways in which a holistic and integrated curriculum can be generated that meets the above principles and provides a robust, well-rounded and rigorous experience of a discipline. Rather than being led by Learning Outcomes, the Curriculum is designed *syllabus first* and a core business of the Co-Design event is to discover what disciplinary knowledge students should engage with throughout their course of study.

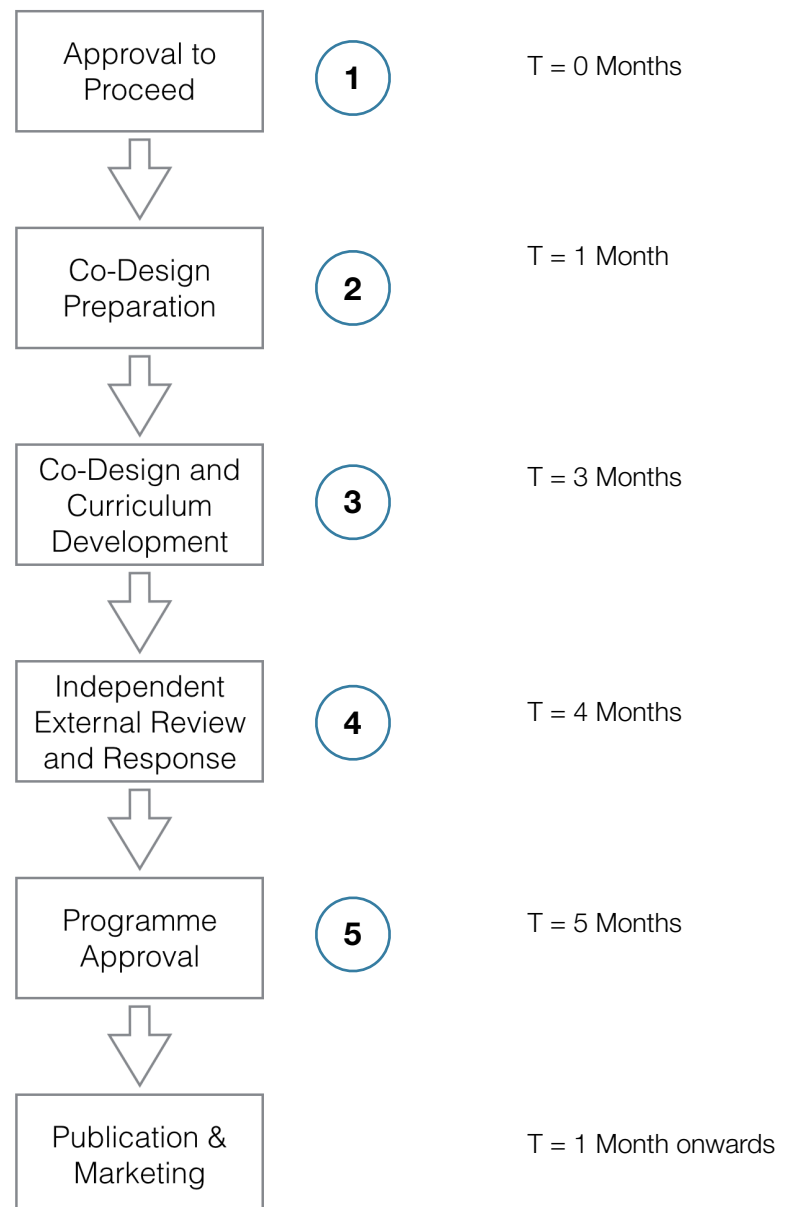
A Syllabus generated from the Co-Design process should:

- Provide, at an appropriate level, detail of what is to be learned at each year of study.
- Represent a broad and well-rounded cross section of the discipline.
- Should be appropriately developmental, with increasing depth and complexity emerging throughout the three years of study.

This Syllabus should provide:

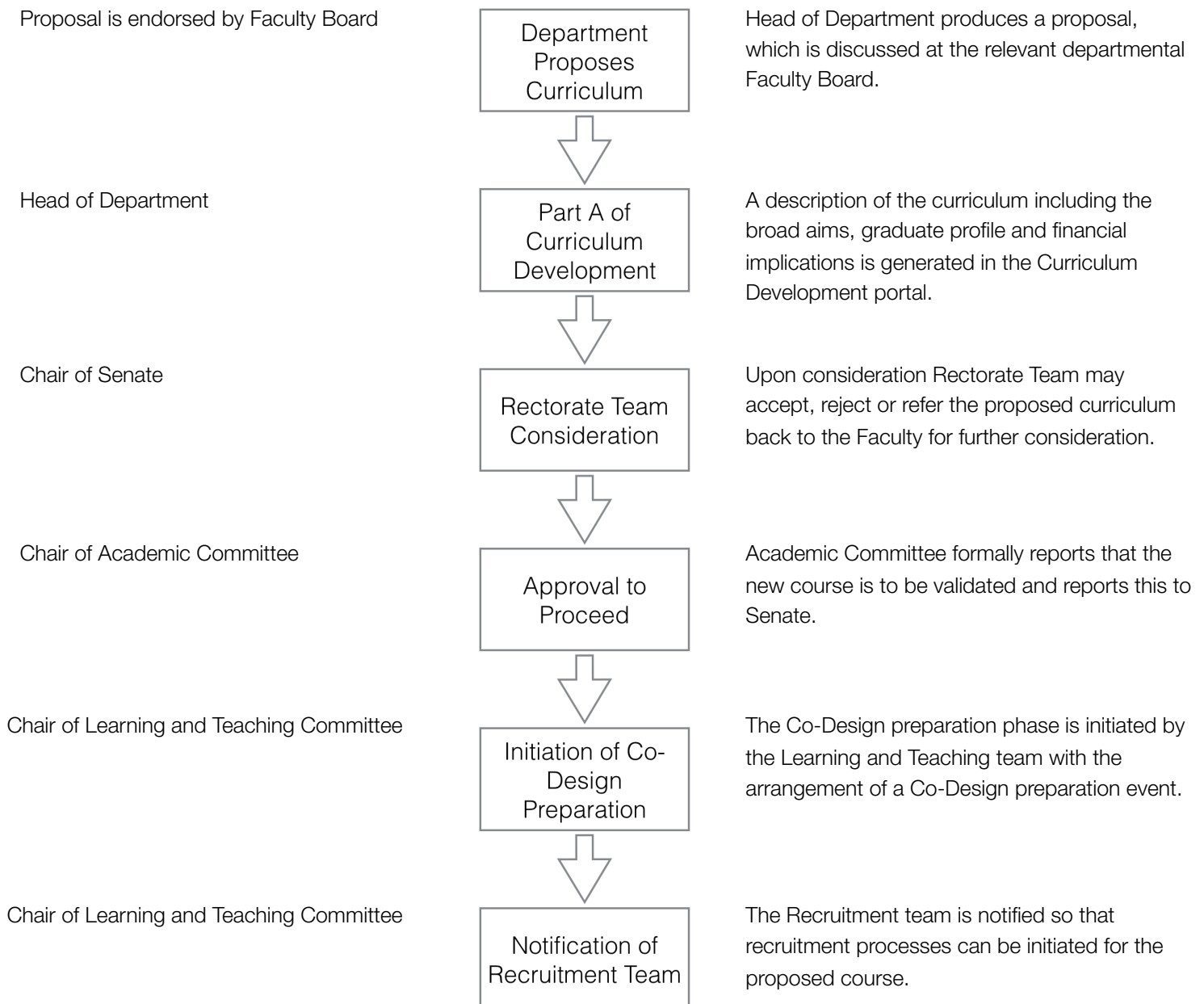
- Information that will guide the operational implementation of the Curriculum.
- Information to the students to allow them to personalise and supplement their own learning experience with personal study.
- Information to prospective employers of our graduates.

PROGRAMME APPROVAL OVERVIEW

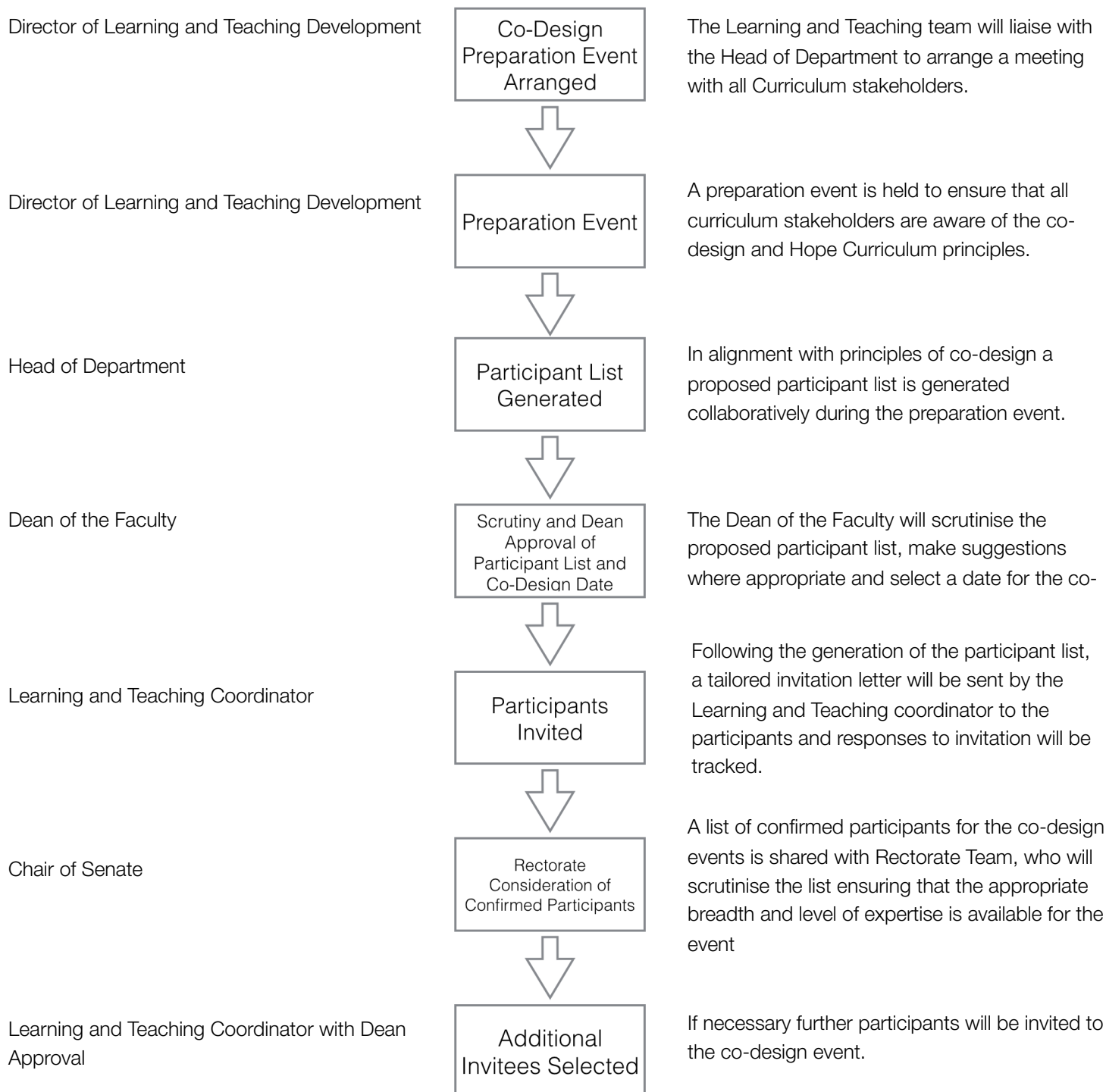


Each stage of the above process is explored in detail on 5 to 9

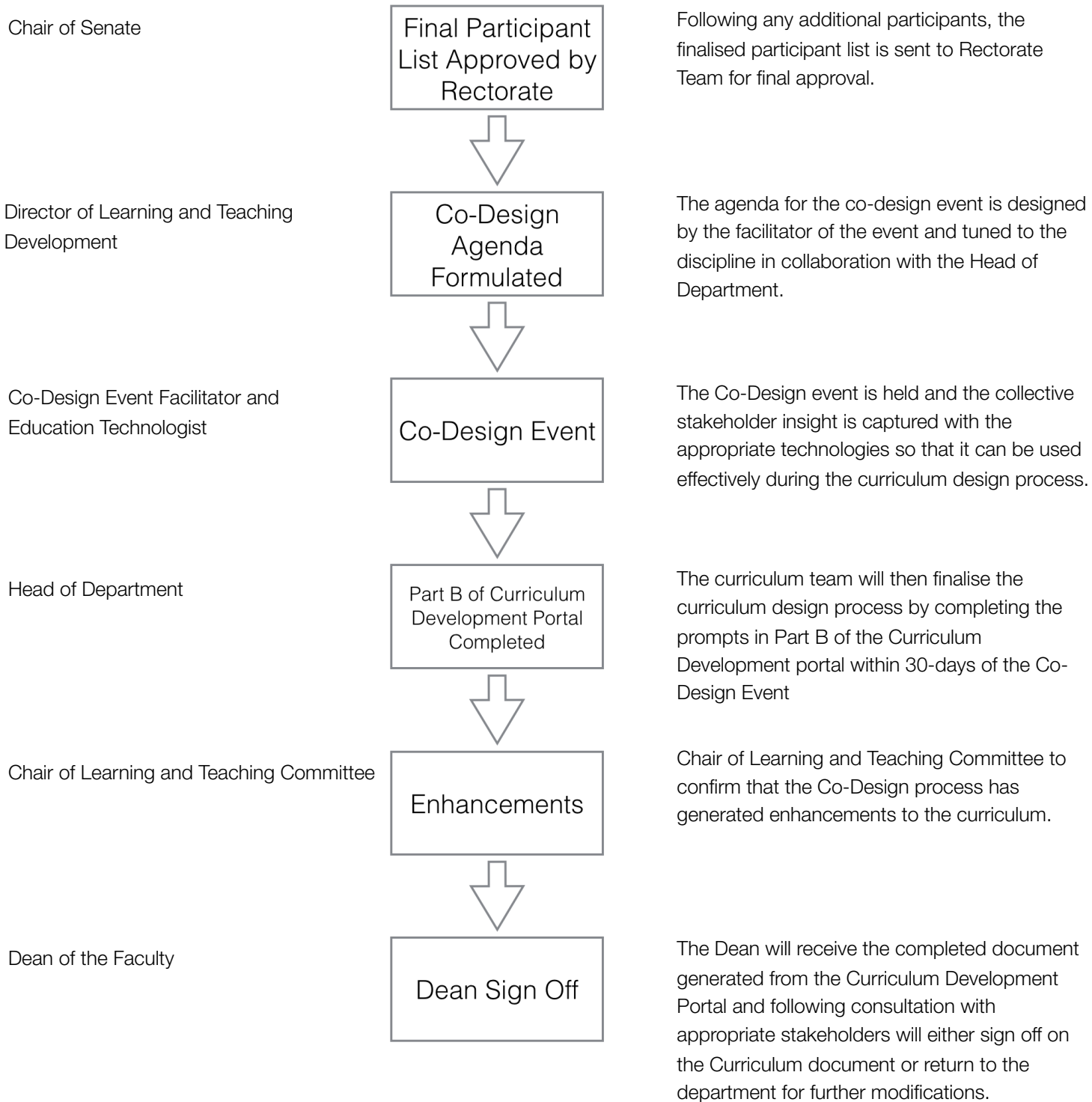
APPROVAL TO PROCEED PROCESS



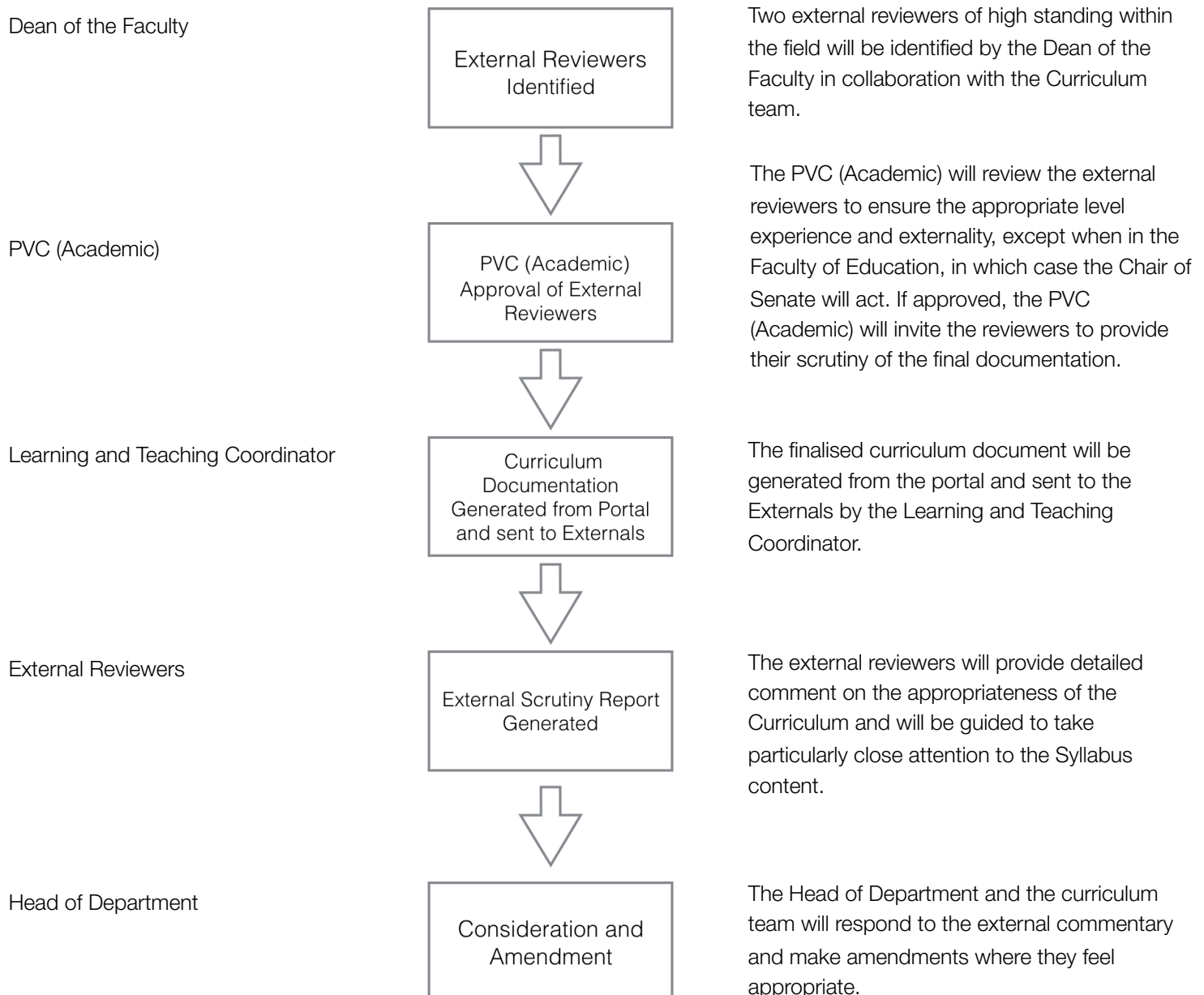
CO-DESIGN PREPARATION



CO-DESIGN AND CURRICULUM DEVELOPMENT



INDEPENDENT EXTERNAL REVIEW AND RESPONSE



PROGRAMME APPROVAL

Faculty Executive Officer

Confirmation Event
Arranged



Dean of the Faculty

Confirmation Event



Head of Department

Post Event
Amendments



Chairs of Academic Committee and
Learning and Teaching Committee

Chair of LTC and AC
Sign Off



Chair of Senate

Senate Approval

The Faculty will arrange a confirmation event within two weeks of review process that is Chaired by the Dean of the Faculty (permitting any conflict of interest). Typically, this panel will comprise the Head of Department (or nominated Senior Academic), two Senate level academics (one from each of the other Faculties) and the relevant FEO

The final confirmation event will confirm the report from the external academics has been appropriately actioned and incorporated into the final version of the curriculum document. The panel will determine the level of additional work or amendments necessary for final approval.

Any further amendments to the curriculum documentation will be made by the curriculum team, identifying clearly where any changes have been made.

The chairs of Learning and Teaching Committee and Academic Committee will receive final curriculum documentation and responses to the outcomes of the confirmation panel. Both chairs will ensure that appropriate level of assurance and adherence to appropriate benchmarks has been upheld throughout the approvals process.

Following the appropriate report from LTC and AC, Senate will provide final approval of the Curriculum and a formal addition to the Curriculum portfolio will be made.