

SENATE

Title of paper: Report from University Education Committee

Main purpose of the paper: For information

Presenter(s): Professor Ruth Valentine

Date of paper: 3 October 2025

Purpose of the paper

To report on the July (annex 1) and September 2025 (annex 2) meetings of University Education Committee and to record the decisions (annex 3) made on behalf of the committee.

Relation to strategy and values

Education Strategy

Recommendations:

Senate are asked to note the contents of the report.

Consultation to date (including any previous committee consideration and its outcome):

NEWCASTLE UNIVERSITY
UNIVERSITY EDUCATION COMMITTEE

2 July 2025

Minutes

- Present: Professor Ruth Valentine (*Chair*), Lucy Backhurst, Sarah Barksby, Rachel Dearlove, Sally Ingram, Dr David Kennedy, Wendy Luker (*vice Jill Taylor-Roe*), Dr Sara Marsham, Emma McCulloch (*vice Graeme Redshaw-Boxwell*), John Moss (*vice Pauline Howie*), Naomi Oosman-Watts, Melissa Suddes, Professor Simon Tate, Dr Cees van der Land
- Apologies: Dr Emma Cockburn, Professor Rene Koglbauer, Dr Peter Gallagher, Dr Sarah Graham, Pauline Howie, Graeme Redshaw-Boxwell, Jill Taylor-Roe, Professor Chris Whitehead
- In attendance: Graeme Holloway (*item 76*), Carol Summerside, Gill Holden, (*item 69*), Nicky Houghton (*item 75*), Clare McKeague, Chris Heady (*item 70*), Janice Trewick (*Secretary*)

66. Education Strategy Programme Board Report

Received: UEC2425-074

Noted that:

1. The June meeting of Senate had received and considered the proposals for the following: Qualifications, Credit and Programme Design Framework (QCPDF), the Education for Life Attributes and the Leading Edge Curriculum framework.
2. Following robust discussions, all proposals had been approved in principle, with the understanding that more detailed proposals would follow. Subsequent meetings had been held with some Senators who had expressed concerns regarding the shift to 20 credit modules.
3. Since the Senate meeting details of the QCPDF had been in some places discussed further, these discussions had primarily focused on the proposals for a capstone project.
4. Colleagues involved with the development of the education strategy, had been actively engaging with colleagues across the institution, including meetings with schools, webinars with recordings made available.
5. It was agreed that there needed to be further communications to inform colleagues as to what had been approved by Senate and that the QCPDF, and Senate minutes, would be shared with Heads of Schools and Directors of Education, for dissemination. An update would also be provided via NU Connections.
6. In addition to the proposals to Senate, Academic Strategy Oversight Group (ASOG) had been reviewing operational decisions related to the strategy, including resources which also included the request for a data analyst to undertake modelling of the various proposals as part of the strategy.
7. At the next meeting, in October the committee would receive an updated version of the QCPDF and the student launchpad prior to the submission to Senate.

67. AI in Education

Received: Document UEC2425-075

Noted that:

8. The University's principles on AI had been in place since 2023, and there had been significant progress in developing AI literacy through information, guidance and Canvas course for both colleagues and students. LTDS had also delivered workshops for colleagues introducing AI and on AI and assessment. It is however difficult to measure the penetration of efforts to promote AI literacy among colleagues and students.
9. The academic misconduct policy had been updated in 2023 to reflect the potential for AI to be used inappropriately in assessed work.
10. The committee discussed the risks to academic standards arising through the inappropriate use of AI in assessments. The paper highlighted a number of issues, not least how we assure the credibility of our awards and meet our B condition requirements. Concerns had been raised through TPSC, where external examiners had raised concerns about the impact of AI in assessments and in relation to maintaining quality and standards.
11. There had been some anecdotal evidence that AI is being used inappropriately in assessments e.g. feel that there had been a general improvement in quality of written work in a cohort. However colleagues found it challenging to identify and evidence whether AI had been used inappropriately at the individual student level.
12. PASS AI guidance had been developed to support colleagues in evaluating vulnerability of their assessments to AI and to support change to assessment practise. The uptake and impact of this guidance was unclear.
13. Whilst there is work as part of the education strategy to align the use of AI and assessment practices, it was felt that the risk of AI needed to be addressed quickly, in particular for programmes who rely on modes of assessment that are most vulnerable to AI.
14. There is currently no mechanism by which to curricula can be analysed to identify programmes most risk to AI misuse. For this to happen the curriculum would need to be digitalised, and there is currently no resource to undertake this.
15. It was also felt there was some misalignment with the need for programme teams to change assessments due to the risks of AI and the proposal to stop programme teams from making any changes ahead of the leading edge curriculum being launched.
16. The second part of the AI paper focused on the need for direction on where AI use may be deemed appropriate within education. This include the potential for AI to be used by colleagues in content creation, marking, feedback, learner analytics, student support and student communications. Whilst there is guidance on potential use cases for AI tools in education, there is no specific policy or direction supporting where innovation by colleagues may be considered appropriate, or where human oversight is required. It was felt there needed to be more formal and clearer boundaries and expectations around the use of AI in the education setting.
17. It was agreed that there needed to be support from Executive Board and therefore a proposal was to be submitted to EB to request institutional support for addressing the challenges and risks associated with AI to the credibility of the awards we make.
18. It was agreed that a task and finish group, led by David Kennedy, would be established to develop a proposed set of boundaries for AI innovation and adoption within education and to report back to the October meeting of UEC.

Resolved:

- a. That the PVC Education would highlight institutional risk of AI misuse on the credibility of our awards and seek support from Executive Board to help evaluate level of risk and any mitigation required.
- b. That a task and finish group led by David Kennedy would be established.

68. Digital Exam Review

Received: UEC2425-076

Noted that:

19. Over the past two years, the growth in digital exams had reached capacity resulting in provision currently being capped. A review had been undertaken to explore ways to streamline processes to ensure capacity to meet future demands.
20. The review had considered digital assessment platforms, processes around digital assessments, resource requirements and the policy and procedures which support digital assessments.
21. The committee considered the recommendation 3 to *remove back-up papers from digital exams*. The committee noted that the workload for back-up exam papers was significant and there had been very limited use of such papers. The proposal included a number of mitigation measures to address the risks should back-up papers no longer be used. The committee endorsed the removal of back-up papers for digital exams.
22. The committee also reviewed recommendation 6 *we will not actively pursue proctoring of digital exams*. It was agreed that remote proctoring of digital exams would only be used in an emergency situation and when it was Professional, Statutory and Regulatory body (PSRB) requirement.

Resolved:

- a. The committee approved the removal of back-up exam papers for digital examinations and that the University would not pursue the proctoring of digital exams, unless in an emergency situation or for PSRB requirements.
- b. The committee were supportive of all other recommendations made in the paper.

69. ReCap Policy

Received: Document UEC2425-077

Noted that:

23. Feedback received from students had raised concerns around the inconsistent access to recorded lectures via ReCap. In many cases, recordings were unavailable for some, or all of their modules and often without any explanation. The absence of recordings or any alternative form of support was having a negative impact on students' learning.
24. During the current academic year out of 3000 modules, around 133 modules had not been using ReCap. It was reported that in some instances modules may initially use ReCap but either stop the recording or do not make recording available.

25. In response to the feedback, the ReCap team had reviewed existing policy and had made a number amendments. There had been consultation on the amendments with student representatives and faculty education committees.
26. It was agreed that students' expectations are managed through consistent messaging and this will be achieved through the Canvas blueprint. Staff will be reminded of the importance of compliance with the policy and that any non-compliance may lead to complaints from students.
27. It was felt that the data captured by the ReCap team should also include details on the requirement for the statement to be made on Canvas. In instances where colleagues are opting out of using ReCap this data would be shared with Directors of Education and Heads of Schools for follow-up.
28. It was suggested that a standing item on Student-Staff Committees should include ReCap to provide students with the opportunity to feedback when recordings are not taking place to enable the schools to take action.
29. Overall the committee endorsed the changes made to the policy. However, it was agreed that the wording in sections 4.3c and 4.6c should be reviewed and strengthened to ensure greater clarity and enforceability.

Resolved:

- a. The committee approved the policy, and the minor amendments to the policy would be approved by the Chair.

70. In-sessional Support

Received: Document UEC2425-078

Noted that:

30. The committee had previously approved the revised approach to the delivery of the in-sessional provision. The changes focused on improving student engagement and had shifted away from faculty level modules to a suite of stand-alone sessions which are offered throughout the year. School aligned provision had remained unchanged.
31. The stand-alone sessions covered key academic skills and students are able to register for individual sessions. Sessions are offered and repeated to match the demands of the academic calendar.
32. There had been an increase in the number of students registering on the sessions with some students attending multiple sessions, indicating engagement with the new schedule.
33. There is still some work to do with the promotion of the sessions across undergraduate students and across all academic stages.
34. During next academic year, there are plans to improve the coordination with academic units particularly around assignment types. The team intends to work closer with the academic skills team.

71. University Regulations

Received: Document UEC2425-079

Noted that:

35. The University Regulations for the academic year 2025-26 were considered for approval. The proposed changes had been reviewed by the Regulations working group and were now recommended by the Taught Programmes sub-committee.
36. A new regulation had been introduced to limit the number of assessments undergraduate students can take, as of right, during the August resit period. Students would now only be able to take a maximum of 80 credits during the August resit period.
37. Changes had been made to the allow postgraduate taught students to resit/continue their programme with up to 60 credits of failed first attempts, and to also clarify that postgraduate taught students may be permitted to progress to the dissertation module solely for the purposes of gaining an exit award.
38. A new regulation had been added to clarify provision for visa sponsorship for taught students in relation to deferred assessment or reassessment.
39. There had been some minor amendments and updates to other sections of the Regulations.

Resolved:

- a. The committee approved the University Regulations for 2025-26.

72. Student Term and Conditions

Received: Document UEC2425-080

Noted that:

40. The Student Terms and Conditions 2025 were considered for approval. The review of the Student Terms and Conditions had been in line with recent case studies published by the OfS. It was planned that there would be a more broader review of the terms and conditions for 2026-27 to ensure compliance with the Digital Markets, Competition and Consumers Act 2024 which had come into force in 2025.
41. The changes included corrections to sections relating to the refunds of deposits during the cooling off period and to the fee liability. There had been clarification regarding the fee liability in cooling off period.
42. Two additions had been made, one which included the named inflationary index for tuition fee rises and the addition of late payment fee.
43. The updated terms and conditions are currently under review by the University's Legal team.

Resolved:

- a. The committee approved the changes to the Student Terms and Conditions.

73. Student Attendance and Engagement

Received: Document UEC2425-081

Noted that:

44. A rapid review of the University's student attendance and engagement policy and processes had been conducted in June 2025. This had followed instances where it had been identified that vulnerable students had stopped engaging with their studies for extended periods prior to

reaching a crisis point. The review had involved a range of colleagues from across the institution.

45. It was identified that under the current process it could take up to 2-3 months before a student's lack of attendance was escalated. There are notable variations in how the process is implemented across the institution. There were concerns around low persistent low attendance. It was agreed that further analysis of attendance data is required to better understand low attendance rates across the institution.
46. The review highlighted a number of key findings which were reported and proposed a number of recommendations to be implemented for 2025-26. It was proposed that a task and finish group be established to have responsibility for monitoring the delivery of the recommendations made.
47. One of the recommendations emphasised the need to ensure that a follow up call to students in the final stage of the escalation process was made. The committee were in agreement with the importance of this step and that academic units would need to identify who will undertake this.
48. A full review of the systems and processes of the current Student Attendance and Monitoring system (SAMS) to identify the issues around workload and the system usability was required.
49. The Student Life team would be working on the comms for students and there would be a similar campaign for colleagues to raise awareness not only of the process, but the requirements around UKVI compliance.

Resolved:

- a. That the committee approved the recommendations and the establishment of a task and finish group.

74. Student Policies for 2025/26 for Taught Programmes

Received: Documents UEC2425-082-086

Noted that:

50. The Student Charter for 2025-26 had been reviewed and changes made. The proposed version been consolidated into one single document from the previous Charter and two appendices.
51. The Personal Extenuating Circumstances policy and procedures had been reviewed and the proposed change for 2025-26 was to restrict the use of self-certification PECs to prevent students from using these for final projects or dissertations. Students would still be able to put in a PEC for these if they needed to.
52. There had been some discussions around what was meant by dissertations/final projects and if this was the whole module, or components. It was agreed that it would be the double marked elements of the dissertation which would be exempt from the self-certification.
53. The Support to Study policy and procedure had been reviewed and the proposed changes for 2025-26 including Increased clarity on the criteria for referrals to the Support to Study procedure; the provision to impose an interim suspension at any level of the procedure, under the Student Conduct Risk Management Procedure; clearer process for students returning to study following a Support to Study suspension or interruption on health grounds; increased clarity on the possible outcomes available at Level 3 of the Support to Study procedure.
54. The Student Complaints and Resolution Policy and Procedure had been reviewed for the 2025/26 academic year with the following changes proposed: inclusion of statement relating to

the University's Code of Practice for Freedom of Speech; additional clarification regarding complaints relating to ongoing University investigations.

55. The Student Academic Queries and Appeals Policy and Procedure set the key changes for the 2025/26 are: clarification of the expected length of the Level 2 process; the provision for the Academic Registrar to offer a PEC adjustment at Level 3 of the procedure.

Resolved:

- a. The committee approved all the policies for 2025-26.

75. Student Policies for 2025/26 for Research Programmes

Received: Documents UEC2425-087-089

Noted that:

56. The University Regulations for PGR students had been considered by PGRSC and amendments had been made to the guidance around funding so that this aligns with external funding bodies. The Learning Agreement had been refreshed.
57. The existing leave policies for PGR students had been consolidated into one document, this brings together the PGR sickness absence policy, leave policy and holiday entitlement. The contents of the new combined policy would also align with the requirements for students funding through external grants.
58. A revised PGR educational partnership framework was proposed which would replace the existing joint and dual PGR PhD framework.
59. All documents had been considered by PGRSC and consulted on with stakeholders.

Resolved:

- a. The committee approved all the policies.

76. Religious Observance and Assessments

Received: Document UEC2425-090

Noted that:

60. It was proposed that there should be a process for exam arrangements due to religious observance. Currently students are required to submit a PEC to request to defer an examination should they be impacted by a religious observance.
61. There had been consultation on the proposal by Student Experience and Wellbeing sub-committee, Education Deans and Faculty Education Committees. There had been some concerns raised that by formalising the process this would result in a high volume of requests from students.
62. It was agreed that the process and the number of applications made would be reviewed each year by the Exams & Awards team.

Resolved:

- a. That the process for Religious Observance requests relating to assessments was approved for implementation in 2025/26.

77. Compassionate Communications in Higher Education

Received: Verbal Report

Noted that:

63. Through the Academic Registrars' Council (ARC) the University had committed to the 'Compassionate Communication Commitment' which sets out the principles for higher education providers and sets out the key commitments around compassionate communications.
64. The principles focus on the following: clarity without harshness; timeliness and transparency; choice of language; recognising the human; two-way dialogue.
65. To date, there had already been some work undertaken in this area and some examples included the work undertaken in HASS to build empathy in to student feedback, revisions had been made to some policies and processes, students being removed from automated emails.
66. It was proposed that a 'compassionate communications review' group be established with a view to review student comms across the institution, to provide training for all colleagues and to look to mandate accessible language in all policies.
67. It was emphasised that this needed to be an institutional approach and there needed to be commitment from colleagues in schools and faculty's to implement the change.
68. There are similar conversations are taking place at the Student Experience and Wellbeing committee and it was agreed that that committee would put together a proposal for the next steps.
69. The Pro-Vice-Chancellor for Education agreed to be the executive board member to be the sponsor for this group.

78. Postgraduate Taught Experience Survey 2025 report

Received: Document UEC2425-091

79. Research Scholarships Committee Annual Report

Received: Document UEC2425-092

80. Reports from sub-committees of UEC

Received reports from:

- i. Digital Education sub-committee: 21 May 2025 [Document UEC2425-093]
- ii. Postgraduate Research sub-committee: 1 May, 11 June 2025 [Document UEC2425-094]
- iii. Taught Programmes sub-committee: 29 May 2025 [Document UEC2425-095]

81. Minutes of Previous Meeting

Received: Document UEC2425-096

Noted that:

70. The minutes of the meeting of UEC on 14 May 2025 were approved as a correct record.

81. Action Log

Received: Document UEC2425-097

82. Report of Decisions made on behalf of the Committee

Received: Document UEC2425-098

Noted that:

71. In addition to the reported items in the report the Chair had approved the following:
- Fitness to Practise procedure.
 - United Nations Institute for Training and Research (UNITAR) as an educational partner.

NEWCASTLE UNIVERSITY
UNIVERSITY EDUCATION COMMITTEE

10 September 2025

Minutes

Present: Professor Ruth Valentine (*Chair*), Kate Aitchison (*vice Sally Ingram*), Lucy Backhurst, Sarah Barksby, Yvonne Chase, Dr Emma Cockburn, Rachel Dearlove, Dr David Kennedy, Professor Rene Koglbauer, Dr Peter Gallagher, Pauline Howie, Dr Sara Marsham, Professor Simon Tate, Gina Tindale, Dr Cees van der Land

Apologies: Dr Sarah Graham, Graeme Redshaw-Boxwell, Sally Ingram

In attendance: Kelly Oliver (*item 1*), Nuala Davis (*item 3*), George Watkins, Janice Trewick (*Secretary*)

1. Strategic Risk SR1 and SR2

Received: SR1 and SR2

Noted that:

1. The University Executive Board would be reviewing the full risk register at their meeting on 30 September 2025, and following that it would be considered by the Audit, Risk and Assurance committee.
2. Previously the committee had reviewed SR1 *Our educational offer does not meet expectations* and it was noted that some of the actions for this risk had been progressed, however the overall score had not changed.
3. The committee considered SR2 *A high quality student experience where students needs are supported is not delivered* in more detail. Individual triggers and planned treatments for the risks were discussed by the committee.
4. Rachel Dearlove and Kelly Oliver would finalise the details in the risk register prior to the meeting of Executive Board.

2. Leading Edge Curriculum Framework

Noted that:

5. During the away day section of the meeting, the committee and Directors of Education had been provided with an update Leading Edge Curriculum (LEC) Framework. This had included the details from all sections of the LEC framework.
6. Plans for the implementation of the LEC framework had also been shared with the group.

Resolved:

- a. That the committee approved the Leading Edge Curriculum Framework for submission to Senate.

3. Update on AI actions

Noted that:

7. Following the paper on AI in Education which was considered at the July meeting, a number of actions had progressed which included establishing a working group to look at AI and tools, a meeting with colleagues to agree how AI will be incorporated into the LEC had been held. However, a decision was required as to whether the committee felt that changes were needed to assessments on programmes where there was a risk to AI, to ensure the academic integrity of the awards made.
8. A dashboard had been developed to provide colleagues with an overview of assessments across programmes which were potentially vulnerable to AI. It was proposed that programme teams review the analysis provided in the dashboard and review existing assessments. Where appropriate implement changes to assessments for semester 2 2025-26 and for semester 1 2026-27.
9. There was concern around making late changes to assessments. Students would have selected modules based on the assessment type and to introduce late changes would not be well received and could cause additional anxiety and stress for students. It was noted that it was not being suggested that all assessments needed to switch to invigilated examinations and that other mitigations could be put in place for those assessments which were 100% coursework.
10. Concerns were raised about making late changes to programmes and the implications of the Competition and Marketing authority guidance, however it was agreed that the conditions of registration B4 and B5 took precedence in this instance.
11. The committee felt that the review of the data needed to be undertaken at institutional level rather than at school level. Where the risks had been flagged as high, a discussion with the programme teams should follow. It was agreed that assessments in Stage 1 would not be included in the analysis of the data, however, students would be reminded of the expectations of the use of AI in their studies.
12. All programme teams would be reminded that all student facing materials on acknowledging and referencing AI should be made widely available. All colleagues would be reminded of the guidance on AI which is available on the Learning and Teaching website

Resolved:

- a. That high level review of the data would be undertaken, following this the PVC Education, Deans of Education, Director of Registry and Education Services would review the data and then meet with the appropriate Heads of Academic Units and Directors of Education to agree the steps to take to mitigate the risk.
- b. That a policy circular would be sent to all colleagues reminding them of the risk of AI and the PASS AI assessment checklist.

Report on decisions made on behalf of University Education Committee

UEC2425-098

Faculty	School	Type	Programme(s)	Code	Effective from
SAgE	School of Natural and Environmental Sciences	Withdrawal	MSc in Drug Chemistry	5099P	01/09/2025
HaSS	School of Geography, Politics and Sociology	Major revision to existing programme (Faculty approval)	Master of Arts in Sociology	4105 F/P	01/09/2025
HaSS	School of Geography, Politics and Sociology	Major revision to existing programme (Faculty approval)	Postgraduate Diploma in Sociology	3423 F/P	01/09/2025
SAgE	School of Engineering	Permission to advertise prior to approval	MSc Civil Engineering	n/a	01/09/2026
SAgE	School of Engineering	Permission to advertise prior to approval	MSc Geospatial Artificial Intelligence	n/a	01/09/2026
FMS	School of Computing	Introduction of new programme (TPSC approval)	MRes Biomedical Informatics	4874F	01/09/2025
SAgE	NUIS	Introduction of new programme (TPSC approval)	MSc Energy Management (Renewable Enterprise)	5534 Sept intake	01/09/2026
SAgE	NUIS	Introduction of new programme (TPSC approval)	MSc Energy Management (Renewable Enterprise)	5535 Jan intake	01/09/2026
HaSS	Newcastle Business School	Withdrawal	MBA (Jan Entry)	5871F	01/09/2024
HaSS	School of Architecture, Planning and Landscape	Major revision to existing programme (Faculty approval)	Master of Planning	K400	01/09/2025
HaSS	School of Architecture, Planning and Landscape	Major revision to existing programme (Faculty approval)	Master of Science in Urban Planning	5373 F/P	01/09/2025
HaSS	School of Architecture, Planning and Landscape	Major revision to existing programme (Faculty approval)	Postgraduate Diploma in Spatial Planning	3393F/P	01/09/2025
SAgE	School of Computing	New admission code	Degree of Bachelor of Science with Honours in Computer Science (Cyber Security) with International Study Year	1992U	01/09/2025
FMS	School of Medicine	Introduction of new programme (Faculty approval)	Master of Medical Education	5903P	01/09/2025
FMS	School of Medicine	Introduction of new programme (Faculty approval)	Postgraduate Diploma in Medical Education	3557P	01/09/2025
FMS	School of Medicine	Introduction of new programme (Faculty approval)	Postgraduate Certificate in Medical Education	3198P	01/09/2025
FMS	School of Medicine	Introduction of new programme (Faculty approval)	Postgraduate Certificate in Medical Education	3199P	01/09/2025
SAgE	School of Natural and Environmental Sciences	Introduction of new programme stream	BSc Hons in Marine Zoology with Int Study Year	1996U	01/09/2025
HaSS	School of Architecture, Planning and Landscape	Withdrawal	MSc Urban Planning - Global Development	5376F	01/09/2025
HaSS	School of Architecture, Planning and Landscape	Withdrawal	MSc Urban Planning - Global Development	5376P	01/09/2025
HaSS	School of Architecture, Planning and Landscape	Withdrawal	MSc Urban Planning - Regeneration	5377F	01/09/2025
HaSS	School of Architecture, Planning and Landscape	Withdrawal	MSc Urban Planning - Regeneration	5377P	01/09/2025
HaSS	School of Architecture, Planning and Landscape	Withdrawal	MSc Urban Planning - Conservation	5378F	01/09/2025

Faculty	School	Type	Programme(s)	Code	Effective from
HaSS	School of Architecture, Planning and Landscape	Withdrawal	MSc Urban Planning - Conservation	5378P	01/09/2025
HaSS	School of Architecture, Planning and Landscape	Withdrawal	MSc Urban Planning - Green Infrastructure and Landscape Planning	5379F	01/09/2025
HaSS	School of Architecture, Planning and Landscape	Withdrawal	MSc Urban Planning - Green Infrastructure and Landscape Planning	5379P	01/09/2025
SAgE	School of Engineering	Withdrawal	MRes Biopharmaceutical Process Development	4858F	01/09/2024
SAgE	School of Engineering	Withdrawal	8802F EngDoc Biopharmaceutical Process Development	8802F	01/09/2024
HaSS	Newcastle Business School	Change to programme title	MSc Quantitative Finance and Risk Management (with Study Abroad)	5488F	01/09/2026
HaSS	School of Architecture, Planning and Landscape	Withdrawal	Master of Planning	K400	01/09/2024
SAgE	School of Engineering	New admission code	Degree of Master of Engineering in Marine Technology with Honours in Naval Architecture with International Study Year	1993U	01/09/2025
HaSS	Newcastle Business School	Change to programme title	MSc Quantitative Finance and Risk Management	5173F	01/09/2026
HaSS	Newcastle Business School	Change to programme title	MSc Quantitative Finance and Risk Management (with Study Abroad)	5488F	01/09/2026
HaSS	Newcastle Business School	Change to programme title	MSc Quantitative Finance and Risk Management (Dual Award)	5173N	01/09/2026
HaSS	Newcastle Business School	Change to programme title	MSc Quantitative Finance and Risk Management (Dual Award)	5173I	01/09/2026
HaSS	School of History, Classics and Archaeology	Major revision to existing programme (Faculty approval)	Bachelor of Arts with Honours in Philosophy	V500	01/09/2025
HaSS	School of History, Classics and Archaeology	Major revision to existing programme (Faculty approval)	Bachelor of Arts with Honours in Philosophy (with Year Abroad)	1429U	01/09/2025
HaSS	School of History, Classics and Archaeology	Major revision to existing programme (Faculty approval)	Bachelor of Arts with Honours in Philosophy (with Placement Year)	1434U	01/09/2025