

August 2026

From: Gitte Sparding (Acting Head of Academic Quality & Standards)
To: Circulation list (at end of this document)

**MEMORANDUM
UPDATES TO THE QUALITY ASSURANCE CODE OF PRACTICE**

Dear Colleagues,

1. All [Quality Assurance Code of Practice](#) (QA CoP) Statements have been reviewed and updated in line with general housekeeping (e.g. updating weblinks or job titles) and accessibility principles
2. Several revisions to the QA CoP have been approved by Education, Quality and Standards Committee (EQSC) for implementation from academic year 2026/27. The online version of the QA CoP is the definitive source, and any previous paper or electronic copies held should be deleted or marked as obsolete. The changes, where appropriate, received scrutiny and feedback from relevant departments and technical specialists.
3. Please ensure that colleagues in your departments are aware of and use the updated statements and related forms.
4. The distribution list for this memo is included at the end of this document. For queries regarding the changes to the CoP please contact academic-standards@bath.ac.uk.

QA CoP Amendments effective from 2026/27 Academic Year

QA CoP Statement	Update for 26/27
QA3 Approval of New Courses of Study	Changes to QA3 Approval of New Courses of Study were approved by EQSC in May 2026. Amendments have been made to: • formally include the role of DLTQCs in Stage Two Academic Approval • specify more fully what questions are being asked through course approval processes and the responsibilities for scrutiny of the different committees • reflect revised responsibilities for course approval within the School of Management • update procedures for fast-tracking approvals. Guidance for committee minute taking for course approval is also available on the AQS Hub. Minor amendments have been made to QA3 to reflect the introduction of the University's Export Control Policy for Education and Procedure and requirements relating to compliance with UK Visas and Immigration (UKVI) regulations, including the maximum permitted proportion of online delivery within courses of study. The Assessment for Learning Principles (previously QA3 Annex D) have been updated and are now available on the AQS Hub. Annex I (relating to apprenticeship provision) has been removed as no new apprenticeship courses will be developed by the University. Annex K (a teaching taxonomy) has been introduced to provide a clear set of institutional definitions for the University's different teaching and delivery methods. A broader review of QA3 will be undertaken in 2026/27 once ongoing work relating to curriculum approval processes has concluded.
QA4 Amendments to Existing Units and Courses and the Approval of New Units	Updates have been made to reflect requirements relating to compliance with UKVI regulations, including the maximum permitted proportion of online delivery within a course of study. A requirement has been introduced to ensure that proposed amendments to courses or units, and the approval of new units, do not adversely affect compliance with existing UKVI requirements.

QA7 Research Degrees	Changes to QA7 Research Degrees were approved by UDSC in July 2026. The updated statement has been published for 2026/27.
QA9 Professional Development and Recognition for Staff and Students who Teach and Support Learning	Updated to strengthen requirements relating to Graduate Teaching Assistants (GTAs), including mandatory training, maintenance of appropriate staff records and departmental responsibility for supporting GTAs in their teaching duties.
QA12 External Examining (Taught Provision) QA12(A) External Examining (Apprenticeship Courses)	Updated to align QA12 and QA12(A) with the revised QA13 Degree Scheme Review process and QA51 Education Annual Review and Enhancement requirements.
QA13 Degree Scheme Review	An updated QA13 has been published following consultation and pilot activity during 2025/26. QA13 sets out the University's process for the periodic review of taught courses. Following the suspension of Degree Scheme Review (DSR) during Curriculum Transformation, a revised process will be reintroduced from 2026/27. The statement has been substantially revised and refocused as a staff-facing document, setting out the principles, responsibilities and processes underpinning DSR and signposting supporting guidance where appropriate.
QA16 Assessment, Marking and Feedback	Revisions to the timelines for providing feedback on summative assessment to students.
QA31 Support of International Students	Updated to reflect organisational and terminology changes, including revised team and service names, revised visa references, and clarification of departmental responsibilities. Additional amendments made to strengthen accountability and student engagement processes through the introduction of requirements relating to competency training records and enhanced opportunities for international student representation within evaluation and decision-making processes.
QA38 Induction of Students	Updated following an Internal Audit review of student induction arrangements to reflect the current role of Faculty Student Engagement (and/or Experience) Managers and Department Operations Managers in supporting induction activities. Additional guidance has been included to establish a baseline expectation for departmental welcome and induction activities. This guidance consolidates existing expectations previously contained across a range of documents and reflects current practice across the majority of courses. While departments may

	continue to tailor delivery to local requirements, the expected induction outcomes remain consistent. QA38(A) has been updated in alignment with changes to QA38 where applicable and to reflect upcoming changes in the assessment methodology for apprenticeship courses
QA48 Student Engagement with Quality Assurance and Enhancement	QA48 Student Engagement with Quality Assurance and Enhancement has been restructured as a strategic institutional framework, supported by four mode-specific annexes covering: Annex 1: Taught student engagement (updated from the previous iteration of QA48). Annex 2: Doctoral student engagement, including revised representative structures in place of traditional departmental and university-level SSLCs. Annex 3: Distance learner engagement, introducing a new asynchronous engagement model (D-SSLCs). Annex 4: Student engagement through surveys, consolidating survey guidance, oversight, reporting arrangements and success measures, including content previously contained in QA51.
QA51 Education Annual Review and Enhancement	Updated to align with the revised QA48 Student Engagement with Quality Assurance and Enhancement. References to Online Unit Evaluation (OUEs) have been removed from the main statement and incorporated within QA48. References to QA13 Degree Scheme Review have been included to support the reintroduction of the DSR process from 2026/27. The statement also reflects the principle that Education Annual Review and Enhancement activity (as outlined in QA51) may be paused for in a department for a year where all courses within a department are undergoing Degree Scheme Review during the same academic year.
QA51(A) Monitoring and Enhancement (Apprenticeship courses)	Associated forms have been updated to support the closure and teach-out of apprenticeship courses, where applicable, to ensure appropriate monitoring of educational quality and the student experience throughout the teach-out period.
QA53 Promoting Academic Integrity	Updated to replace references to the "generic academic integrity initiative test" with "generic academic integrity test", reflecting the established nature of this requirement within University practice. Updates have also been made to strengthen Board of Studies monitoring requirements in line with recommendations

	approved by EQSC in February 2025. Associated reporting templates are currently in development. The section relating to generative artificial intelligence (GenAI) has been revised to reflect the University's two-lane approach to the use of GenAI in learning, teaching and assessment. Staff guidance on Academic Misconduct is available on the AQS Hub.
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Updates to other documentation

New Individual Schemes of Study and Assessment Procedure (ISSA)

The ISSA Procedure replaces the Individual schemes of study process (sometimes referred to as “special programmes of study”) previously set out in QA3. It outlines the arrangements for approving and managing schemes of study and assessment that differ from those approved for a student's course.

Staff guidance on the ISSA procedure is available via the [AQS Hub](#).

The procedure forms part of the University’s approach to support students with disabilities, health conditions or learning difficulties (SpLDs), outlined in the new [Reasonable Adjustments to Teaching, Learning and Assessment for Students Procedure](#).

Initial 'all staff' communications and briefing sessions on the new Reasonable Adjustments procedure were provided in June and July - [a recording is available](#).

Communications and briefings for those supporting students with individual adjustments, including updates to the DAP (Disability Access Plans) process, and the University’s approach to exceptional individual adjustments (Level 3) will be provided in the autumn.

Circulation List

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Please forward this information to any others to whom it may be of interest.