

CMA Handbook

AY2024-25

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Glossary of Terms

CMA:

The Competition and Markets Authority – the government body responsible for regulating competition across the United Kingdom, including in the higher education sector. As a University, we are committed to ensuring that our communications with applicants, students and other stakeholders meet CMA standards and we are compliant. .

CCRs:

Consumer Contract Regulations 2008. The CCRs obliged universities to provide relevant information to students before entering into a contract. Rights to cancel a contract are also covered by the CCRs.

CPRs:

Consumer Protection from Unfair Trading Regulations 2013. The CPRs prohibit unfair practices towards students, including the use of misleading actions or omissions or aggressive practices. Compliance with the CPRs ensures students get accurate information to make informed decisions and have access to a fair and transparent complaints process.

HESA:

Higher Education Statistics Agency. The designated data body for higher education in England.

Material change:

A change to pre-contract course information which requires consent of both offer-holders and students.

Definitive element:

An element of information about a module that, if changed, would alter the material information provided to applicants pre-contract. Therefore, a change to a definitive element of a module would be a material change.

Indicative element:

An element of information about a module that, if changed, would NOT alter the material information provided to applicants pre-contract. Therefore, a change to an indicative element of a module would be a non-material change.

Core module:

A core module is one that all students on a course must take.

Option module:

An option module is one that all students on a course will have the option to take.

Elective module:

An elective module is one in a subject outside of a student's main discipline. Most single honours students have the opportunity to take one elective module per semester for their first four semesters.

AQP Curriculum Manager (formerly ADQE Curriculum Manager):

This handbook was first published in April 2022, at which time the University had an Academic Development and Quality Enhancement (ADQE) department. This changed as of 1st August 2022, when the department was renamed to Academic Quality and Partnerships (AQP). The handbook references AQP, to reflect the updated department name and respective job titles.

Introduction

Thank you for taking the time to read this handbook. In summer 2021 a review was undertaken of CMA processes and policy which identified a need for clear and accessible information. As a result of this, the Database and CMA Handbook has been developed in collaboration with colleagues across Faculty and Professional Services in order to provide colleagues with a single point of reference to refer to when making curriculum changes in the database. The handbook includes the following information:

- Guidance around how to remain CMA compliant when approving course and module changes, and when adding these changes to the database
- Guidance around assessing if a change is 'material' or not (see the Glossary of Terms for more information)
- A list of key contacts, outlining responsibility for decision-making and for maintaining information in the database
- A summary of timelines and processes associated with making changes to courses and modules
- A set of Frequently Asked Questions for making changes to courses and modules, whilst remaining CMA compliant

NOTE – June 2025:

Please note that in April 2025, Competition and Market Authority (CMA) issued enhanced guidance and strengthened its enforcement powers to tackle unfair commercial practices – meaning it can now directly investigate, determine failures and impose fines.

The new guidance, stemming from the Digital Markets, Competition and Consumers Act 2024, has implications across the whole student journey, beyond courses and including services such as accommodation.

This Handbook remains focused solely on CMA impact with regards to curriculum and course changes.

For more detail on the updated CMA guidance, please [see here](#).

Why Compliance matters

For most students, deciding what and where to study will be a 'one-off' decision into which they will invest a significant amount of time, money and effort and which will influence the direction their lives will take to a large extent. To safeguard the investment made by students, they are protected by rights enshrined in consumer protection legislation, which is overseen and enforced, by the

Competition and Markets Authority (CMA). Adherence to the consumer protection legislation and guidance prepared by the CMA is collectively known as “CMA compliance” and is also one of the “C” conditions for a Higher Education Institution (HEI)’s registration with the Office for Students (OfS).

As part of CMA compliance applicants must be able to make an **“informed choice”** about institution and course and must be given material information so that they can reach the best decision about what is right for them. **Acceptance of an offer of a place at Sussex creates a binding contract, incorporating the material information given to applicants.** The University therefore must ensure that it delivers what was promised – whilst adjustments and minor variations are permitted, fundamentally students must receive what they were led to expect to receive as a result of engaging with the information made available to them by the institution about the course they have chosen. If there are any material changes to what was promised prior to applying for a course via the prospectus information provided by the institution, for example the course structure, degree title, or significant changes to core modules, then the express consent of applicants, offer holders and existing students must be obtained before the changes are implemented.

Not only is CMA compliance important from a regulatory standpoint, but it is also a cornerstone to providing the best possible student experience. Ultimately, remaining CMA compliant means that when students arrive at Sussex, their course is as they expected it to be, which is far more likely to result in them having a rewarding and satisfactory experience at Sussex. This supports an improvement in general wellbeing and student satisfaction, as well as NSS scores, and supports the University’s impressive retention record, having recently been named the [University of the Year for Student Retention in 2022](#). However, if we are not compliant, then as well as student complaints and dissatisfaction, enforcement action can be taken by the CMA, damages sought, or action taken by the OfS.

If you have any questions about the content of this handbook, or wish to suggest any additions to its content, please contact Oliver Craig in AQP on o.craig@sussex.ac.uk.

Competition and Markets Authority (CMA) Guidance

CMA ‘Material Information’

Presently, the undergraduate (UG) recruitment process starts approximately 20 months prior to the start of the academic year the student is applying for, with the publication of the prospectus. Meanwhile, the postgraduate taught (PGT) recruitment process starts approximately 16 months prior to a student starting with the publication of the PGT prospectus.

The Consumer Contract Regulations (CCRs) say that applicants must be given sufficient information to be able to make an “informed choice” about which course to study, and be provided with “material” information about the course of study. Appendix [H] has a table on the material information expected to be provided but broadly it consists of:

- Course title
- Award
- Composition of the course including core modules and an indication of likely options
- Overall method(s) of assessment
- Information of how course is taught, including contact hours
- Any professional accreditations

- Location of study
- Fees and additional costs

The CMA guidance to HEIs gives their minimum expectation of the ‘material’ course information (set out in the table below) that will be provided to enquiring potential applicants. The ‘material’ information provided must remain the same throughout the entire duration of an applicant’s student journey with the university, and if this information were to change, express consent from applicants and students would be required.

<u>Information categories</u>	<u>What material course information should be given?</u>
Offer Conditions	<ul style="list-style-type: none"> • Full details of the conditions that students must satisfy to take up course place • Indication of standard/typical offer
Course information	<ul style="list-style-type: none"> • Course title • Composition including core modules and an indication of likely options (including those generally provided each year) • Overall method(s) of assessment • Any professional accreditations • Location of study
Course delivery	<ul style="list-style-type: none"> • Information on the type of delivery (lectures/seminars/workshops etc.) • number and type of contact hours • the expected workload of students (e.g., hours of self-study in addition to teaching) • the general level of experience or status of the staff involved in delivering different elements of the course
Location of study	<ul style="list-style-type: none"> • Principal place of study • If known, possible location for any placements
Award	<ul style="list-style-type: none"> • Exact award • The awarding body
Duration	<ul style="list-style-type: none"> • Length of course • whether there are optional/mandatory study abroad years / placements
Costs	<ul style="list-style-type: none"> • Tuition fees • Which students will pay fee increases and how increases are calculated • Information of additional costs (e.g., field trips, equipment, studio hire) including whether fixed or estimated, optional or mandatory, as well as the timing that costs would occur • Deposits (if required)
Complaints	<ul style="list-style-type: none"> • Clear information on location of complaints policy and complaint/redress mechanism
Cancellation	<ul style="list-style-type: none"> • Clear notification of right to cancel and withdraw during a 14-day period • Full refund of any deposits paid during cancellation period

As well as the material information required under the CCRs, the Consumer Protection from Unfair Trading Regulations 2013 (CPR), prohibit unfair practices towards students, including the use of misleading actions or omissions or aggressive practices. Compliance with the CPRs ensures students

get accurate information to make informed decisions and have access to a fair and transparent complaints process. Whilst there is a significant overlap between material information required under the CCRs and the CPRs, under the CPRs, as well as providing material information to enable an informed choice, any information which would be influential in a decision must not be omitted (known as a “misleading omission”), for example failing to make clear that certain modules are mandatory for accreditation, or presenting material information in an inaccessible way.

If particular types of students are targeted, then the CPRs require information which is particularly likely to be materially important to those groups to be provided. E.g. international students would be interested in information about language proficiency and immigration requirements.

Information must be accurate at all times, as presenting outdated information to applicants could breach the CPRs as a misleading action.

Whilst sufficient information about a course must be given to applicants so that they can make an informed choice, **when developing core modules Faculty should aim to keep them broad so that they do not become too constrained by narrow parameters.** For example, a core module on “*Nineteenth century feminist literature*” is much broader in scope than “*The life and works of Charlotte Bronte*”. A broader core module allows content to be adapted more easily without it becoming a material change and, importantly, is likely to be deliverable by more than one academic in the event of staff changes.

If core modules do need to be more specialist and/or narrow in scope, it is important for faculty to ensure that in the event of staff changes that these can continue to be delivered.

Presenting Course Information

At Sussex, because we offer many combinations and variations, as well as electives and pathways, which lead to numerous potential module (and thereby course) combinations, we present some elements of course information at a module level, so that applicants can build up an overall picture of the course they are interested in studying. For example, we provide information about contact hours and teaching and assessment at a module level.

Whilst minor adjustments to module information can be made, if there are significant module changes, these could impact on the overall presentation of “material” course information under the CCRs / CPRs.

‘Material’ v ‘Non-material’ Changes

Changes to Elements of Modules

As above, whilst the CMA mandates that the provision of ‘material’ information must be provided at course level, at Sussex, we provide some material elements of course information at a module level (teaching and assessment modes, for example) This enables applicants to build up an overall picture of the course they are interested in studying and means we must scrutinise any proposed changes to the information provided to ensure we remain compliant.

Material elements of course information presented at module level are referred to as ‘**definitive**’. Definitive elements of modules are those that are approved at the time of validation (or via subsequent modification processes) and are the formal record of the module. Definitive elements of modules are recorded and maintained in the database. Therefore, in the majority of cases, definitive

elements of a module approved at validation are also considered to be ‘material’ elements of a course.

Any proposed changes made to definitive elements of a module can therefore potentially impact on the material information provided to students and become a breach of CMA compliance. For more information about how to assess the CMA impact of a change, please consult [Appendix F](#).

Students will have an expectation that the formally approved definitive information provided for a module will be followed, unless the correct change procedures have been initiated and the changes approved via student consultation and agreement. Therefore, changes are not normally introduced until the next student intake, giving a compliant lead-time for the implementation of these changes, unless if unforeseen circumstances necessitate shorter implementation. Definitive changes to module elements must be formally recorded. Changes to definitive elements of the module are often classed as ‘material’, owing to their significant impact upon the experience of students taking the module, and the potential impact on overall material course information. This is not always the case; for example, making a single change to one assessment on one module is unlikely to impact the overall material course information – see [Appendix F\(b\)](#) for more information.

When modules are approved at the time of validation, some elements of modules are ‘indicative’ and only illustrative of the way in which a module will be offered at the time of validation. They help the validating panel to understand the nature of the module as envisaged. It is understood that indicative module elements will evolve over time with experience of delivery and as such are subject to change. **Changes to indicative elements of the module are considered to be non-material changes for CMA purposes** owing to their moderate impact upon the experience of students taking the module in relation to what they expected that experience to be from the pre-contract information provided. Even after proposals for non-material changes have been approved, the learning outcomes of the module will remain constant, ensuring that students successfully completing the module will still be able to reach the same end point.

Definitive and Indicative elements of the module

The table below summarises the definitive and indicative sections of the module and the respective approval mechanism for changes.

Module element	Indicative or definitive	Approval authority	Forms and documents
Module title	Definitive	Faculty Education Committee	Module change form
Module description	Definitive		
Credit value	Definitive		
Credit level	Definitive		
Learning outcomes	Definitive		
Assessment modes	Definitive		
Assessment weightings	Definitive		
Breakdown of teaching & learning hours	Definitive		
Teaching methods	Definitive		
Module content	Indicative	Boards of Study	Module Change Form
Assessment schedule	Indicative		
Assessment length	Indicative		

Replacement or removal of core modules

Changes to core modules are highly likely to be material, and in most instance ought not be removed or replaced without express consent. This includes, in most instances, changing a core module to optional or vice versa, as this alters the structure of the course, or altering the credit weighting. Advice should always be sought from AQP.

Further guidance and examples of material changes to core modules are provided in [Appendix G: FAQs for Material Changes](#).

Replacement or removal of optional modules

Under the CMA guidance, universities must provide applicants with an indication of likely optional modules, including those which generally run each year. In our prospectus, we give examples of the optional modules but have a disclaimer that these might be subject to change.

Faculty may wish to adjust their optional module offering and the **general principle is that provided that changes to the definitive elements of the optional modules do not materially alter the overall optional proposition the changes can take place.**

Replacing an optional module with an alternative is very low risk; equally a number of optional modules can be replaced provided that there is not a significant shift from the overall indication given about the likely optional modules. Reductions in options can be made, but the overall reduction must not fundamentally alter the proposition described in the prospectus, or become so narrow that students are left with very little actual optional choice. A 20% optionality reduction is likely to be low risk.

Examples of what changes to optionality would be permitted and what would be considered low risk:

- Straight swap of optional modules e.g. replacement of *“The habitat and behaviours of Irrawaddy Dolphins”* and *“Wasps: friend or foe?”* with *“Creatures from the ocean depths”* and *“Insects: our life support system”*
- A reduction from 10 to 8 optional choices, where there is still consistency with the indication given in the prospectus of the type of optional modules.
- Adjusting assessment weightings within optional modules providing that this does not materially alter the overall optional offering described in the prospectus
- Adjusting the teaching proportions between seminar and lecture providing that this does not materially alter the overall optional offering described in the prospectus

Further examples of changes to optionality are provided in [Appendix G: FAQs for Material Changes](#). The table below summarises material and non-material changes to course structure and the respective approval mechanism for changes.

Course element	Material or non-material	Approval authority	Forms and documents
Removal or change of core module	Material	Faculty Education Committee	Course change form

Removal or change of optionality above 20%	Material		
Removal or change of optionality 20% or below	Non-material		

Changes to Pathways

One of the selling points for Sussex is that we offer a menu of electives as well as pathways, whereby a single honours student can study subjects outside their main discipline. Pathways are a combination of electives from a single subject area that is distinct from the main subject and, if completed, the pathway suffix forms part of a student's degree title on their certificate. For example, if a student takes Spanish for two years, their degree certificate will list their main subject 'with proficiency in Spanish'. If they take Spanish for three years, their degree certificate will list their main subject 'with Spanish'.

When a student registers, they are provided with a list of the pathways being offered. They can then register to do a pathway and then in each year of study choose the electives which form part of that pathway. **Only core modules should be offered as the electives on pathways** and faculty must ensure that if it is proposed to withdraw core modules which form part of pathways, that students who have already registered to take a specific pathway are taught out.

It is always good practice for any module changes to be widely discussed to ensure that modules across a subject and in the courses to which they contribute are considered holistically. If the module is shared outside the Faculty and if changes are significant, relevant colleagues in the appropriate Faculty must be consulted.

Approval process for course and module changes

Changes to course structure

The approval authority for modifications to course structure is Faculty Education Committee (FEC). All changes must be approved at departmental Boards of Study (BoS) before approval by FEC. The FEC may agree that the Chair of FEC may consider proposals for changes by Chair's action, with modifications approved by this route reported to the next available meeting of the FEC.

NOTE: where change proposals result in material changes to *all* stages of a course, a new course proposal may need to be submitted to Portfolio Approval Sub-Committee (PASC). Contact AQP for advice.

All changes to course structure for the following academic year should be approved at the Autumn FEC. However, AQP recommends that faculty submit the course change form as soon as possible, because if the change is material, then a "freeze" is placed on making offers so that the offer letter can communicate the changes, so that acceptance of a place is based on this. If offers are made prior to communicating changes then all the applicants who accept offers need to be informed about the change in order to give their consent to it. Contact AQP for advice.

A [Change to a Course or Pathway Form](#) should be completed and submitted to the Curriculum and Assessment Officer (CAO) for consideration by the FEC/Chair of FEC. The form can be found on the AQP webpage at: <http://www.sussex.ac.uk/AQP/curriculum/curriculumdevelopment>

Following consideration by FEC/the Chair of FEC, the Course Convenor will be notified of the outcome of the Committee's consideration. Where the modification is approved, the CAO will arrange for the relevant changes to be made to the course record in CMS. The minutes of the FEC will record the Committee's decisions.

Changes to definitive elements of a module

The approval authority for definitive elements of a module is Faculty Education Committee (FEC). All changes must be approved at departmental Boards of Study (BoS) before approval by FEC. The FEC may agree that the Chair of FEC may consider proposals for changes by Chair's action, with modifications approved by this route reported to the next available meeting of the FEC.

As definitive elements of a module are also material information in the eyes of the CMA, it is important to follow the timelines for approval outlined in the [Module Change form](#). All changes to material information for the following academic year should be approved at the Autumn FEC. Please click [here](#) for further guidance on timeframes for changes.

A [Module Change Form](#) should be completed and submitted to the CAO for consideration by the FEC/Chair of FEC. The form can be found on the AQP webpage at:

<http://www.sussex.ac.uk/AQP/curriculum/curriculumdevelopment>

Following consideration by FEC/the Chair of FEC, the Module Convenor will be notified of the outcome of the Committee's consideration. Where the modification is approved, the CAO will arrange for the relevant changes to be made to the module record in CMS. The minutes of the FEC will record the Committee's decisions.

Changes to Indicative elements of a module

Changes to indicative elements of a module do not require approval at Faculty level and are the responsibility of module teams and the Board of Study. Where a Board of Study has concerns about a proposed change, this should be referred to the FEC with a description of the case.

It is good practice for changes to be widely discussed to ensure that modules across a subject and in the courses to which they contribute are considered holistically. If the module is shared outside the Faculty and if changes are significant, relevant colleagues in the appropriate Faculty must be consulted. Changes to indicative elements of modules may be approved at the Spring and Summer meetings of FEC.

A [Module Change Form](#) should be completed and submitted to the CAO for consideration by the Board of Study. The form can be found on the AQP webpage at:

<http://www.sussex.ac.uk/AQP/curriculum/curriculumdevelopment>

Approval timeframes for course and module changes

As outlined above, all course and module change proposals for the following academic year should be approved at the Autumn meeting/s of FEC, in order to meet University deadlines for timetabling and the publication of the prospectus. This includes changes to course structure* and changes to

definitive elements of modules. Changes to indicative elements of modules may be approved at the Spring and Summer meetings.

Whilst the majority of course and module changes should be approved at Autumn FEC, some changes may be permitted at the Spring and Summer FECs if they do not impact the overall material course information. For example, making a change to a definitive element of one optional module is unlikely to impact the overall material course information and may be permitted post-Autumn. However, more significant changes to material information should be avoided after Autumn FEC where possible, as express consent would be required from students, applicants and offer holders. Faculty are advised to consult the flowcharts in [Appendix F](#) to assess the impact of the change and refer to AQP for advice.

Faculty should exercise caution where changes have been approved at previous FEC meetings, as the accumulation of changes may result in a non-material change becoming material. For example, a change to the assessment mode of a single core module is unlikely to impact the overall material course information. However, if other module changes have been made at previous FECs in the same academic year, multiple modules are affected and it may constitute a material change.

* Whilst changes to course structure for the following year may be made at Autumn FECs, AQP recommends that faculty submit the course change form as early as possible, because if the change is material, then a “freeze” is placed on making offers so that the offer letter can communicate the changes. This ensures that acceptance of a place is based on understanding of the change. If offers are made prior to communicating changes then all the applicants who accept offers need to be informed about the change in order to give their consent to it. Please contact AQP for advice.

Prospectus Data Sources

Below is an overview of which information is being combined to produce the online prospectus.

No.	Field Description	Source	Owner (Department)	Input / Maintenance Method	When Updated?
1	Subject	MySQL	Prospectus	Prospectus Editor System	Month before prospectus launch
2	Course Title Entry Year Qualification	Oracle Database	AQP	Oracle Forms	Ongoing
3	Key Information	Oracle Database	AQP Admissions	Oracle Forms	Ongoing
4	Course Description	MySQL	Prospectus	Prospectus Editor System	Ongoing
5	Accreditation	Oracle Database	AQP	Oracle Forms	Ongoing
6	Entry Requirements	MySQL	Admissions	Prospectus Editor System	Month before prospectus launch
7	Module List	Oracle Database	Faculty		
8	Module Descriptions	Oracle Database	Faculty Prospectus	<i>Outline text</i> edit by Faculty using Oracle Forms <i>Marketing text</i> edited by Prospectus using Prospectus Editor System	
9	Staff List	MySQL	Prospectus	Prospectus Editor System	Month before prospectus launch
10	Fees	Oracle Database	Finance	Oracle Forms	August

11	Scholarships	MySQL	Scholarship Office	Scholarship Management System	Ongoing
12	Careers	MySQL	Prospectus	Prospectus Editor System	Month before prospectus launch

How Data looks in the Database vs How Data looks in the Prospectus


This section is designed to show how information in the database pulls through to the online prospectus, with visual aids to support colleagues' understanding. This process will change as a result of the migration onto the Banner Student Information System.

1. ACCREDITATION

Course Details
Code: **NN300U** Seq: 45306 Entry Cohort: 2022 Entry Date: 01-AUG-2022 Status: CONFIRMED
Award Title: Finance and Business Main Award: BSC
Short Title: Finance and Business Department: Accounting and Finance **Syllabus**
Level: UG Taught or Research: Taught Course MoA: FT **Stu** **App** **Modules**

Details | Periods | Accred | Alt Awards | Prospectus | Apps | HESA | HESA DF | HECoS | JACS | Texts | LO | Contacts | History | Foundation | KIS

Accreditation Body	HESA	Accred Type	Status	Accred'n	First Entry Cohort	Last Entry Cohort	Department Contact
ACCA	00601	CURRENT		01-AUG-2020	01-AUG-2023		
CIMA	03401	CURRENT		01-AUG-2015			
CFA	02401	CURRENT		01-AUG-2019			
CISI	02501	CURRENT		01-AUG-2017	01-AUG-2020		

Name Association of Chartered Certified Accountants  Comments
Accred'n Accredited by the Association of Chartered Certified Accountants (ACCA) for the purpose of exemptions from some professional examinations.

Add Delete Save Back

Figure 56 - Accreditation Database

Accreditation

You'll join the EQUIS and AMBA-accredited University of Sussex Business School. Learn more about all of our course accreditations here. [Find out more](#)

- Accredited by the Association of Chartered Certified Accountants (ACCA) for the purpose of exemptions from some professional examinations. [Find out more](#)
- Recognised by the Chartered Financial Analyst Institute (CFA). [Find out more](#)
- Accredited by the Chartered Institute for Securities and Investment (CISI) for the purpose of eligibility to apply for associate membership with that body. [Find out more](#)
- Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. [Find out more](#)

Figure 57 - Accreditation Prospectus

2. CORE MODULES

NN300U (2022) Finance and Business									
Course Modules									
All MoA			All Periods			Number of Modules attached to the Course: 45			
MoA	Per	Block(s)	Syllabus Rule	Credit	Level	Module	Module Title	Subject	
FT	1	S1	Core	(C)	15	4 L1028	Intro to Economics		
FT	1	S1	Core	(C)	15	4 L1054	Intro to Maths for Finance and Eco		
FT	1	S1	Core	(C)	15	4 N1065	Introduction to Business and Mana		
FT	1	S1	Core	(C)	15	4 N1560	Principles of Finance		
FT	1	S2	Core	(C)	15	4 L1025	Introduction to Statistics		
FT	1	S2	Core	(C)	15	4 N1062	Principles of Organisational Behavi		
FT	1	S2	Core	(C)	15	4 N1086	Introduction to Accounting		
FT	1	S2	Core	(C)	15	4 N1634	Financial Institutions and Markets	Accounting and f	

Figure 58 - Core Modules Database

Core modules

Core modules are taken by all students on the course. They give you a solid grounding in your chosen subject and prepare you to explore the topics that interest you most.

Autumn teaching

- [Introduction to Business and Management](#)
- [Introduction to Economics](#)
- [Introduction to Mathematics for Finance and Economics](#)
- [Principles of Finance](#)

Spring teaching

- [Financial Institutions and Markets](#)
- [Introduction to Accounting](#)
- [Introduction to Statistics](#)
- [Principles of Organisational Behaviour and Human Resource Management](#)

Figure 59 - Core Modules Prospectus

3. OPTION MODULES

NN300U (2022) Finance and Business									
Course Modules									
All MoA		All Periods		Number of Modules attached to the Course: 45					
MoA	Per Block(s)	Syllabus Rule	Credit	Level	Module	Module Title	Subject		
FT	3	S1	Option	(O)	15	6 N1591	Valuation of Companies	Accounting and F	
FT	3	S1	Option	(O)	15	6 N1596	Alternative Investment Funds	Accounting and F	
FT	3	S1	Option	(O)	15	6 N1597	Non-Profit Management and Social	Accounting and F	
FT	3	S1	Option	(O)	15	6 N1603	Digitalisation and Business Process	Accounting and F	
FT	3	S1	Option	(O)	15	6 N1611	Financial Econometrics	Accounting and F	
FT	3	S1	Option	(O)	15	6 N1621	Blockchains and Crypto Assets	Accounting and F	
FT	3	S1	Option	(O)	15	5 N1624	Fintech and Financial Transformation	Accounting and F	
FT	3	S1-2	Option	(O)	30	6 N1052	Research Project	Accounting and F	
FT	3	S1-2	Option	(O)	30	6 N1567	Empirical Finance Project	Accounting and F	
FT	3	S2	Core	(C)	15	6 N1548	International Financial Management	Accounting and F	
FT	3	S2	Core	(C)	15	6 N1573	Ethics and Organisations	Accounting and F	
FT	3	S2	Option	(O)	15	6 L1094	Applied Finance Project		
FT	3	S2	Option	(O)	15	6 N1077	Innovation Systems		
FT	3	S2	Option	(O)	15	6 N1079	Business Strategy Report	Accounting and F	
Add		Delete		Copy Modules		Amend Module		View Archive	
								Back	

Figure 60 - Option Modules Database

Options

Alongside your core modules, you can choose options to broaden your horizons and tailor your course to your interests. This list gives you a flavour of our options, which are kept under review and may change, for example in response to student feedback or the latest research.

While it's our aim for students to take their preferred combinations of options, this can't be guaranteed and will be subject to timetabling. Options may be grouped and if so, students will be able to choose a set number of options from the selection available in any particular group.

Autumn teaching

- [Alternative Investment Funds](#)
- [Blockchains and Crypto Assets](#)
- [Business Management Case Study](#)
- [Digitalisation and Business Processes](#)
- [Entrepreneurship and Small Firms \(ENT\)](#)
- [Financial Econometrics](#)
- [Financial Risk Management](#)
- [Fintech and Financial Transformation](#)
- [Non-Profit Management and Social Entrepreneurship](#)
- [Strategy](#)
- [Valuation of Companies and Cash Flow Generating Assets](#)

Autumn and spring teaching

- [Empirical Finance Project](#)
- [Research Project](#)

Spring teaching

- [Applied Finance Project](#)
- [Business Strategy Report](#)
- [Digital Banking and FinTech](#)
- [Financial Derivatives](#)
- [Innovation Systems](#)
- [New Venture Development and Planning](#)
- [Trading Strategies](#)

Figure 61 - Option Modules Prospectus

4. MODULE DESCRIPTION

Maintain Descriptions

Heading: **Module Outline**

Details: **L1028 Intro to Economics**

Number of Records: 1

Status: Type: TEXT Start Date: End Date:

URL:

Title:

Description:

This module provides an introduction to the fundamental principles of economics. The first half of the module deals with micro-economic issues including the behaviour of individuals and firms, their interaction in markets and the role of government. The second half of the module is devoted to macroeconomics and examines the determinants of aggregate economic variables, such as national income, inflation, and the balance of payments, and the relationships between them.

Add

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Figure 62 - Module Description Database

Introduction to Economics (L1028) ×

15 credits, Level 4

Autumn teaching, Year 1

This module provides an introduction to the fundamental principles of economics. The first half of the module deals with micro-economic issues including the behaviour of individuals and firms, their interaction in markets and the role of government. The second half of the module is devoted to macroeconomics and examines the determinants of aggregate economic variables, such as national income, inflation, and the balance of payments, and the relationships between them.

Figure 63 - Module Description Prospectus

5. TEACHING AND ASSESSMENT

Module Details									
Full Title: Introduction to Economics					Code: L1028		Seq: 86329		
Short Title: Intro to Economics					Department: Economics				
Credits: 15		FHEQ Level: Level 4		Timing: Autumn Semester					
From Date: 01-AUG-2021		Close Date:		Type: Course					
Status: CONFIRMED									

Detail	Method	Assess	Courses	Contacts	Texts	L O	Assoc	Open	History	KIS																						
Students: Min <input type="text"/> Max <input type="text"/>		Max <input type="text"/>		Number of Records: <input type="text"/>		Set Up Complete for: <input type="text"/>																										
Block: <input type="text"/>	Method: <input type="text"/>	All: <input type="text"/>	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr></table>								1	2	3	4	5	6	7	8	9	10	11	2	2	2	2	2	2	2	2	2	2	2
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Duration (hours): <input type="text"/>		Total Hours: <input type="text"/>		Max Size: <input type="text"/>		Number of Groups: <input type="text"/>																										
Room Type: <input type="text"/>		Comments: <input type="text"/>																														
Block: <input type="text"/>	Method: <input type="text"/>	All: <input type="text"/>	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table>								1	2	3	4	5	6	7	8	9	10	11	1	1	1	1	1	1	1	1	1	1	1
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Room Type: <input type="text"/>		Comments: <input type="text"/>																														
<input type="button" value="Add"/>		<input type="button" value="Delete"/>		All Hours: <input type="text"/>		<input type="button" value="Save"/>		<input type="button" value="Back"/>																								

Figure 64 - Teaching Methods Database

Module Details

Full Title: Introduction to Economics

Code: L1028

Seq:86329

Short Title: Intro to Economics

Department: Economics

Credits: 15

FHEQ Level: Level 4

Timing: Autumn Semester

From Date: 01-AUG-2021

Close Date:

Type: Course

Status: CONFIRMED

Detail	Method	Assess	Courses	Contacts	Texts	L O	Assoc	Open	History	KIS
All										
Type	Mode	Mark?	Thresh'd	Moderated		Timing		Late	CWK	Weighting
NORMAL	CEX	N	Y		Computer Based Exam	A1				70.00
NORMAL	CWK	N			Coursework Assessments				1	30.00
RESIT	CEX	N			Computer Based Exam	A3				30.00
RESIT	CEX	N	Y		Computer Based Exam	A3				70.00
V/E	ESS	N	Y		Essay	A1 Week 1 Thu 16:00		7		70.00
Total Weighting (Normal): 100.00										

Add

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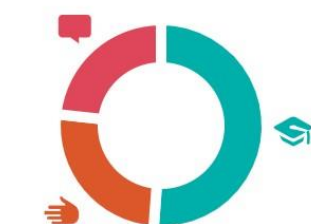
Assmt Occurrences

Learning Outcomes

Back

Figure 65 - Assessment Methods Database

Teaching



 51%: **Lecture**

 26%: **Practical**

 23%: **Seminar**

Assessment



 30%: **Coursework** (Test)

 70%: **Examination** (Computer-based examination)

Contact hours and workload

This module is approximately 150 hours of work. This breaks down into about 33 hours of contact time and about 117 hours of independent study. The University may make minor variations to the contact hours for operational reasons, including timetabling requirements.

Figure 66 - Teaching and Assessment Methods Prospectus

Appendix A: Online Prospectus Cycles

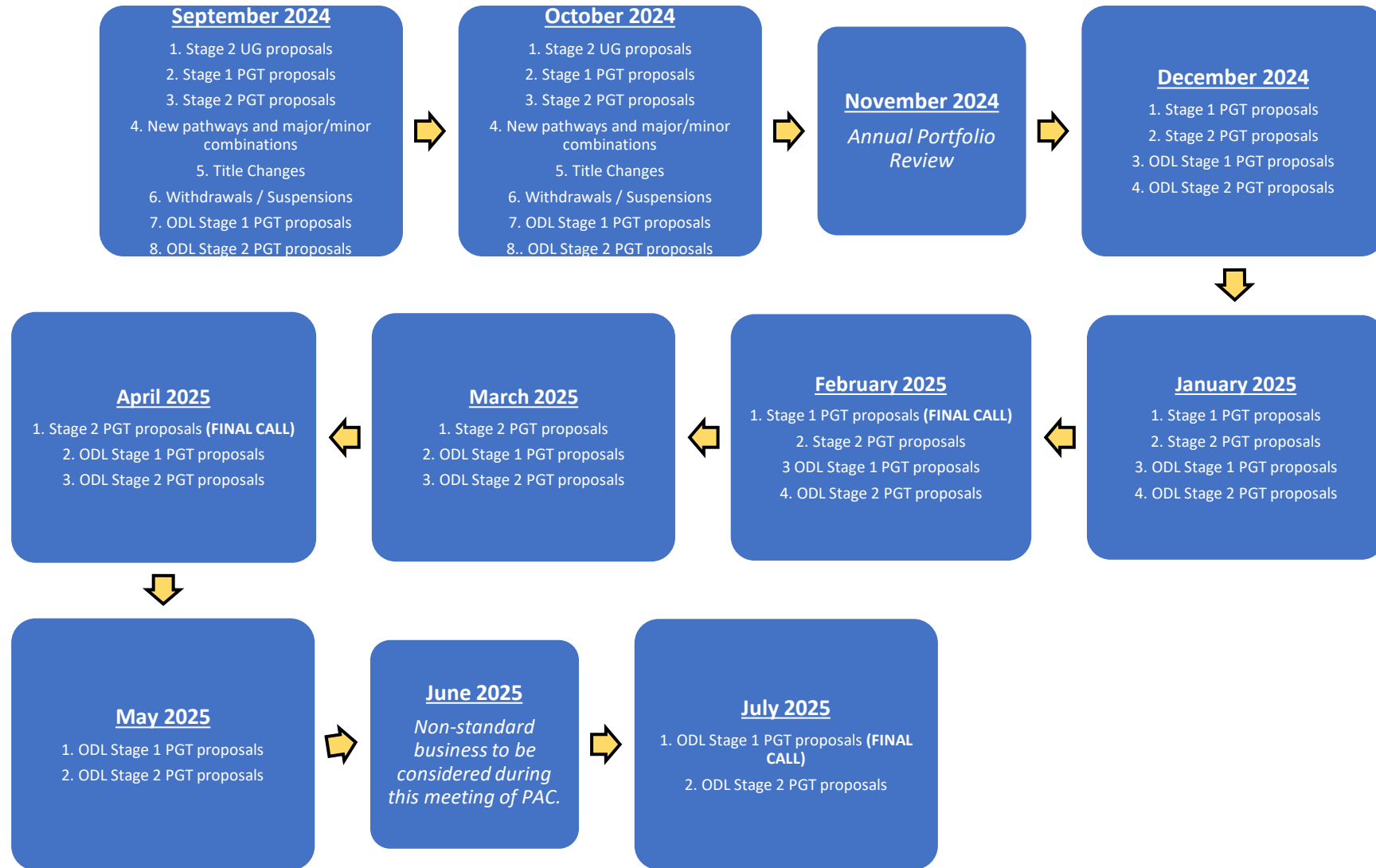
Shows the information displayed on the prospectus (Feb-Jan the prospectus shows modules for the previous year of study)

	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25
UG Course 23/24	Course AY23/24	Course AY23/24	Course AY23/24 Removed																								
UG Course 24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/5	Course AY24/5	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25 removed											
UG Course 25/26							Course AY25/26 launched	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26 removed
Module list used to determine year of module information being displayed on the prospectus	WebTeam display 23/24 modules	WebTeam display 23/24 modules	WebTeam display 23/24 Modules	WebTeam display 23/24 modules	WebTeam display 23/24 modules	WebTeam display 23/24 modules																					
			Module list 24/25 Course AY copied at Rollover	Module list 24/25 updated	Module list 24/25 available	Module list 24/25 available	WebTeam display 24/25 modules	WebTeam display 24/25 modules	WebTeam display 24/25 modules	WebTeam display 24/25 modules	WebTeam display 24/25 modules	WebTeam display 24/25 modules	WebTeam display 24/25 modules	WebTeam display 24/25 modules	WebTeam display 24/25 modules	WebTeam display 24/25 modules	WebTeam display 24/25 modules	WebTeam display 24/25 modules									
																Module list 25/26 Course AY copied at rollover	Module list 25/26 updated	Module list 25/26 updated	Module list 25/26 available	WebTeam display 25/26 modules	WebTeam display 25/26 modules	WebTeam display 25/26 modules	WebTeam display 25/26 modules	WebTeam display 25/26 modules	WebTeam display 25/26 modules	WebTeam display 25/26 modules	WebTeam display 25/26 modules
PG Course 23/24	Course AY23/24	Course AY23/24	Course AY23/24 Removed																								
PG Course 24/25	Course AY24/25 Launched	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY24/25	Course AY25/25	Course AY24/25	Course AY24/25	Course AY24/25 removed												
PG Course 25/26													Course AY25/26 launched	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26	Course AY25/26 removed	

Appendix B: Application Cycles

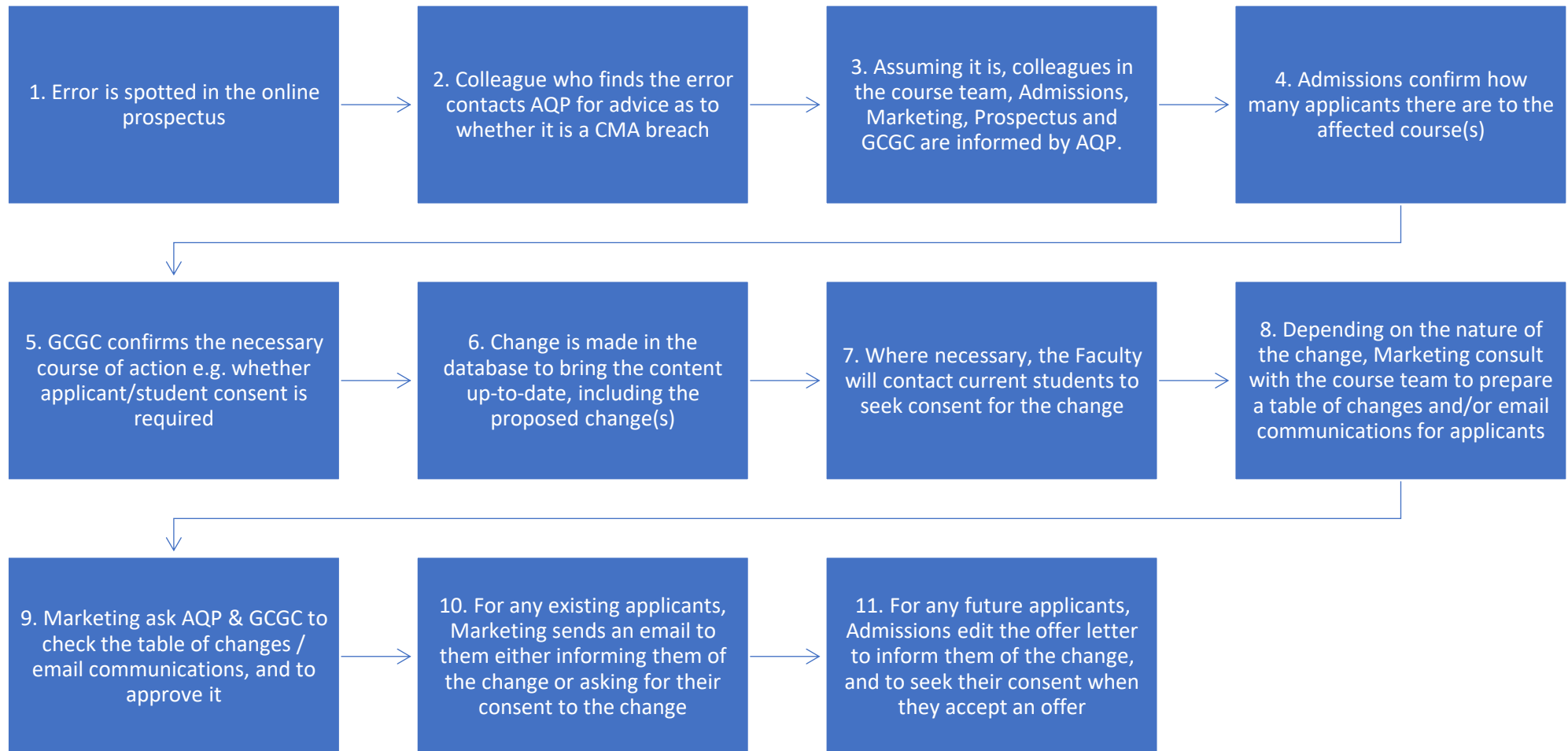
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Appendix C: PASC Timeline for New Course Approval for Proposals from AY26-27

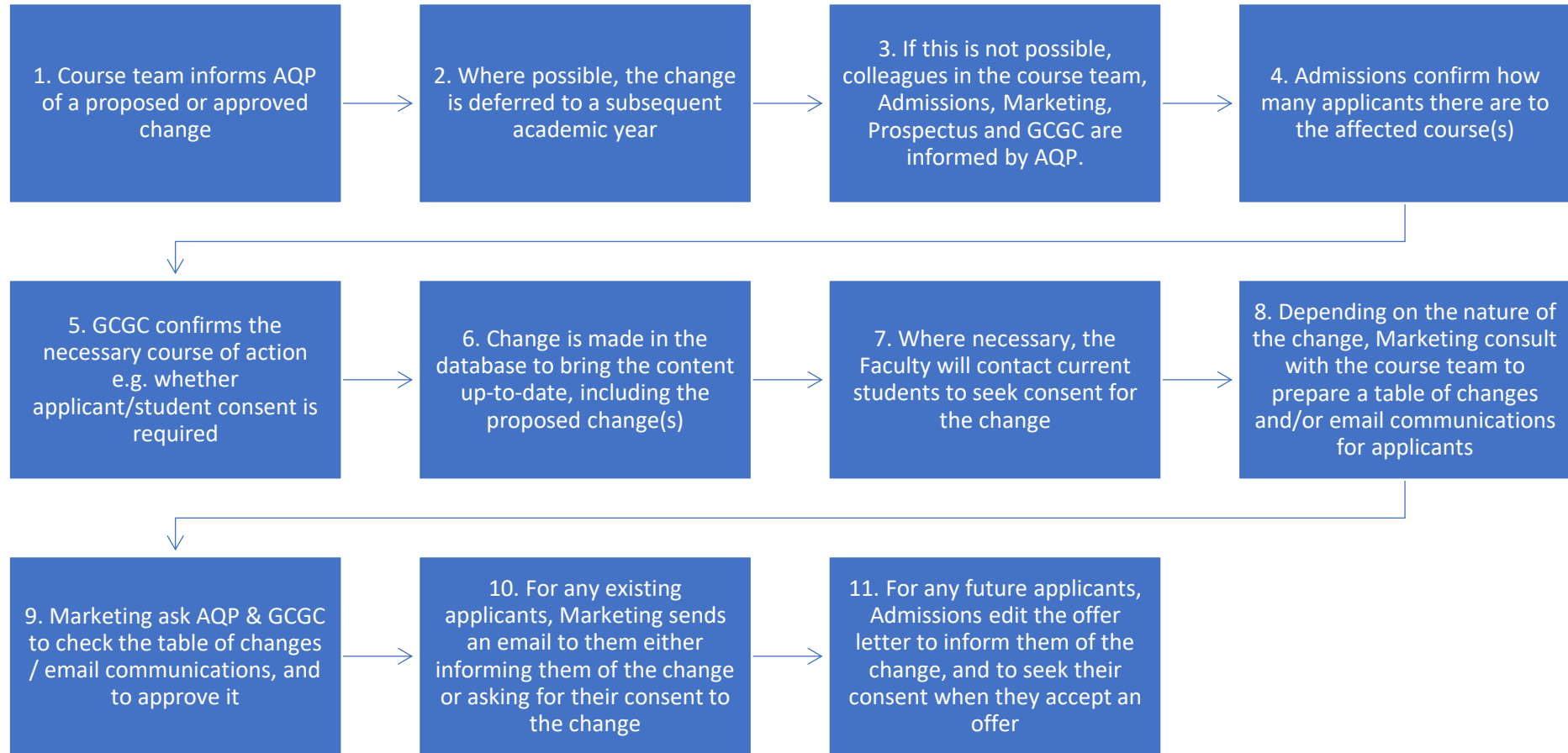


Appendix D: Workflow to Tackle a CMA Breach

Scenario 1: Where an error in the database leads to a CMA breach



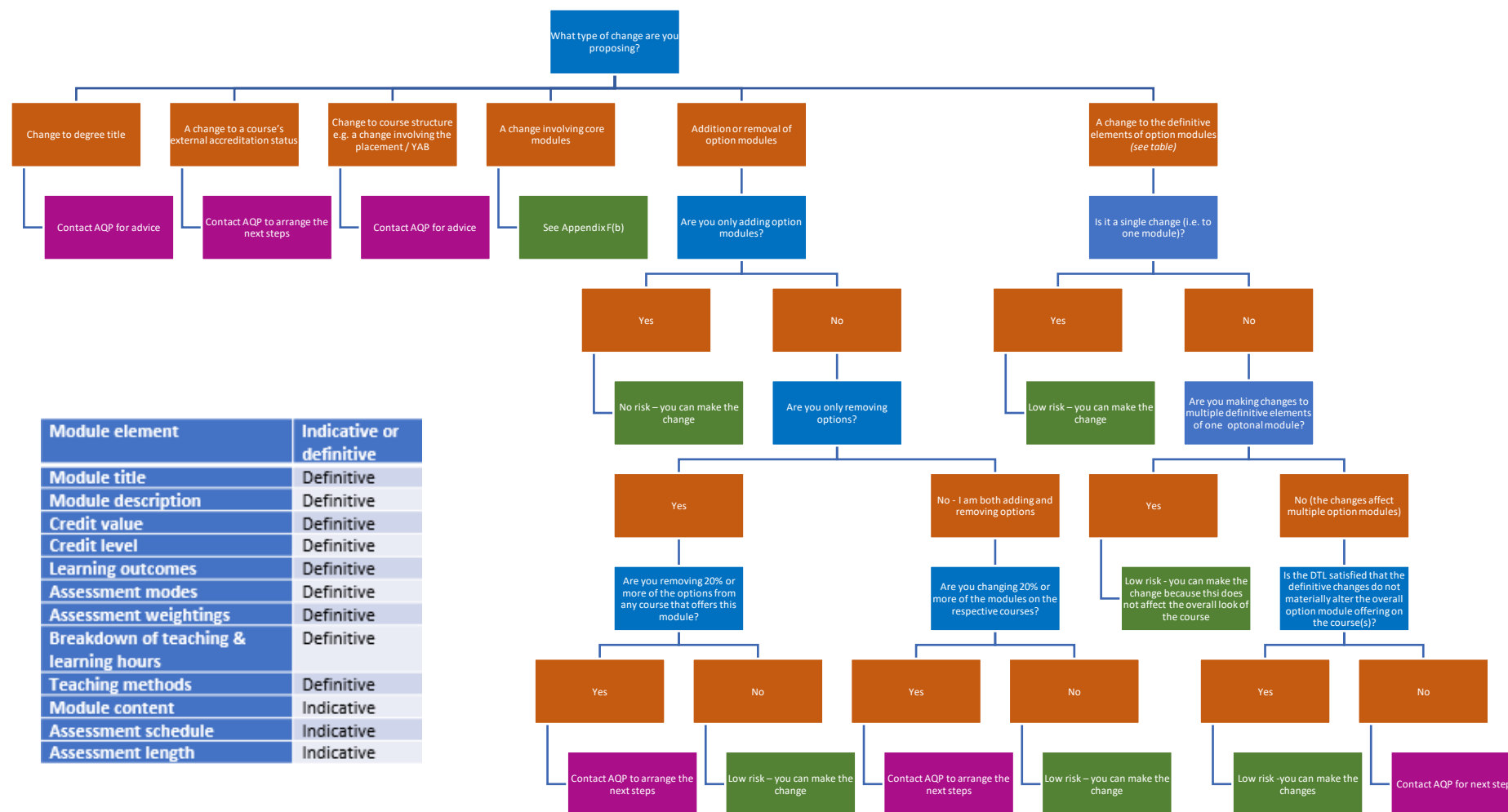
Scenario 2: Where a late change to course content leads to a CMA breach



Appendix E: How to Assess the CMA Impact of a Change to Courses and/or Modules

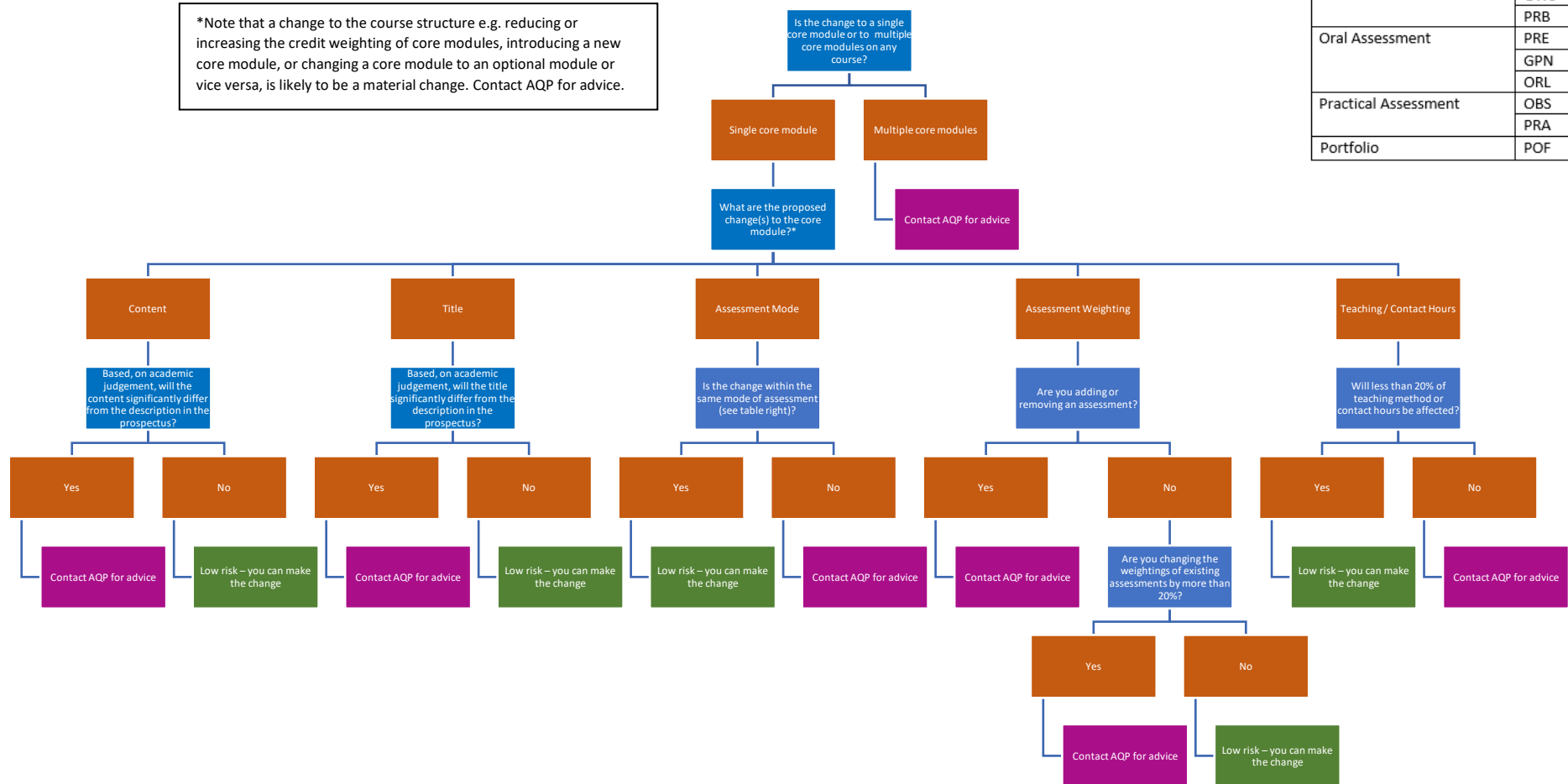
Flowchart F(a) and F(b) should be used by faculty to consider the CMA impact of a course and/or module change at all stages in the academic year, including changes considered at Autumn FEC. Please refer to [page 12](#) of this handbook for guidance on the approval timeframes for making changes.

(a) Flowchart F(a)



(b) Flowchart F(b) – Changes involving core modules

Exam	TST
	CEX
	MCQ
	DEX
Written Assessment	ESS
	LOG
	REP
	DISS
	GWS
	PRB
Oral Assessment	PRE
	GPB
	ORL
Practical Assessment	OBS
	PRA
Portfolio	POF



Appendix F: FAQs for Material Changes

This appendix is designed to support Faculty in understanding what is considered a ‘material’ change, according to CMA regulations, and therefore the communication that will be required with applicants, offer holders (including deferred offer holders) and in-course students. The below examples are illustrative, designed to give Faculty a point of reference with which to compare their own situation. If anything is unclear, or for further guidance, please contact the AQP team.

Section A: Changes to Course Status

- 1) I want to suspend or withdraw the course for the next academic year.

How do I get this change approved?	PASC approves course suspensions or withdrawals. You can find their template forms here .
Does this constitute a ‘material’ change for CMA purposes?	Yes, and if there are applicants, foundation year and deferred offer holders to this course, they would need to be informed about this.
What are the next steps?	Typically, a course suspension or withdrawal for the next academic year would not be permitted. Contact the PASC Secretary for advice on a.m.bolt@sussex.ac.uk . If an agreement is reached for PASC to consider the proposal, once approved by the Committee, colleagues in Admissions would need to contact offer holders to inform them and provide them with an alternative offer.

Section B: Changes to Course Structure

NB For all potential changes, Faculty must submit the course change form by the end of November in the year before the proposed change is to take effect. However, AQP recommend faculty submit the course change form as soon as possible, because if the change is material, then a “freeze” is placed on making offers so that the offer letter can communicate the changes, so that acceptance of a place is based on this. If offers are made prior to communicating changes then all the applicants who accept offers need to be informed about the change in order to give their consent to it.

Both of these can impact on recruitment, which is why the earlier changes are agreed the better.

- 1) I want to withdraw the core final-year module, *Nineteenth-Century American Literature*, and replace it with another core final-year module, *The Life of Charles Dickens*.

How do I get this change approved?	FEC – submit a course change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	Yes. See Appendix F(b) – generally, if the proposed change to a single core module does not differ significantly from the description in the prospectus it is likely to be low risk. In this example it looks like the title and content of this core module will significantly differ from that described in the prospectus and this would be a material change.
What are the next steps?	You should contact AQP for advice. Express consent will be required from applicants and offer holders for a material change to core modules and from in-year students.

- 2) I want to withdraw the core final-year module, *Nineteenth-Century American Literature*, and replace it with another core final-year module, *American Literature from Independence to World War 1776 -1914*.

How do I get this change approved?	FEC – submit a course change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	Potentially - any change to definitive elements of core modules on a course possibly constitutes a material change & should be evaluated.
What are the next steps?	See Appendix F(b) – if the change(s) are just to one single core module and do not differ significantly from the description in the prospectus it is likely to be low risk. In this example, although the module title is different it is not drastically altered and the content, although broadened slightly, is likely to contain significant overlaps. The change is likely to be acceptable, but the DTL should determine this.

- 3) I want to withdraw the core first year modules, *Introduction to Astrophysics* and *Quantum Mechanics* and replace them with new core first year modules *Introduction to Quantum Physics* and *Thermal Physics*

How do I get this change approved?	FEC – submit a course change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	Yes – changes to multiple core modules are likely to be a material change
What are the next steps?	<p>If there are multiple proposed core module changes on the course, contact AQP for advice. If it is considered that the changes are material, colleagues in AQP, Admissions, Marketing and Legal Counsel will ensure that suitable communication is sent to any applicants or deferred offer holders.</p> <p>In this instance, the titles and content are significantly different, and this is a material change. Express consent will be required from applicants and offer holders.</p>

- 4) I want to withdraw the option final-year module, *The Habitat and Behaviours of Irrawaddy Dolphins*, and replace it with another option final-year module, *Wasps: friend or foe?*.

How do I get this change approved?	FEC – submit a course change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	The general principle is that provided that changes to the definitive elements of the optional modules do not materially alter the overall optional proposition the changes can take place. As a guide, if this results in a change to more than 20% of the option modules on the course, it might constitute a material change, as this significantly changes the options available to students. However, if this results in a change to less than 20% of the option modules on the course, it will not change the course significantly enough to constitute a material change. In this instance, if the change was simply one replacement out of a menu of more than 5 option modules this would be acceptable. Please consult Appendix F(a) for more information on this.
What are the next steps?	If you are satisfied that this does not constitute a material change, please go ahead and approve it through your FEC. If you are unsure, please contact AQP for further advice and guidance.

	If it is a material change, Faculty will need to contact colleagues in AQP, Admissions, Marketing and Legal Counsel, and work with them to ensure that suitable communication is sent to any applicants or deferred offer holders.
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- 5) I want to reduce the core 30-credit first-year module, *Women in Nineteenth-Century American Literature*, to 15 credits, and introduce a new core 15-credit first-year module, *The Life and Work of Charles Dickens*.

How do I get this change approved?	FEC – submit a course change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	Yes – any change to the structure of core modules on a course constitutes a material change. See Appendix F
What are the next steps?	Contact AQP for advice. AQP will work with Admissions, Marketing and Legal Counsel, and work with them to ensure that suitable communication is sent to any applicants or deferred offer holders to obtain express consent.

- 6) I want to change a second-year core module *Thermal Physics* from a core to an optional module

How do I get this change approved?	FEC – submit a course change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	This is potentially a material change as it alters the structure of the course, though this may depend on how likely it is that students who definitely want to take this as an option will be able to do so.
What are the next steps?	Please contact AQP for further advice and guidance. If deemed material, AQP will work with Admissions, Marketing and Legal Counsel, to ensure that suitable communication is sent to any applicants or offer holders (including deferred). Consent will be needed from in-course students affected by the change.

- 7) I want to introduce a new 30 credit first-year core module, *The Robotic Revolution*, to replace two 15 credit optional modules

How do I get this change approved?	FEC – submit a course change form before the end of November (the year before the change comes into effect)
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Does this constitute a 'material' change for CMA purposes?	Yes – this is a change to the structure of the course: it reduces the optionality available to students.
What are the next steps?	Please contact AQP for further advice and guidance. If approved, AQP will work with Admissions, Marketing and Legal Counsel, to ensure that suitable communication is sent to any applicants. If offers have already been made, then their consent is needed (as well as deferred offer holders).

8) I want to add a new second-year option module to the existing course structure.

How do I get this change approved?	FEC – submit a course change form before the end of November (the year before the change comes into effect)
Does this constitute a 'material' change for CMA purposes?	No – adding a new option module does not present a different course structure to what was previously offered to students. This is fine.
What are the next steps?	Once approved by your FEC, and the change is made in the database, no further action is required.

9) I want to withdraw a second-year option module and not replace it with another option module.

How do I get this change approved?	FEC – submit a course change form before the end of November (the year before the change comes into effect)
Does this constitute a 'material' change for CMA purposes?	It depends – if this results in a change to more than 20% of the option modules on the course, it will constitute a material change, as this significantly reduces the optional choice available to students. However, if this results in a change to less than 20% of the option modules on the course, it will not change the course significantly enough to constitute a material change. Please consult Appendix F for more information on this.
What are the next steps?	If you are satisfied that this does not constitute a material change, please go ahead and approve it through your FEC. If you are unsure, please contact AQP for further advice and guidance. If it is a material change, Faculty will need to contact colleagues in AQP, Admissions, Marketing and Legal Counsel, and work with them to ensure that suitable communication is sent to any applicants or deferred offer holders.

- 10) I want to withdraw the postgraduate option module, *The Evolution of the Fish and Animals in the Mekong Delta*, and replace it with another postgraduate option module, *The Impact of Climate Change on Bees*

How do I get this change approved?	FEC – submit a course change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	It depends – at Master’s level, students are far more likely to pick a course so that they can take specific modules, so the potential risk of withdrawing an option module is greater. The advice for UG courses remains: if this results in a change to more than 20% of the option modules on the course, it will constitute a material change, as this dramatically changes the options available to students. However, if this results in a change to less than 20% of the option modules on the course, it will not change the course significantly enough to constitute a material change. Please consult Appendix F for more information on this. It may depend on the content of the module that is replacing the withdrawn module, and whether it covers enough similar content.
What are the next steps?	If you are satisfied that this does not constitute a material change, please go ahead and approve it through your FEC. If you are unsure, please contact AQP for further advice and guidance. If it is a material change, Faculty will need to contact colleagues in AQP, Admissions, Marketing and Legal Counsel, and work with them to ensure that suitable communication is sent to any applicants or deferred offer holders.

- 11) I want to withdraw a core postgraduate module *Introduction to International Law* and replace it with an optional offering

How do I get this change approved?	FEC – submit a course change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	Yes - this is a material change as it alters the structure of the course
What are the next steps?	Please contact AQP for further advice and guidance who will work with Admissions, Marketing and Legal Counsel, to ensure that suitable communication is sent to any applicants or offer holders.

Section C: Assessment Changes

- 1) I want to change the assessment for the core second-year module, *The Evolution of the Fish and Animals in the Mekong Delta*, from 100% coursework to 80% coursework and 20% exam. This is the only assessment change on any of the modules on the course.

Is this a definitive module change?	Yes, as you are adding an assessment mode (exam)
How do I get this change approved?	FEC – submit a Module Change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	No, the CMA is concerned with the ‘type and amount of assessment’ at course level. As a guide, if less than 20% of the weightings are changed on a single core module then this change can be made. Note that if, however, more than 20% of the weightings change on a single module or there are multiple changes are being made to the assessment across the modules on a course (consult Appendix F for more information on this), this could constitute a material change, and you should contact AQP for further guidance.
What are the next steps?	If this is just a change to a single module and it has been approved by your FEC, and inputted into the database, there is no further action to take.

- 2) I want to add a presentation assessment to a core first-year module, *French Cinema in the Late Twentieth Century*, and reduce the coursework assessment to 20%, so that the summative assessment is now 50% exam, 30% presentation and 20% coursework.

Is this a definitive module change?	Yes, as you are adding an assessment type (presentation)
How do I get this change approved?	FEC – submit a Module Change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	Likely yes - any changes to definitive elements of a module can potentially impact on the material course information provided to students under CMA if it impacts on the ‘type and amount of assessment’ at course level. As a guide, if less than 20% of the weightings are changed on a single core module then this change can be made. If more than 20% of the weightings change on a single module or there are multiple changes are being made to the assessment across the modules on a course (consult Appendix F for more information on this), this could constitute a material change, and you should contact AQP for further guidance. In this instance, a new assessment type (presentation) is being introduced and it is greater than 20% of the weightings, so contact AQP for advice.

What are the next steps?	Contact AQP for advice and guidance
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- 3) I want to change the weighting of the assessment for the first-year core module, *The Impact of Conflict on Climate Change*, from 50% coursework and 50% exam to 60% coursework and 40% exam.

Is this a definitive module change?	Yes, as you are changing assessment weightings
How do I get this change approved?	FEC – submit a Module Change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	No - the CMA are concerned about impact on the ‘type and amount of assessment’ at course level. As a guide, if less than 20% of the weightings are changed on a single core module then this change can be made. If more than 20% of the weightings change on a single module or there are multiple changes being made to the assessment across the modules on a course (consult Appendix F for more information on this), this could constitute a material change, and you should contact AQP for further guidance. In this instance, as the change is an adjustment between weightings and is less than 20%, then the change can be made.
What are the next steps?	If this is just a change to a single module and it has been approved by your FEC, and inputted into the database, there is no further action to take.

- 4) I want to implement a new assessment strategy across all our undergraduate courses, which will impact a significant amount of the assessment on the courses affected.

Is this a definitive module change?	Yes, as you are making changes to assessment
How do I get this change approved?	FEC – submit however many Module Change forms required before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	Likely yes – the CMA is concerned with the ‘type and amount of assessment’ at course level, so if changes are being made to the assessment across modules on a course, (consult Appendix F for more information on this), this may constitute a material change, and you should contact AQP for further guidance.
What are the next steps?	Contact AQP for advice

Section D: Teaching Changes

- 1) I want to change the teaching for the core second-year module, *The Evolution of Democracy: From Ancient Greece to the American War of Independence*, from a 2-hour seminar to a 1-hour lecture plus a 1-hour seminar.

Is this a definitive module change?	Yes, as you are adding a teaching method (lecture)
How do I get this change approved?	FEC – submit a Module Change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	<p>The CMA is concerned with the ‘type and amount of teaching’ at course level, so variations on a single core module would be unlikely to constitute a CMA issue if the changes affect less than 20% of the teaching. If, however, changes are being made to the teaching across multiple modules on a course (consult Appendix F for more information on this), this may constitute a material change, and you should contact AQP for further guidance.</p> <p>In this instance, because the change on this module affects 50% of the type of teaching and introduces a new method of teaching further information is needed to assess whether it is a material change.</p>
What are the next steps?	Contact AQP for advice

- 2) I want to add a seminar element to a core first-year module, *Accounting and Finance in the Digital Age*, so that the teaching methods are now a 2-hour lecture and a 1-hour seminar.

Is this a definitive module change?	Yes, as you are adding a teaching method (lecture)
How do I get this change approved?	FEC – submit a Module Change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	<p>The CMA is concerned with the ‘type and amount of teaching’ at course level, so variations on a single core module would be unlikely to constitute a CMA issue if the changes affect less than 20% of the teaching. If, however, changes are being made to the teaching across multiple modules on a course (consult Appendix F for more information on this), this may constitute a material change, and you should contact AQP for further guidance.</p>

	In this instance, because the change introduces a new method of teaching and increases the overall contact time, it is likely to be low risk as a material change but AQP can confirm.
What are the next steps?	Contact AQP for further guidance.

- 3) I want to implement a new teaching strategy across all our undergraduate courses, which will impact a significant amount of the teaching methods on the courses affected.

Is this a definitive module change?	Yes, as you are making changes to teaching methods
How do I get this change approved?	FEC – submit however many Module Change forms required before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	The CMA is concerned with the ‘type and amount of teaching’ at course level, so if changes are being made to the teaching across multiple modules on a course, (consult Appendix F for more information on this), this may constitute a material change, and you should contact AQP for further guidance.

Section E: Other Changes

- 1) A member of staff has left so we can’t offer one of the second-year option modules, *Ethical Considerations in Animal Captivity*

How do I get this change approved?	FEC – submit a Module Withdrawal form and a Course Change form before the end of November (the year before the change comes into effect)
Does this constitute a ‘material’ change for CMA purposes?	Usually not, provided there is still a comprehensive option offering – see Appendix F(a). There is a caveat on the online prospectus to cover eventualities such as this, stating that options are indicated and also that we can make changes to courses. If, however, you have only a short menu of options and this removal would result in an overall reduction of more than 20% then this may constitute a material change, and you should contact AQP for further guidance.

2) A member of staff has left so we can't offer one of the second-year core modules *Comparisons of Animal Behaviour in Captivity and the Wild*

How do I get this change approved?	FEC – submit a Module Withdrawal form and a Course Change form before the end of November (the year before the change comes into effect)
Does this constitute a 'material' change for CMA purposes?	Yes, a removal of a core module is a material change.
What are the next steps?	<p>Faculty will need to contact colleagues in AQP, Admissions, Marketing and Legal Counsel, and work with them to ensure that suitable communication is sent to any applicants or deferred offer holders. Express consent will be required from applicants for a change to core modules. In-course Year 1 students will need to be informed about the change and consent. Continuation on the course by in-course students will be deemed to be acceptance. If complaints are received, contact OSCAR immediately for further advice.</p> <p>Generally, faculty are advised to ensure that core modules can be delivered by more than one staff member so that a material change does not arise when staff leave.</p>

3) Our course has just gained/lost external accreditation.

Does this constitute a 'material' change for CMA purposes?	Yes.
What are the next steps?	Contact AQP as soon as possible to arrange communication with applicants and in-course students.

4) We have decided that students will need to purchase a new piece of equipment which costs £120 for their mandatory fieldwork trips.

Does this constitute a 'material' change for CMA purposes?	Yes, because it exceeds the £100 limit outlined in our Additional Costs Policy
What are the next steps?	<p>Contact AQP as soon as possible to arrange communication with applicants and in-course students, as this is above the figure outlined in our Additional Costs Policy.</p> <p>Express consent will be required from applicants and in-course students.</p>

5) We have decided to add a mandatory field trip to a museum in London, which will cost students £50.

Does this constitute a 'material' change for CMA purposes?	Yes.
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What are the next steps?	This does not exceed the £100 outlined in our Additional Costs Policy . It therefore does not comprise a significant CMA concern. However, we would be expected to provide students with as much notice as possible of this additional cost, and it would be recommended that you contact all students at the earliest possible opportunity.
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Appendix G: Approving Module Changes at FEC (Template Table)

The following is designed as a simple template to support Faculty in registering any module changes considered and approved at Faculty Education Committee.

Course	Module	Change to...? E.g. teaching / assessment / learning outcomes	Original element	New element	Date approved

Appendix H: Template Email for Seeking Student Approval of a Course Change

Dear {#Known As#},

We know how important [course content / assessment structure / course structure] is to our students and the University always looks to improve its course offering to students to deliver the best possible student experience.

We recently explained to you that we will be making changes to [course title] from [start date for changes]. The changes are:

[set out clearly what the change is, e.g. the core module X in semester 1 of year 2 is being replaced by the core module Y in semester 1 of year 2; or the assessment on the modules ABC is being changed from X to Y]

We are very excited about these changes as they mean that [set out a benefit for students. If you are able to say that the changes have been in response to student feedback, please do specify this as well.]

We want to ensure that you understand these changes, so please [[click here](#) [if you can get a hyperlink to capture consent this is best and easiest practice, alternatively (particularly for courses with small numbers) you could ask the students to email] to let us know that you have received this email. If you re-register with us in September we will infer that you accept these changes.

If you have any questions or wish to discuss this, please contact [] at []

Warm regards

[]

Course convener / Director for Teaching and Learning [NB faculty to decide most appropriate signatory]