

# **UEL QUALITY MANUAL**

## **APPENDIX D**

### **STUDENT CONSULTATION AND NOTIFICATION FOR COURSE AND MODULE AMENDMENTS**

#### **Introduction:**

UEL's student consultation and notification activities are designed to comply with consumer law, to meet sector expectations and to ensure that we are listening to our student voice.

#### **Guidance:**

- Table A (see below) sets out the UEL expectations for student consultation and notification activities for changes at course or module level. Where it may not be possible to achieve these expectations or a proposer would like to use alternatives, advice should be sought from Quality Assurance and Enhancements team (via the Quality Officer assigned to their School).
- It is the responsibility of the amendment proposer to carry out the required activities and collate the supporting evidence. When presenting evidence of student consultation to the SQC, this should include: a copy of any letter issued to students, a list of the group(s) of students contacted, any replies received from students.
- Amendments should not be presented to the School Quality Committee (SQC) for consideration until all activities outlined in pre-SQC approval stages have been completed.
- Category 1 changes should be approved by SQC no later than end of February for implementation in the following academic year so consultation activities should commence early enough to allow for this.
- Category 2 and 3 changes should be approved by SQC no later than one full month prior to their implementation so consultation activities should commence early enough to allow for this.
- Exceptions to any of the above may be permitted at the discretion of the SQC where there are sufficient grounds. Examples of sufficient grounds include external / validating body requirements, significant unexpected operational difficulties, clear evidence that not carrying out an amendment in line with the requirements will detrimentally impact students or applicants. General improvements to the teaching and learning experience and minor operational difficulties do not count as sufficient grounds.
- When carrying out any activities set out in Table A with students that may be affected by a change, this should include students at all applicable levels of study (including foundation) and students that may be on an interruption of studies.

**Table A - Expected Student Consultation and Notification Activities**

<b>Type of Change</b>	<b>Applicants (including Offer Holders)</b>	<b>Current Students that may be affected by change</b>	<b>Current Students not directly affected by change</b>
<p><u>Category 1:</u></p> <ul style="list-style-type: none"> <li>• title or award of a course*</li> <li>• substantive change to course aims, learning outcomes, teaching and learning strategy</li> <li>• substantive change to a number of modules which would impact on the overall course learning outcomes.</li> <li>• substantive change to weighting of assessment methods at course level and/or introduction or removal of an assessment method at course level</li> <li>• core module diet</li> </ul>	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><u>Post-SQC Approval:</u></p> <ul style="list-style-type: none"> <li>• notification (see Template A)</li> </ul>	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> <li>• recommend to discuss at Course Committee and/or focus group and/or via a Teams channel in advance of opening consultation</li> <li>• consultation (see Template B)</li> <li>• agree alternative arrangements for students raising strong objections / unwilling to consent</li> </ul> <p><u>Post-SQC Approval:</u></p> <ul style="list-style-type: none"> <li>• notification (see Template C)</li> </ul>	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> <li>• no formal requirement - recommend to discuss at Course Committee and/or focus group and/or via a Teams channel</li> </ul> <p><u>Post-SQC Approval:</u></p> <ul style="list-style-type: none"> <li>• no formal requirement - recommend to notify via any channels used in Pre-SQC approval stage</li> </ul>
<p><u>Category 2:</u></p> <ul style="list-style-type: none"> <li>• module title</li> <li>• module learning outcomes</li> <li>• module summary or topics</li> <li>• module assessment</li> <li>• module requisites</li> <li>• approval of new modules</li> <li>• optional module diet**</li> </ul>	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><u>Post-SQC Approval:</u></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> <li>• discuss at Course Committee and/or focus group and/or via a Teams channel</li> <li>• invite feedback by email</li> </ul> <p><u>Post-SQC Approval:</u></p> <ul style="list-style-type: none"> <li>• notification (see Template C)</li> </ul>	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> <li>• no formal requirement - recommend to discuss at Course Committee and/or focus group and/or via a Teams channel</li> </ul> <p><u>Post-SQC Approval:</u></p>

			<ul style="list-style-type: none"> <li>no formal requirement - recommend to notify via any channels used in Pre-SQC approval stage</li> </ul>
<u>Category 3***:</u> <ul style="list-style-type: none"> <li>minor amendments to improve clarity of student-facing documentation</li> <li>updating technical terms / references to relevant equivalents</li> <li>rectifying factual / typographical errors</li> </ul>	<u>Pre-SQC Approval:</u> <ul style="list-style-type: none"> <li>N/A</li> </ul> <u>Post-SQC Approval:</u> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<u>Pre-SQC Approval:</u> <ul style="list-style-type: none"> <li>N/A</li> </ul> <u>Post-SQC Approval:</u> <ul style="list-style-type: none"> <li>notification (see Template D)</li> </ul>	<u>Pre-SQC Approval:</u> <ul style="list-style-type: none"> <li>N/A</li> </ul> <u>Post-SQC Approval:</u> <ul style="list-style-type: none"> <li>N/A</li> </ul>

\*Changes to titles or awards should be timed to coincide with the commencement of a new recruitment cycle. This should limit the number of applicants affected. Existing students should either continue with the existing title / award or be allowed to choose between existing or amended title / award.

\*\*Where there is any change to optional modules approved after optional module selections have been made, students must be provided an opportunity to revise their selections.

\*\*\*Where an amendment proposer considers a change should fall under this category, they should first seek confirmation from Quality Assurance and Enhancements team (via the Quality Officer assigned to their School) that this is applicable. Depending on the details of the change(s) proposed, it may be determined by Quality Assurance and Enhancements that the amendment should be treated as a Category 1 or 2 change.

### Templates:

- Templates are available via the Quality Assurance and Enhancements Forms and Guidance intranet page:  
<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx#course-amendments>

Reference/Link	Description
<a href="#">Template A</a>	Letter to applicants and offer-holders regarding course changes
<a href="#">Template B</a>	Letter for consulting with current students on course changes
<a href="#">Template C</a>	Letter for notifying current students on the outcome of course change proposals
<a href="#">Template D</a>	Letter for notifying current students of course changes