



## Quality Assurance Code of Practice

### Amendments to Existing Units and Programmes and the Approval of New Units

**This document is primarily intended for:**

Unit convenors  
 Directors of Studies  
 Assistant Registrars (Faculty/School) or equivalent  
 Chairs, Faculty/School/ Department Learning, Teaching & Quality Committees

**Queries:**

**First point of contact**

Assistant Registrars (Faculty/School) or equivalent

*Technical specialist – Academic Registry*

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## 1. Scope

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- 1.1 These procedures relate to:
- all changes to units or programmes of study, that lead to an award of the University
  - proposals for new credit-bearing units whether offered on a standalone basis or as additions to, or substitutions for, units in existing programmes
  - the withdrawal of units, pathways and programmes.
- 1.2 Units proposed as part of new programmes will be considered under the provisions of [QA3](#) Approval of New Programmes of Study.
- 1.3 For collaborative provision, this statement must be read in conjunction with [QA20](#) Collaborative Provision.
- 1.4 This statement does not apply to programmes being transformed according to the University's Curriculum Transformation initiative.

## 2. Principles

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- 2.1 The University is committed to the ongoing development and improvement of its programmes, taking account of developments in the discipline and pedagogic practice, and being responsive to feedback and monitoring.
- 2.2 The University needs to ensure that any changes made to units and programmes and the content of new units are academically and strategically appropriate and sound, and can be resourced. To ensure this, all changes to units and programmes or the introduction of new units must be approved by a formal process.
- 2.3 Any discretion to delegate authority to approve changes to programmes of study and units (see section 6) will only be exercised in the favour of formal minuted fora, and where there are appropriate safeguards in place to protect the interests of students who may be affected by proposed changes, including those outside the providing Department. Authority to approve new units will not be delegated to subject fora (i.e. normally the Department Learning, Teaching and Quality Committees (DLTQCs) in the faculties or the equivalent fora in the School).
- 2.4 The form and content of units and programmes, and their assessment should be widely accessible within the institution. Where changes are made or new units are made available, notice needs to be given in a timely manner to staff and students.
- 2.5 Where a decision is taken to withdraw a programme or pathway, appropriate measures will be taken to notify and protect the interests of students registered for, or accepted for admission to, the programme.
- 2.6 In accordance with the Education Strategy, the current focus of the University is on holistic and transformational programme change in the context of structured curriculum development activity. In consequence, Directors of Studies are therefore expected to consult the Chair of the relevant Faculty/School Learning, Teaching and Quality Committee (F/SLTQC) on any intermediate or major changes considered necessary, prior to submission of proposals to committees, to ensure that they are in line with University strategy. A summary of **all** the proposed changes to a programme or programmes, together with a clear rationale and a description of the impact on the programme, should be submitted via the Assistant Registrar in the Faculty/School, for initial consideration by the Chair of F/SLTQC.

### 3. Types of change

3.1 The approval process and timings are set to be appropriate to the type of change to the unit or programme. There are four types of change: housekeeping, minor, intermediate and major. Examples of each are given as an illustration below. The key factor in determining the type of change is consideration of the impact of the proposed change on the student learning experience and on *material* information about a programme (see section 3.4). Consideration needs to be given to the implications of the proposed change for the structure and balance of the programme for its educational aims, learning outcomes and content, and/or the wider practical implications for the student learning experience as well as other academic and professional service Departments.

3.2 Examples of each of the types of change are as follows:

<p><b>Housekeeping changes</b></p> <p>changes that do not alter the substance of a unit, such as:</p> <ul style="list-style-type: none"> <li>• updating references, URLs, etc</li> <li>• minor correction</li> <li>• clarification of existing content.</li> </ul>
<p><b>Minor changes</b></p> <ul style="list-style-type: none"> <li>• change of unit title</li> <li>• minor variations in content</li> <li>• changes to assessment patterns and/or weightings that do not affect the overall balance of assessment on the programme, that do not increase the number of assessments, and that are not judged in other respects to have an appreciable impact on the student experience</li> </ul> <p><i>For example, if the assessment of a unit comprises two essays, removing one would constitute a minor change, whereas adding a group presentation would be considered to be an intermediate change.</i></p>
<p><b>Intermediate changes</b></p> <ul style="list-style-type: none"> <li>• changing the designation of a unit e.g. compulsory/optional/elective, or in the NFAAR context, essential, e.g. a Designated Essential Unit (DEU)</li> <li>• an additional compulsory unit and/or, in the NFAAR context, an additional DEU to a programme</li> <li>• additional optional/elective units to a programme</li> <li>• joining two or more units</li> <li>• changes to requisites</li> <li>• substantive revisions to unit content that may have an impact on the overall programme</li> <li>• changing a unit's occurrence from one semester to another</li> <li>• changing the year in which a unit occurs within a programme structure</li> <li>• withdrawal of a unit</li> <li>• changes in the breakdown of, or overall, taught contact time</li> <li>• changes to assessment patterns and/or weightings that affect the overall balance of assessment on the programme, increase the number of assessments, or are judged to have other appreciable impact on the student experience</li> <li>• changing a unit's examination date to one outside the examination period approved by Senate.</li> </ul>
<p><b>Major changes</b></p> <ul style="list-style-type: none"> <li>• changing the title of a programme of study</li> </ul>

- changes which require an exemption from elements of the University's Academic Framework (QA3 Annex A) to be approved by the Courses & Partnerships Approval Committee (CPAC) (formerly Programmes & Partnerships Approval Committee (PAPAC), or from the New Framework for Assessment to be approved by University Learning, Teaching & Quality Committee
- changes to the structure of a programme or assessment regime which have a significant impact on the student experience. (This may include the introduction of assessment which integrates the learning outcomes of a number of units or units exceeding 12 credits. Advice should be sought in the first instance from Academic Registry)
- creation of year-long units, which contribute to the final award, exceeding 36 credits per year per programme
- changes which result in material changes to the programme aims or programme learning outcomes. NOTE: this could be brought about by changes to individual or a groups of units e.g. introducing new, existing unit(s), changing a significant unit, for example a dissertation or major group project unit
- exemptions from the generic exit awards (Certificate of Higher Education and Diploma of Higher Education) available on undergraduate programmes (including an exemption from the stipulation that credit achieved through a placement or study year abroad will not contribute to these awards).

3.3 Further guidance on the classification of changes may be obtained from the Assistant Registrar in the Faculty/School.

### Consultation and communication with current students and applicants

3.4 The University has a legal responsibility to provide clear and accurate information to students and applicants about their programme of study. "Material information"<sup>1</sup> about a programme is that information which enables prospective and current students to make informed choices. An offer of a place and its acceptance – which establishes a contractual relationship between the University and the applicant – is based on material information. It is therefore necessary to take account of whether any proposed unit or programme changes would affect material information provided about the programme(s).

3.5 "Material information" includes information about, *inter alia*, the programme title; core units of the programme; the range of optional units offered; overall methods of assessment (such as the overall balance of examinations, coursework and practicals); the location of teaching; the balance of contact time and independent study; the length of the course; professional accreditation; and the final award.

3.6 If proposed changes to units and programmes would affect material information, it will normally be necessary to seek, and take into consideration, the views of affected students on the programme(s). In the case of major changes, normally the consent of affected students will be required to implement the change. It is therefore advisable to introduce major changes to the programme for future cohorts only. Where the proposed change would not affect current students (for example, in the case of most changes to one-year taught postgraduate programmes or the first year of undergraduate programmes), it is good practice to consult current students via the SSLC.

3.7 Applicants and students must be informed of changes to material information at the earliest opportunity. Major changes to undergraduate programmes will normally be approved by the start of the UCAS application cycle. This is in order to avoid informing applicants of substantial

<sup>1</sup> [CMA GUIDANCE 'UK higher education providers – advice on consumer protection law. Helping you comply with your obligations' \(March 2015\)](#) explains in more detail what is classified as "material information".

changes to programmes at the time of making an offer, or after an offer has been made.

- 3.8 **Annex A** summarises the requirements for student consultation on proposed changes, and for the communication of approved changes to affected current students and applicants. Advice on consultation and communication of changes is available from the Assistant Registrar in the Faculty/School in the first instance.

### Timings for approval

- 3.9 The purpose of establishing deadlines is primarily to ensure that timely and clear information can be made available to students and applicants to inform their academic choices. The academic administration calendar<sup>2</sup> sets out the main administrative deadlines, such as for the production of the University timetable, and is provided to help all Departments, both academic and professional, to plan work accordingly. Where units or programmes have been approved for delivery outside the semester pattern, advice on timescales for proposed changes should be sought from Academic Registry.
- 3.10 The deadlines for changes to units and programmes, for programmes with a September/October start date are provided in **Annex A**.
- 3.11 For changes affecting programmes with non-standard start dates, the Assistant Registrar in the Faculty/School should be consulted in the first instance regarding deadlines for approval of changes. The key consideration will be the completion of the approval process (including consultation) sufficiently far in advance of the start date to communicate with applicants/current students in good time about approved changes.

### Unforeseen circumstances

- 3.12 In the event of unforeseen circumstances (e.g. staff illness), F/SLTQCs retain the discretion to consider approval of minor or intermediate changes to units and programmes at any point in time. In such circumstances, careful consideration will need to be given to appropriate consultation and/or communication with students and, where appropriate, applicants. Advice should be sought from the Assistant Registrar in the Faculty/School in the first instance.
- 3.13 Again, in the event of unforeseen circumstances (e.g. staff illness), F/SLTQCs (but not subject fora) retain the discretion to consider approval of new units.

## 4. Consultation and advice

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- 4.1 Proposals should be drawn up with due reference to:
- the University's Academic Framework (see [QA3 Annex A and Annex B](#))
  - the [New Framework for Assessment: Assessment Regulations \(NFAAR\)](#) or the relevant assessment regulations
  - the Quality Assurance [Code of Practice](#)
  - the University's [Education Strategy](#)
  - University frameworks such as the Statement of [Equality Objectives, Disabled Student Provision Overview](#), and [Health and Safety](#) policies, standards and guidance
  - the Quality Assurance Agency (QAA)'s Framework for Higher Education Qualifications ([FHEQ](#))
  - relevant [Subject Benchmark Statements](#)
  - QAA [Characteristics Statements](#), where applicable
  - SEEC [Credit Level Descriptors](#) for Higher Education

<sup>2</sup> This is available through Outlook Calendar – see: <http://www.bath.ac.uk/student-records/academic-admin-calendar/AAC-in-Outlook-guidance.pdf>

- requirements of professional or statutory bodies, with advice where relevant from employers
  - where possible, the indicative Taxonomies of Assessment Methods and Delivery Methods (see 4.6 below).
- 4.2 The Assistant Registrar in the Faculty/School is the primary source of professional advice on preparing proposal documentation, identifying the level of change involved, preparing proposal documentation using CMIS, and the approval process in general.
- 4.3 Academic Registry staff can advise on conformity with nationally recognised frameworks, and on the University's Academic Framework; the quality assurance framework and the New Framework for Assessment: Assessment Regulations, including any exemptions that may be required. Additionally, the Timetabling Office within Academic Registry can advise on teaching space implications and requirements.
- 4.4 In the case of intermediate and major changes, the advice of the Assistant Registrar in the Faculty/School in the first instance must be sought regarding the consultation and communication required with current students and applicants, as outlined in **Annex A**.
- 4.5 The Centre for Learning and Teaching (CLT) can advise on good practice in learning, teaching, assessment and feedback including consideration of a global educational experience. The CLT can also advise on the definition and description of assessment and delivery methods.
- 4.6 When developing proposals that affect the assessment or delivery methods for a unit or units, the proposer is encouraged to consult the [indicative Taxonomies of Assessment Methods and Delivery Methods](#). Where possible, proposers are requested to describe assessment and delivery detail using the terms set out in these taxonomies.
- 4.7 Prior to seeking approval for changes to a unit or programme or for the creation of a new unit the proposer should:
- obtain support from the Director(s) of Studies and the Head of the home Department/Division of the School
  - consider whether the proposed change has an impact on cohorts or programmes in other Departments/the School and if so obtain the views of all relevant Directors of Studies
  - in cases of a series of related changes contained within units or the introduction of new units, solicit the view of the Director(s) of Studies regarding the impact of the proposed change upon the academic focus of the programme(s)
  - seek the views of affected students; for major changes the consent of all affected students will normally be required
  - for assessment changes and new/discontinued units, consider any impact on the assessment methodologies for the programme as whole (see [QA16](#) Assessment Marking and Feedback para 5 and 6); bear in mind also the University's approach to anonymous marking (see [QA16](#))
  - invite the External Examiner(s) to comment on changes to the curriculum, new units and anything affecting the nature and pattern of assessment
  - in the case of collaborative provision, seek the views of the Link Academic Adviser and undertake appropriate consultation with partners; in those instances where an amendment to an existing institutional agreement is required, seek advice from the Legal Advisers (see [QA20](#))
  - consult with the Timetabling Office in Academic Registry where the proposal entails new or different teaching space requirements
  - identify any other additional resources that the change would need and obtain assurance that these can be met e.g. from the Library or Computing Services.



## 5. Information required

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- 5.1 Amendments to units and programmes, including the creation of new units and the withdrawal of units, must be processed through the Curriculum Management and Information System (CMIS).
- 5.2 For approval by committee(s) of a proposed change, or the introduction of a new unit, the following information should be provided:
- a rationale for the change(s);
  - the resourcing impact of the proposal, and where additional or differentiated resourcing will be required, confirmation that the resourcing requirement(s) can be met;
  - the impact of the change(s) on the programme and the on the student experience;
  - if a programme is accredited, the implications of the change for the accrediting body;
  - for collaborative provision, feedback from the partner institution, and where applicable, from the Link Academic Advisor;
  - feedback on the consultation undertaken including the views of:
    - students, particularly those affected by the proposal – see **Annex A**;
    - the External Examiner(s) - for intermediate and major changes;
    - Directors of Studies of programmes affected by the changes, as appropriate to the nature of the change.
  - the current and revised unit description
  - for intermediate and major changes, the current and revised programme specification and programme structure/description.
- 5.3 For the withdrawal of a programme, QA4 Form 2 should be used. This process is not managed via CMIS (see section 7 below).
- 5.4 A change of programme title only - with no other associated changes to the programme - is not managed via CMIS. Proposers should contact the Assistant Registrar in the Faculty/School regarding the submission of this type of proposal.

## 6. Committee approval

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### Boards of Studies

- 6.1 **Delegation:** Boards of Studies are responsible for the approval of the withdrawal of units and for the approval of minor and intermediate changes, but routinely delegate these powers to the F/SLTQC. They may, on recommendation from the F/SLTQC, delegate responsibility for approving minor unit changes, to nominated subject fora, normally the Department Learning, Teaching and Quality Committees (DLTQCs) in the faculties or the equivalent fora in the School. Only the approval of minor changes can be delegated to subject fora.

### Subject fora (normally DLTQCs)

- 6.2 Subject fora (normally DLTQCs or the equivalent fora in the School) can approve minor changes to units where that responsibility has been delegated by the Board of Studies. In considering proposals for such changes, subject fora will assure themselves that the case made for the proposed change is sound; that the academic rationale for the content and methods of delivery and assessment remains coherent; and that relevant consultation has been undertaken.

### Faculty/School Learning, Teaching and Quality Committees

- 6.3 The F/SLTQC is responsible for consideration of proposals at a level of detail commensurate with the proposed type and impact of change. The Committee will assure itself:
- that the case made for the proposed change is sound;

- that the information provided enables an adequate understanding of the impact of the proposed change in the context of the programme as a whole;
- that the proposed change can be appropriately resourced where differentiated or additional resourcing will be required;
- that the educational aims and intended learning outcomes remain appropriate;
- that the academic rationale for the content, structure, methods of delivery and assessment remains coherent;
- that the methods of assessment continue to demonstrate the achievement of the learning outcomes of the programme;
- that relevant consultation has been undertaken and taken into consideration appropriately;
- that the proposed change is in line with internal academic frameworks and has taken account of external reference points (as outlined in Annexes A and B to [QA3](#));
- that the University's obligations with regard to provision of accurate and timely information to students and applicants on their programme of study are not compromised by the proposal.

6.4 The F/SLTQC is responsible for detailed consideration of proposed new units, normally on recommendation from the DLTQC or equivalent subject forum.

6.5 The F/SLTQC will:

- agree whether to approve proposals for intermediate changes, proposals for new units and the withdrawal of existing units where that responsibility has been delegated to the Committee by the Board of Studies;
- agree whether to recommend for approval by CPAC all major changes, including where such changes affect collaborative arrangements and agreements;
- agree whether or not to recommend for strategic approval by Academic Programmes Committee (APC) a change of programme title and/or material change to programme aims and/or learning outcomes, prior to its consideration by PAPAC.

### **Courses & Partnerships Approval Committee (CPAC)**

6.6 CPAC<sup>3</sup> is responsible for the approval of major changes and consideration of requests for exemptions from elements of the University's academic framework (see QA3 Annex A, section 1.9) but not for the withdrawal of programmes (see below).

### **Academic Programmes Committee**

Changes to programme titles and/or material changes to programme aims and/or learning outcomes may have strategic implications for the University's portfolio of programmes and, in particular, may impact on the recruitment of students. Where a major change involves a change in programme title, and/or material change to programme aims and/or learning outcomes, the proposal should be submitted to APC prior to its consideration by CPAC. APC will make a decision on initial strategic approval.

## **7. Withdrawal of programmes and pathways**

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7.1 Programme withdrawal comprises two elements: strategic approval and final approval. These two elements can occur simultaneously. [QA4 Form 2](#) should be completed and submitted to APC. For withdrawal of programmes which are delivered collaboratively with a partner institution see also [QA20](#).

7.2 Strategic approval - The initiator of a proposal to withdraw a programme is responsible for submitting to APC:

- a rationale; and

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<sup>3</sup> For terms of reference of the committee, see: <https://www.bath.ac.uk/corporate-information/programmes-and-partnerships-approval-committee-terms-of-reference/>



- the numbers of current students, the date when the last of them is expected to complete, and the number of students accepted for admission.

Where the initiator is not the relevant Head of Department (or the Dean in the case of the School of Management), they should be consulted, and any feedback presented with the rationale.

7.3 Final approval The Dean of the relevant Faculty/School (or their delegate) is responsible for providing information to APC on the proposed arrangements to protect current students remaining on the programme during the phasing out period, and any students accepted for admission onto the programme. The note should include feedback from students and External Examiners and, where relevant, collaborative partners and link tutors, regarding the proposed arrangements for the protection of student interests.

7.4 APC will:

- grant strategic approval where an appropriate rationale has been provided;
- grant final approval where it is satisfied that the interests of current students, and students accepted for admission, are being/have been appropriately protected.

## 8. Reporting and recording of decisions

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8.1 The decisions of CPAC and APC will be reported to Senate via the minutes.

8.2 The decisions of the F/SLTQC will be reported to the Board of Studies via the minutes.

8.3 The decisions of subject fora will be reported to the F/SLTQCs via the minutes together with the relevant unit descriptions and associated documentation required by the faculty-level committee.

8.4 The formal record of the consideration and approval of unit or programme changes will comprise:

- the minutes showing the decision made;
- the change proposal (including the rationale and impact information);
- the final approved versions of the unit description(s) and the programme specification(s) and programme structure/description(s) as appropriate;
- evidence of student consultation regarding the proposal, as appropriate.

## 9. Following approval

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9.1 Committee Secretaries are responsible for the timely forwarding of final versions of documentation to ensure appropriate action is taken or information communicated. The Assistant Registrar in the Faculty/School is a key role in this process as they (or their nominee) are responsible for liaising with Academic Registry using CMIS to ensure the University's programme and unit records are correct, including the unit and programme catalogues. Normally (and where necessary) Academic Registry should be informed of approved changes and new units within 10 working days of approval and Assistant Registrars should be informed within 5 working days. Academic Registry should be informed of housekeeping changes as they occur.

9.2 Where a change or the introduction of a new unit entails a change in requirements for University teaching space, Departments/the School are responsible for notifying the Timetabling Office within Academic Registry. Through the consultation process (see section 4) any significant teaching space requirement should have already been discussed with Academic Registry.

- 9.3 Directors of Studies are responsible overall for ensuring that students are provided with up to date information about their current programme including their choice of options. In particular, Directors of Studies are responsible for notifying all affected current students in writing at the earliest opportunity of any approved changes to their units/programme (including any new units) and for ensuring that the programme handbook(s) and programme specification(s) are amended appropriately. Advice on wording of communications must be sought from the Assistant Registrar in the Faculty/School in the first instance.
- 9.4 Assistant Registrars in the Faculty/School are responsible for notifying the undergraduate or taught postgraduate Admissions office (as applicable) of changes to material information requiring communication to applicants, and for notifying Digital Marketing & Communications of changes that require an update to the information provided in the prospectus. The relevant Admissions office (undergraduate or taught postgraduate) is responsible for sending written communications to affected applicants about approved changes.

## **10. Subject benchmark statements**

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- 10.1 When new or revised subject benchmarks are published, Academic Registry will disseminate these to relevant Academic Departments via the Assistant Registrar in the relevant Faculty/School. Academic Departments will review any relevant provision against the new/revised benchmark, and report the findings to the relevant F/SLTQC, including an action plan where appropriate.

## **11. Monitoring and review**

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- 11.1 The impact of changes to units and programmes and the introduction of new units is monitored under the oversight of the University Learning, Teaching & Quality Committee through External Examiners' reports, annual monitoring processes and periodic review, where required, for doctoral, collaborative and/or accredited, programmes (Degree Scheme Review). This may draw upon feedback, such as student unit evaluations and from Staff/Student Liaison Committees.

Statement Details			
<b>Issue Version:</b>	7.12		
<b>Date:</b>	September 2018		
<b>Antecedents:</b>	<i>University Learning, Teaching and Quality Committee</i>	13 July 2011, 10 July 2012, 9 July 2013, 5 Nov 2013, 8 July 2014, 11 Nov 2014 7 July 2015 5 July 2016 17 January 2017 21 March 2017 11 July 2017 18 Jan 2018	Minute 120 Minute 279 Minute 428 Minute 462 Minute 552 Minute 600 Minute 671 Minute 807 Minute 871 Minute 890 Minute 940 Minute 1002
	<i>Quality Assurance Committee</i>	13/07/2010, 03/07/2009, 01/07/2008, 19/07/2006, 06/09/2002, 25/02/2002,	Minute 1098(2) Minute 976(7) Minute 857(7),(8) Minute 638 Minute 318 Minute 289c
	<i>Academic Programmes Committee</i>	Minute	
	<i>Senate New Framework for Assessment: Assessment Regulations (NFAAR) and Review of Committee processes Report of the Working Party on Faculty Structure Faculty and Department responsibilities Review of the Effectiveness of Senate, 2006.</i>	09/04/2010 08/06/2011  11/06/2008 09/04/2008  Senate paper 453 Senate paper S01/02 – 4	Minutes 13110 and 13112 Minute  Minute 2782 Minute 12740
	QA49 Approval of New Units	Withdrawn on 31/07/2011	
<b>Related Documentation:</b>	<a href="#">New Framework for Assessment</a> : Assessment Regulations (NFAAR) <a href="#">QA3</a> Approval of New Programmes of Study, and the related <a href="#">Guidance</a> on Preparing a Programme Specification <a href="#">QA16</a> Assessment, Marking and Feedback UK Quality Code for Higher Education - <a href="#">Part A</a> : Setting and maintaining threshold academic standards UK Quality Code for Higher Education - <a href="#">Part B1</a> : Programme development design and approval UK Quality Code for Higher Education - <a href="#">Part C</a> : Information about higher education provision The <a href="#">Framework</a> for higher education qualifications in England, Wales and Northern Ireland QAA <a href="#">Subject Benchmark Statements</a>		
<b>Author</b>	Academic Registry		

## Summary of Consultation, Communication and Deadlines for Approval of Changes

- 1) All deadlines must be met except in the event of unforeseen circumstances (see section 3.12). To enable deadlines to be met, dates of relevant Committee meetings need to be checked, and appropriate student consultation planned and implemented, well in advance. Adequate time must be allowed for proportionate student consultation taking account of assessment or holiday periods.
- 2) Approved changes **must be communicated in writing to all affected current students** (see section 9.3). The right-hand column below indicates whether additional communication with applicants is also needed.
- 3) Where current students would not be affected by the proposed change, such as for most changes to one-year postgraduate taught programmes or the first year of undergraduate programmes, it is good practice to consult current students via the SSLC.
- 4) For changes affecting programmes with non-standard start dates, the Assistant Registrar in the Faculty/School should be consulted in the first instance regarding deadlines for approval of changes. The key consideration will be the completion of the approval process (including consultation) sufficiently far in advance of the start date to communicate with applicants/current students in good time about approved changes.

### Deadlines for programmes with a September/October start date

	Consultation with current students (pre-approval)	Deadlines	Communication to applicants required? (post-approval)
<b>Housekeeping changes</b>	None	N/A (at any time)	None
<b>Minor changes</b>	Via SSLC	<b>UG year 1:</b> prior to a new cohort starting <b>UG years 2 and beyond:</b> 31 July in the academic year prior to implementation <b>PGT:</b> prior to a new cohort starting	None
<b>Intermediate changes</b>	All affected current students to be consulted (see also <i>point 3) above</i> )	<b>UG:</b> 31 January in the academic year prior to implementation <b>PGT:</b> 31 March in the academic year prior to implementation	YES <i>Changes to material information provided to prospective students must be communicated to applicants.</i>
<b>Major changes</b>	All affected current students to be consulted (see also 3) above). For major changes the consent of all affected students will normally be required.	<b>UG:</b> 31 July i.e. <b>14 months</b> prior to implementation <b>PGT:</b> 31 March in the academic year prior to implementation	YES <i>Major changes must be communicated to applicants.</i>