



UNIVERSITY OF  
**OXFORD**

**EDUCATION COMMITTEE**

**POLICY AND GUIDANCE**

**INTRODUCTION OF NEW COURSES AND MAJOR  
CHANGES TO EXISTING COURSES**

**2011**

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# 1. Regulatory Framework

1.1. Responsibility for changes to Examination Regulations, including those introducing new courses, lies with divisional boards, subject in general to the University's educational policies and to the approval of the Education Committee in each case.

1.2. The Education Committee has power 'to make, amend, and repeal regulations concerning the courses and examinations for undergraduates and graduate and other students (including Recognised and Visiting Students), and to approve regulations of that kind which the divisional boards and other bodies responsible for such courses propose to make under the relevant provisions' [Council Regulations 15 of 2002, Section 2.4(1)]  
<http://www.admin.ox.ac.uk/statutes/regulations/520-122a.shtml>

1.3. In relation to First and Second Public Examinations, divisional and faculty boards 'shall from time to time make and publish Special Regulations respecting the examinations under their supervision . . . .' (*Examination Regulations: Regulations for First and Second Public Examinations sections 3.3 and 4.4*)

Special regulations made and lists drawn up by boards under the regulation above shall not have effect until:

- (1) they have been approved by the Education Committee of Council;
- (2) in the case of regulations made and lists drawn up by faculty boards or other bodies within the Humanities and Social Sciences Divisions, they have also been first approved by the Humanities Board or the Social Sciences Board as appropriate;
- (3) they have been duly published, and if necessary approved by Congregation, in accordance with the procedure laid down in sections 13-18 of Statute VI.

1.4. The University's educational policies are set out in the Mission Statement, and in the Learning and Teaching section of the Strategic Plan at:  
<http://www.admin.ox.ac.uk/pr/planingcycle/strategicplan.pdf>

1.5. Set out below are the Education Committee's policy requirements for the introduction of new courses or major changes in existing courses and good practice guidance. The approach embodied in this policy and guidance has been endorsed by Council on the basis that the responsible bodies will observe the policy requirements in framing their own policy and practice (including any special regulations) and where they wish to vary that policy or practice significantly from the policy requirements set out by the Education Committee, will be required to present a reasoned case, and to receive approval from or on behalf of the Education Committee.

The Education Committee will review all parts of the document annually (this edition 2011).

1.6. Divisions are welcome to consult the Education Committee officers on matters of principle or policy at any stage in the formulation of changes.

1.7. Divisions are asked to submit changes affecting undergraduate courses separately from those affecting graduate courses, as under present arrangements different officers in the Education Committee secretariat will be involved in the process of granting approval on behalf of the Education Committee or preparing material for approval by the chairman of the Education Committee.

## **2. Timetable for examination regulations**

2.1. As a matter of good practice, divisional boards are advised to ensure that changes are approved by the end of Hilary Term for inclusion in the *Examination Regulations* for the following academic year. Divisional officers are reminded annually about the precise timetable which must be met for inclusion of material in the following year's edition.

2.2. In view of the tight timetable at that time of the year for dealing with changes in the *Examination Regulations*, divisions are also urged:

- (a) to make every effort to forward detailed proposals involving any substantial changes by the middle of Hilary Term. This will allow more time for consideration by the Education Committee and, if it should prove to be necessary, for consultation with other bodies. If major proposals submitted at the end of Hilary Term should give rise to any substantial problems, there might not be time for these to be resolved before the deadline for the submission of material to the Press for inclusion in the following year's *Examination Regulations*.
- (b) to forward proposals to the Education Committee throughout the year as they arise and not to delay changes until the end of Hilary Term.
- (c) to ensure that their constituent faculties and departments understand the procedures required at all stages for the approval of new courses and changes to existing courses.
- (d) to ensure that, as far as possible, proposals for the Education Committee's consideration have been drafted in line with the standard requirements, and do not require further extensive re-drafting.

### **3. Justification for new courses**

#### **Policy requirements**

3.1. All changes must meet the policy requirements set out by the Education Committee, unless specific approval has been given to set aside one or more of those requirements.

3.2. The Education Committee wishes to draw the attention of course proposers and divisions/Continuing Education to the importance of preparing a fully-evidenced and documented rationale and clear objectives for a new course.

3.3. The Education Committee looks for evidence that the case for support for any new course will include not only the items listed in the policy and guidance, but wider issues of which the University as a whole needs to be aware in creating new courses. These include:

- quality of potential intakes;
- the academic case for expansion in the subject and category concerned;
- the availability of supervisors and appropriate departmental facilities and support;
- the ability to provide appropriate organisational support;
- the capacity of the collegiate University to meet the students' wider support needs;
- the financial implications for the health of the subject area and the wider university community;
- the level of risk involved in each course proposal, including the means proposed for its delivery, and the required level of resource necessary to ensure that the required outcomes of the new course can be achieved.

## **4. Matters to be covered in proposals for a new course or substantial changes to an existing course**

Set out below is a checklist of the kind of points which should be covered routinely when divisional/Continuing Education boards put forward proposals for a new course or for a substantial change in the syllabus or in the approach to delivering an existing course. The list is intended as a guide to standard requirements and is not exhaustive. Some points (denoted by \*) relate primarily to the introduction of new courses; others (denoted by §) relate wholly or primarily to taught postgraduate courses.

### **4.1. Academic grounds, external reference points and demand**

The justification for the new course or significant revision of an existing course should be set out under the following headings:

#### **(a) Academic grounds**

Proposers should make clear

- a definition of what the proposed course or change in an existing course will consist of
- the reasons for proposing the new course or making the change;
- the intended aims of the new course or proposed change;
- how the proposed course or revision relates to existing provision, within the University and/or elsewhere.

#### **(b) External reference points**

Reference should be made to

- the relevant subject benchmark statement(s);
- the QAA Framework for Higher Education Qualifications [the proposal should indicate under which of the levels/descriptors a new course will be located, *see* Annexe A for extract from the QAA Framework for Higher Education Qualifications <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf>];
- Section 7 of the QAA Code of Practice on ‘Programme approval, monitoring and review’ at: <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section7/programmedesign.pdf> (*see* Education Committee Quality Assurance Handbook and Annexe B);
- any requirements of professional or other regulatory bodies.

A proposal for a new course must be accompanied by an informed, external comment from a non-partisan standpoint. This may be provided by one or more members of an existing External Advisory Committee, by an existing external examiner with knowledge of the

subject area, or by an academic colleague from another institution who might be nominated as external examiner if the new course were to be approved<sup>1</sup>.

(c) **Demand**

Proposers should provide internal or external evidence of the anticipated demand for the new (or revised) course.

As far as possible, this should be quantifiable and go beyond the anecdotal (e.g. by providing numbers applying for similar courses at institutions of similar standing and addressing matters of pricing where this is appropriate). Any considerations relating to widening participation should be included. Consultation with student members, the relevant admissions office and the Careers Service (see paragraph 4.18 below), where relevant, should be included.

## **4.2. Programme Specifications**

All proposals for new courses must be accompanied by a programme specification produced in accordance with QAA guidelines.

Revised programme specifications should also be supplied in relation to proposals involving significant amendment of existing courses.

## **4.3. Academic content**

Detailed information should be provided<sup>2</sup> covering the academic content of the course, including the intended learning outcomes (what is it intended the student should know (knowledge and understanding) and to be able to do (skills and competencies) as a result of taking this course?)\*.

This should also include information on the opportunities available within the proposed new course for students to benefit from the research-teaching nexus as set out in the *Policy and Guidance on Undergraduate Learning and Teaching*, i.e. existing ways in which the structure and design of courses and assessment provide opportunities for students to:

(a) benefit from the individual research strengths of academic staff (special papers, special options, research groups, tutorial flexibility) and see how the disciplines and skills of research (including research methodology) contribute to the conception of their discipline

(b) explore ways in which disciplinary knowledge is constructed and developed via research and scholarship in their discipline (informally through contact with the work being undertaken by individual researchers, formally through research training components of the courses)

(c) have opportunities to engage in different forms of research (dissertation, fieldwork, research projects, learning in a research mode) and to have closer contact with a research environment and/or research methodology

<sup>1</sup> The relevant QAA precept requires that: Institutions make use of external participation at key stages for the approval and review of programmes, as independence and objectivity are essential to provide confidence that the standards and quality of the programmes are appropriate.

<sup>2</sup> The provision of the programme specification (see paragraph 4.2 above) may suffice.

In relation to the revision of an existing course, reference should be made to any ways in which the proposed revision amends or develops intended learning outcomes.

- criteria for admission to the course\*.
- teaching methods for the course<sup>3</sup>.

For a new joint course a broader commentary should be provided, to include:

- appropriate expectations of candidates for the new joint course at admissions;
- co-ordination of tutorial arrangements and mechanisms for co-ordinated oversight;
- course organising structures and shared responsibilities between parent bodies ;
- bridges between component subjects;
- compatibility of examination conventions (especially where two divisions are involved).

#### **4.4. Assessment methods**

Detailed information should be provided including:

- the proposed or any revised assessment methods involved in the course and their appropriateness for the intended learning outcomes of the course (how will the required assessment enable the student to demonstrate what he or she has learnt and is able to do as a result of taking the course?)\*.
- sample or specimen exam papers for the new course or option.

In relation to the revision of an existing course, reference should be made to any ways in which the proposed revision amends or develops assessment methods. Particular care should be taken to explain the reason for any proposed changes in assessment methods.

In scrutinising proposals for first and second public examinations, and the examination of taught graduate courses, the Education Committee will look in each case for:

- an explanation of the reason why the particular mode of examining is proposed;
- the academic purpose that the proposed method is intended to serve (including its relation to the learning outcomes set out in the Programme Specification);
- the extent to which the overall form of examination proposed is an adequate assessment of the student's coverage of the whole content of the course and their performance in the course\*;
- the arrangements that are proposed to minimise plagiarism or other forms of cheating.

<sup>3</sup> The Strategic Plan (para 42) commits the University to encouraging developments in course design, teaching methods and assessment where appropriate to deliver excellence in education. Divisions, faculties, and departments are required (to) sustain a self-critical approach to their learning and teaching strategies, with a particular focus on the use of a range of assessment methods, formative feedback to students, changes in the pattern of teaching, and skills training programmes for postgraduate students and postdoctoral researchers.

In the case of dissertations, extended essays, project work and other examined assignments, proposals should include a statement describing the appropriate role of the tutor or supervisor(s). Regulations may reasonably provide guidance on this matter.

[A reasonable involvement in relation to dissertations, extended essays, assignments etc. might extend to suggesting appropriate reading, discussing contentious points, commenting on the proposed structure of an assignment, and reading a first draft of any piece of work.]

Under the Special Educational Needs and Disability Act (SENDA), the responsible body has a duty to make reasonable adjustments for disabled people or students. While this does not require a responsible body to do anything that might mean it cannot maintain academic or other prescribed standards in a particular programme of study, it might be reasonable to allow a student to validate the attainment of the necessary academic standards by using different assessment procedures. In describing the assessment regime for a new course, reference should be made to any acceptable alternative methods of assessment which could be employed in place of what it proposes.

#### **4.5. Numbers and FTE**

All proposals should include information on student numbers, and proposed FTE per student (PT courses only), as specified in Appendix 1 to this section (pp. 16-17) .

This will allow the Education Committee to assess:

- (a) the impact of a new course within the context of student number planning policies and
- (b) colleges' capacity to offer places on the course.

For PT courses, the proposed FTE per student will be assessed in the context of information on the programme specifications, academic content and assessment methods.

#### **4.6. Availability of teaching resources**

In relation to both new courses and significant new options or other amendment in existing courses, the following considerations should be addressed.

- How will the new or extra teaching (including lectures and classes) be provided?
- Have those expected to supply such teaching been consulted and indicated their willingness and availability to do so in the timescales which are proposed?
- Will it be necessary to make any adjustments in other parts of the course or syllabus in order to release teaching resources for the proposed new course or option?
- Whether or not existing provision will have to be given up in order to allow the new course or new option to be offered.
- Are there any implications for the availability of resources for other courses within the division?
- Whether or not the provision proposed contains some additional margin against programmed absences (as a result of sabbatical leave or for other reasons): and how unanticipated absences will be addressed.

If there are implications for tutorial teaching, the Senior Tutors' Committee should have been consulted and their response reported.<sup>4</sup>

#### **4.7. Availability of examining resources**

Availability of examining resources should be quantified in relation to proposals for new courses and for new options in existing courses.

New courses and options can add to the difficulty which exists in some subjects of finding sufficient appropriately qualified staff to act as examiners, and should be introduced only if the subject is able to provide adequately for their examination.

Proposals for which only one examiner is available will not be approved by the Education Committee. Proposals which rely on only two examiners will be approved by the Education Committee only in exceptional circumstances.

#### **4.8. Library implications**

The librarians of all relevant libraries must have been consulted and must provide a written statement concerning the provision of books and the resource implications (recurrent and/or non-recurrent, staff and/or non-staff), which should be transmitted with the proposal.

The Education Committee will adhere strictly to the requirement for a written statement on this point, as required by the Pro-Vice-Chancellor (Academic Services and University Collections).

#### **4.9. Language teaching implications**

The Language Centre must be consulted when proposed changes in regulations or new courses might carry language teaching implications. The proposal must include an indication of relevant points made during the consultation.

[This requirement is not intended to discourage the addition of course elements requiring knowledge of a language, but rather to encourage consultation at an early stage. In addition to being able to comment on any extra teaching load implied, the Language Centre will also be able to offer advice on the time required to attain the necessary fluency, and on methods of assessment.]

#### **4.10. IT skills**

For a new course, proposers should indicate the level of IT skills needed for the programme of study, even if the level is minimal, and wherever appropriate any additional IT competencies that should have been attained by the end of the course, with an indication of the provision which will be made available to promote their achievement.

<sup>4</sup> Questions which colleges are likely to consider in relation to a new course include: (i) Is the college likely to admit students to the proposed course? (ii) Does the college consider that it has sufficient resources to provide tutorial teaching, including specialist teaching? (iii) Does the college consider that it can provide the necessary framework for organisational oversight of each student's studies in the proposed course? (iv) Does the college consider that tutorial teaching and departmental teaching will be satisfactorily integrated?

#### **4.11. Certification of particular skills (other than as a component of the First or Second Public Examination or a graduate taught course)**

If a faculty/department wishes to introduce, as a free-standing *optional extra*, an opportunity for candidates to receive certification of particular skills acquired during their degree course (other than as a component of the First or Second Public Examination or a taught graduate course), the following shall apply:

- the skills' component shall not be included in the *Examination Regulations*;
- the particular course(s) shall be monitored by the relevant teaching committee, board of studies or other comparable body, and shall also be subject to scrutiny by the division and/or its academic committee, and by the Education Committee, in the usual manner.

A certificate shall be issued by the faculty/department. This may be a certificate of attendance and/or of completion of the course(s); in addition, it may indicate the standard(s) / level of competence reached. A charge may be made to the student for participation in such courses, provided they represent optional development opportunities, rather than examination requirements. A faculty/department should consider whether achieving the relevant certificate should be regarded on standard transcripts and consequent diploma supplements.

#### **4.12. Proposed tuition fee level**

The Justification for Proposed Tuition Fee form at Appendix 2 to this section (pp. 18-20) should be completed, giving the level of university tuition fee proposed and the justification for this, in the light of benchmarking, the departmental business case, and admissions, on which relevant information should be given on the form as indicated.

#### **4.13. Other resource implications**

Any other resource implications should be listed, e.g. IT, equipment, accommodation, any likely call on the division's funds for Special Tuition<sup>§</sup>.

#### **4.14. Financial consequences for students**

Any extra 'hidden' costs involved in the introduction of the course or the modification of an existing course (e.g. field trips, vacation residence in Oxford, special clothing/equipment, unusually expensive books) should be specified. The division/faculty/department should indicate what provision is being made to meet these, e.g. grants, scholarships, and any fee implications should be described.

[In this connection, boards and committees are reminded that such fees or charges may only be imposed if required by statute or regulation (Statute II, Section 3(2), Supplement (1), Gazette no. 4633, 9 October 2002, p. 97).] <http://www.admin.ox.ac.uk/statutes/12-011.shtml>

#### **4.15. Examination arrangements**

The following should be described briefly:

- Dates for examination entries.\*

- Timetable for examinations (which should have been checked with the Head of Examinations and Assessment at the Examination Schools).
- Fees for examining, in any instance where the setting or marking of a proposed new paper does not fall under an existing heading in the schedule of examining fees.
- Arrangements for the nomination of examiners\*, the time for the start of the examination\*, the form of the class or pass list\*, use of calculators in the examination.
- The required number of examiners\*, both internal and external.

[NB. It is the Education Committee's policy that all postgraduate taught courses and honour schools should have at least one external examiner and in larger courses there should be more than one external to cover the full breadth of the examination; in joint honour schools each panel of examiners, drawn from the parent school, should include at least one external.]

Given that alternative forms of examining arrangements can be complicated to administer and understand, the Education Committee will expect to see that clear directions are given to candidates in such cases (by regulation or in the relevant course handbook) in respect of the following:

- Dates and method by which options/special subjects/projects/modules available will be published;
- Arrangements for approving such option choices/titles/special subjects etc;
- Dates and method by which examination entries must be made;
- Dates and method of publication of any special examination arrangements;
- Procedures to be followed by both examiners/assessors and candidates in any special examination arrangements;
- Dates by which any assignments, pre-submitted essays, etc must reach the Examination Schools;
- Procedures in the case of failure to reach the required standard on one or more papers or other assignments (see paragraph 4.16 below)<sup>§</sup>;
- Arrangements made to ensure that material submitted is the candidate's own work, and to define the extent of any assistance to be given by the supervisor and/or others (see also paragraph 4.4 above).

#### **4.16. Arrangements for re-sits for postgraduate taught courses**

For postgraduate taught courses the Education Committee's normal expectation is that any re-sits will be taken at the time the subject is examined the following year.

Where the whole of a component of an examination (the dissertation or all the written papers) has been successfully completed at the first examination, then the mark for the successful component can be carried over to the succeeding year and only the component or components which have been failed at the first examination re-taken. A component is taken to cover the

main elements of an examination; dissertation, written examinations, extended essays or any form of coursework.

Regulations should normally indicate what arrangements for re-sits are proposed. Where it is proposed that a re-sit may be taken earlier than the time at which the course is next examined, a full case must be made for this exception. It is likely that these will be approved only in relation to qualifying examinations where a delay would significantly increase the total length of a course or for research master's courses where a decision about whether candidates can or cannot proceed to a research degree is dependent on re-sitting the examination on a shorter time scale.

#### **4.17. Administration and servicing**

This is of particular importance where a new body is required to administer the course, but should also take account of the existing responsibilities where the course is to be offered by an existing body\*. A new course should normally be administered under the supervision of its academic staff. The proposal should indicate how those academic staff will be supported in this role, and provide an assurance that the support is considered adequate. The body responsible for academic oversight of the course (see 4.21 below) should also have within its remit responsibility for keeping under review the administration of the course.

Proposals for new graduate courses should specify which body within the subject will take overall responsibility for the new course, and indicate any role that will be played by an organising committee and/or a course organiser\*. The Education Committee would not normally expect to approve a new course without a minimum of two full-time members of the academic staff involved in its running.

#### **4.18. Careers implications of changes in courses**

Proposers might find it helpful to have the views of employers at an early stage in the process of course revision/development, and attention is drawn to the availability of information at the Careers Service.

#### **4.19. Facilities\*§**

In assessing the potential viability of a new postgraduate course, the Education Committee will pay particular attention to:

- (a) the proposed accommodation for the course participants, in particular: working space, library or laboratory provision (where relevant) and common room provision; access to facilities; opportunities to work with staff and other graduate students;
- (b) the elements that will create the academic environment in which the course will be offered.

#### **4.20. Learning Development/Research Training§**

For undergraduate courses, proposals should indicate the different types of study skills and subject-specific skills that students will need to develop across the duration of their course, and the main providers for those skills (reference should be made to the relevant section of the Programme Specification).

For postgraduate courses, the course proposal should indicate whether the proposed changes relate to, or have any implications for, research training for postgraduate students.

#### **4.21. Course Organisation and oversight**

The proposal should indicate which body (e.g. organising committee, standing committee, supervisory committee) will be responsible for organising and supervising the new course; the composition of that body (including student representation) and its reporting lines to the relevant faculty/department(s) and division(s). These arrangements are of particular importance in relation to any sort of joint course.

#### **4.22. Approval and discontinuation**

Either the Education Committee or the relevant division may approve a course for a specified period, or give approval provided that a review takes place within a given time period. Otherwise all new courses should be reviewed by the responsible division within five years of their approval.

Where a faculty/department and the responsible division have concluded that a course should be discontinued, then the approval of the Education Committee must be obtained for doing so. In line with the QAA Code of Practice, the Education Committee would expect priority to be given to the measures to notify and protect the interests of students registered for, or accepted for, admission to the programme.

#### **4.23. Consultation with colleges**

As part of the overall approval process for new courses, proposers have been asked to ensure that sufficient colleges are willing in principle to take applications from candidates for the proposed new course. This has previously largely operated in an *ad hoc* manner which – while it has worked – has not been entirely helpful to either faculties/departments or colleges. It has therefore been agreed in consultation with the Conference Graduate Committee that a standard template should be provided in relation to proposed new graduate courses and this is now attached as appendix 3 to this section (pp. 21-22). New undergraduate courses are very much less frequent but it is suggested that the same form could be modified for the purpose of consulting colleges on their willingness to take applicants for a new undergraduate course as well.

# APPENDICES

## Appendix 1 - Student Numbers

This appendix should be completed in respect of any new programme of study.  
The appendix seeks to assess the impact that the predicted intake on new programmes will have on current Divisional headcount forecasts and ceilings, and college spaces.  
If you have any queries regarding completion of this appendix, please contact Rachel Ives in PRAS (rachel.ives@admin.ox.ac.uk).

### 1. Programme Data

For each new programme of study, please provide the following details:

Type of programme	UG / PGT / PGR *	full-time / part-time *
Name of programme		
Proposed length of study	months / years *	
Start date		
UAB		
Division		
Name and contact details for submitting unit		
<i>For part-time programmes only:</i>		
Proposed FTE per student		

\* please select as appropriate

## 2. Student number forecasts

Please provide:

(a) the intended intake for the programme should it be approved

	2012/13	2013/14	2014/15	2015/16	2016/17
Target intake					

(b) the current student number forecast for your Division. This can be obtained from Rachel Ives in PRAS (rachel.ives@admin.ox.ac.uk).

Divisional headcount for 2012-2016 ( <i>current forecast</i> )					
Division	2012/13	2013/14	2014/15	2015/16	2016/17
UG					
PGT					
PGR 1-4					
PGR 4+					
<b>All</b>					
<i>For full-time programmes only:</i>					
Agreed Divisional Ceiling					
Variation from Ceiling					

(c) the *revised* divisional forecast, should the programme be approved by Education Committee.

Divisional headcount for 2012-2016 ( <i>should the programme be approved</i> )					
Division	2012/13	2013/14	2014/15	2015/16	2016/17
UG					
PGT					
PGR 1-4					
PGR 4+					
<b>All</b>					
<i>For full-time programmes only:</i>					
Agreed Divisional Ceiling					
Variation from Ceiling*					

\*should the programme be approved

If you do not anticipate any changes to the divisional headcount forecast (for example, if you intend to use capacity for the same student type from existing programmes in your division), please elaborate in section 3, and enter "No impact on divisional forecast" under section 2c).

## 3. Changes to numbers on other programmes

Indicate in the table below any programmes that would be discontinued, or where the Division / OUDCE would significantly reduce intake targets, specifically in order to create capacity for this programme in the event of its approval.

Programme name	Planned reduction in intake targets				
	2012/13	2013/14	2014/15	2015/16	2016/17
<i>e.g. DPhil English</i>	-5	-5	-5	-5	-5

Please use the box below to provide any supplementary information.

#### 4. Changes to numbers in other Divisions

If this programme is to be shared between two UAB's or Divisions, please state this clearly and provide all details regarding numbers for each of the two, including proposed student load split for student number planning.

For joint programmes shared across Divisions, a separate submission should be provided to cover points 2 and 3 for each Division.

Please use the box below to provide any supplementary information.

#### 5. College places



## Appendix 2 – Proposed Tuition Fee

### PLANNING AND RESOURCE ALLOCATION COMMITTEE

## JUSTIFICATION FOR PROPOSED TUITION FEE

### NOTES OF GUIDANCE AS AT JANUARY 2012

**This form should be used in respect of:**

- A new programme of study
- An existing programme for which it is proposed to change the fee band

The fee level should normally be aligned to an existing fee band, as given under Part A below.

**Approval process and timetable**

The fee is subject to approval by PRAC, in consultation with the Education Committee, in the light of the information in this form, which must be submitted as follows:

- for new programmes, to the Education Committee as part of the academic case for the introduction of the programme, under the provisions of ‘introduction of new courses’ at <http://www.admin.ox.ac.uk/epsc/guidance/index.shtml>
- for a change in the fee band, to the relevant division in time for submission to the Planning and Resource Allocation Section (PRAS) by week 7 of Hilary Term of the year before that to which the changes apply (i.e. by 2 March 2012 in respect of fees for 2013-14).

### PLEASE COMPLETE

#### PART A

<b>Type of programme:</b> please specify (e.g. MSc, DPhil)	
<b>Name of programme</b>	
<b>New programme?</b> [please delete]	YES/NO
<b>OSS code</b> [existing programmes only]	
<b>Number of students</b> [for new programme, give expected annual intake; for existing programme, give numbers in each of the last three years]	
<b>Year to which proposed fee applies</b> [i.e. in which academic year is it to be first charged?]	

**Fee level proposed: please tick below as appropriate; rates given are indicative rates for the academic year 2013-14 (the rates are based on an increase of 5% over fees for 2012-13, but the exact rate of uplift is subject to review by PRAC in TT 2012)**

### Undergraduate

Please select one option from each of the tables below:

Home/EU (Standard) – the fee will be: To be set by government  
 YA (Year Abroad) - if applicable the fee will be: Half relevant non-year-abroad fee

#### Islands (UG and PGCE)

Band D	approx £9,000	
Band C	approx £9,000	
Band B	approx £9,000	
Band A	approx £23,600	

#### Overseas

UG4 (Standard category B)	£13,860	
UG5 (Standard category C)	£15,910	
UG5a (Most MPLS programmes)	£19,480	
UG6 (Standard category D)	£28,930	

### Postgraduate

Please select one Home/EU (standard fee) and one Overseas fee from the table below:

	Full-time	Part-time	H/EU	OS
PG1 (Standard Home/EU PG)	c. £4,095	c. £2,050		
PG2	£5,355	£2,680		
PG3	£5,935	£2,970		
PG4	£6,510	£3,255		
PG5	£7,665	£3,835		
PG6	£10,815	£5,410		
PG7	£11,920	£5,960		
PG8 (Standard category B)	£13,860	£6,930		
PG8a	£14,230	£7,115		
PG9	£14,755	£7,380		
PG10 (Standard category C)	£15,910	£7,955		
PG11	£17,010	£8,505		
PG12	£19,480	£9,740		
PG13	£22,365	£11,185		
PG14	£26,200	£13,100		
PG14a	£26,355	£13,180		
PG15 (Standard category D)	£28,930	£14,465		
PG16	£29,875	£14,940		
PG17	£30,870	£15,435		
PG17a	£31,500	£15,750		
PG18	£32,760	£16,380		
PG19	£39,640	£19,820		
PG20	£54,600	£27,300		

Is this a part-time course? Yes/No

1. Standard Home/EU UG rates are mandatory under government fees cap; other rates may be varied subject to approval by PRAC
2. Every fee should be aligned with one of the above bands but preferably not to a band ending in 'a'.
3. Each band is expected to be uplifted annually.
4. PG1 fee rates for 2012-13 and 2013-14 are to be set by PRAC in light of maximum fee payable by RCUK in 2012-13 and 2013-14, when announced.
5. Category A and PG10a overseas rates have been phased out (they are payable only by some continuing students).
6. Fee band PG8a was introduced as a temporary measure for MPLS PGR programmes only. It is expected not to be needed in the 2013-14 fee-setting round.

## PART B

<b>Benchmarking</b> With which other institutions and courses has the programme been compared? Please give full details of all relevant comparators and the fees they charge (home/EU and overseas), and comment on the reasons why the fee for this programme has been set at the same, higher, or lower level
<b>Departmental business case</b> <i>New programmes only:</i> please attach projections of income and expenditure on the course, and explain the basis on which the fee had been set in this context (e.g. is it to cover all or a proportion of the costs, or to make a surplus for future investment or to support other departmental activities?). Estimated expenditure should be on a full economic cost basis, and the plan should make clear the number of students required for the programme to break even  <i>Existing programmes:</i> explain the basis on which the fee has been set in the context of the department's finances (e.g. is it to cover all or a proportion of the costs, or to make a surplus?)
<b>Bursaries</b> (In respect of a proposal for a home/EU fee for a postgraduate programme above band PG1) Has provision been made for bursaries for research council students? <sup>5</sup> If no, please explain reasons
YES/NO/NOT APPLICABLE
(In respect of all fee proposals covered by this form) Has provision been made for bursaries for any other categories of students?
YES/NO
Please give details of the number and level of bursaries proposed for home/EU and/or overseas students, the criteria for allocation, and how far the costs will be met out of fee income
<b>Admissions</b> <i>In respect of existing courses:</i> please give information on admissions in recent years, including the ratio of applicants to offers and places taken up, and the quality of candidates  <i>For both new and existing courses:</i> please comment on the likely impact of the proposed fee level, in the light of relevant evidence, e.g. the effect of increases in fee levels for comparable courses at Oxford or elsewhere, and of any bursary provision

<sup>5</sup> RCUK sets a maximum fee (£3,732 in 2011-12): where research councils pay for individual or 'quota' studentships, any difference between this maximum and the fee charged by the institution may not be charged to the student, and fee remissions are not possible in such circumstances; any difference must therefore be met by means of a bursary. However, where funds are received in the form of a Doctoral Training Grant, it is open to the University to charge a fee higher than the RCUK maximum, subject to compliance with the terms and conditions set by the relevant research council.

### **Appendix 3 - New course proposals – information for colleges**

1. Department or Faculty:
  
2. Course title and proposed start date:
  
3. Duration of course (and whether part time or full time):
  
4. Please provide a brief outline of the course. It would be helpful if you would indicate if the course is envisaged to be a precursor of further graduate study or a professional qualification.
  
  
  
  
  
  
  
  
  
  
5. Student numbers:
  - (a) Anticipated student intake (from initial intake through to steady state):
  
  
  
  
  
  
  
  - (b) Are these additional student numbers, or substituting for those on another programme? If additional, are they already included in the Divisional Five Year Plan?
  
  
  
  
  
  
  
  
  
  
6. What proportion of students will be home / EU?
  
  
  
  
  
  
  
  
  
  
7. Entry requirements:

8. Application deadline:
  
9. Anticipated university fee:
  
10. What scholarships or sources of financial support are available to students taking this course?
  
11. Implications for college facilities and teaching resources. Please indicate if these are required or desirable
  
12. Indication of which Department/Faculty members might teach on the course
  
13. Indication of which broad subject areas would be appropriate for those taking on the role of college advisors
  
14. Any other information concerning the proposed degree which might be of relevance to colleges

Thank you very much for your assistance.

## **5. Vested interests and the date of effect of changes in regulations**

Care should be taken to check whether any proposal is likely to affect the vested interests of any students on course. Normally the date of effect should be such that candidates already on course will not be affected.

### **5.1. Summary of the Education Committee's policy**

A change in regulations shall not take effect from a date which will cause it to affect candidates who, prior to publication of the change in regulations in the *Gazette*, will have entered upon the first term of their course of study for the examination concerned (other than those whose normal course of study for the examination has been extended on account of illness or other cause), unless the Education Committee is satisfied by the divisional board or other body making the regulation that there is some particular reason for expediting the change and that no difficulties will be caused to such candidates.

### **5.2. Interpretation of the Education Committee's policy**

In interpreting the above provision, the Education Committee's primary concerns are to avoid impeding desirable developments in the syllabus unnecessarily, and at the same time to ensure that candidates are treated fairly.

Normally, the Education Committee will not accept any proposal which will apply to candidates on course prior to publication of the change in the *Gazette*, unless:

- (a) the divisional board makes out a special case for expediting the change, and
- (b) a satisfactory assurance is provided that all reasonable efforts have been made to consult each candidate on the course and that they have individually consented to the change being applied to them.

### **5.3. A reasonable case for expediting a change**

5.3.1. Changes may be approved without the normal period of delay required by the provision cited above:

- (a) if a change is merely formal or cosmetic (e.g. an overdue correction of the prescribed edition of a text which is in fact no longer in use); and/or
- (b) where new teaching resources make it desirable, other things being equal, for a change to be introduced and it is clearly demonstrated that no candidate's position could be adversely affected thereby.

5.3.2. Changes of the following kind are *not* normally acceptable.

- (a) Where something is added to the syllabus [on the grounds that candidates should not have new requirements imposed after they have started the course].
- (b) Where a completely new *option* is to be introduced [on the grounds that candidates, all of whom should be treated equally, may be prejudiced by having started work on their optional paper(s) or planned their work overall (e.g. a candidate's choice of basic papers may have been influenced by the list of optional papers available) on the basis

of the existing syllabus, and they will not therefore in practice have the same choice of options as other candidates who have not already started work on their optional paper(s) or planned their work overall].

- (c) Where material is deleted from a syllabus [on the grounds that a candidate might have done some work on the basis of the existing regulation].

#### **5.4. Consultation of candidates on course to whom a proposed change would apply**

- 5.4.1. A statement that the divisional board 'is satisfied that no candidate will be adversely affected' is not considered adequate. The Education Committee will require a clear assurance that all candidates have been personally consulted and have confirmed individually in writing (or via e-mail) that they are willing that the proposed changes should apply to them.
- 5.4.2. Statements from a faculty board such as 'all special subjects are taken in the third year' are not acceptable without an assurance of the kind cited in 5.3.1. (a) because candidates may start work on their own initiative before the 'normal' year, teaching practice may vary from college to college unknown to the divisional board, and candidates may already have planned their course of work on the basis of the options available.

#### **5.5. Centrally-co-ordinated courses**

The Education Committee will apply the above guidelines strictly, but is prepared to consider exceptions in the case of courses where teaching is centrally coordinated in such a way that all candidates are taught the same paper at the same time and it may safely be assumed that candidates will not have started work on it until that time. Divisional boards putting forward a change affecting candidates on course on these grounds should give full details of the case for the change and relevant details of the course teaching. Any such proposals will be considered on their merits. Vested interests do not extend to students who have not yet begun their programme of study, but care should be taken to ensure that prospective students are informed of any significant changes to a programme made between the offer of a place and the start of the course, and the options open to the student in those circumstances.

## **6. Special arrangements for students who will require to take a course under old regulations**

If a student's normal course of study for an examination has been extended on account of illness or other good cause, it is the University's expectation that provision will be made for such candidates to take the course under the regulations that originally applied to them, for a reasonable period of time (subject to the regulations relating to being overstanding for honours).

By new regulations introduced in 2006, a student who is admitted to take a part of a Final Honour School or the relevant Part within six terms of the term in which they were originally due to be examined (category A) shall normally be examined in accordance with the regulations pertaining to the original examination.

A student who is admitted to be examined for a part of a Final Honour School or the relevant Part seven or more terms after the term in which they were originally due to be examined (category B) shall normally be examined in accordance with the regulations which apply currently.

Bodies proposing changes in course regulations should always indicate what special arrangements would be made for the candidates in category A and B (having consulted examiners as necessary). Where the arrangements proposed do not involve the normal procedure, as set out in the two preceding paragraphs, a detailed description should be provided.

### **Drafting changes in regulations**

A useful checklist is annexed at C.

## Annexes

### Annexe A: QAA Framework for higher education qualifications in England, Wales and Northern Ireland

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf>

#### Descriptor for a higher education qualification at

##### Level 6: Bachelor's degree with honours

The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 6 qualifications, including bachelor's degrees, graduate diplomas etc.

Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
  - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

36 Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline.

Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

37 Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

38 Bachelor's degrees with honours form the largest group of higher education qualifications. Typically, learning outcomes for these programmes would be expected to be achieved on the basis of study equivalent to three full-time academic years and lead to awards with titles such as Bachelor of Arts, BA (Hons) or Bachelor of Science, BSc (Hons). In addition to bachelor's degrees at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to, for example, graduate certificates or graduate diplomas.

### **Descriptor for a higher education qualification at level 7: Master's degree**

The descriptor provided for this level of the framework is for any master's degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas.

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
- to evaluate critically current research and advanced scholarship in the discipline
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

39 Much of the study undertaken for master's degrees will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

40 Master's degrees are awarded after completion of taught courses, programmes of research or a mixture of both. Longer, research-based programmes may lead to the degree of MPhil. The learning outcomes of most master's degree courses are achieved on the basis of study equivalent to at least one full-time calendar year and are taken by graduates with a bachelor's degree with honours (or equivalent achievement).

41 Master's degrees are often distinguished from other qualifications at this level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Master's degrees - in comparison to postgraduate certificates and postgraduate diplomas - typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.

42 Some master's degrees, for example in science, engineering and mathematics, comprise an integrated programme of study spanning several levels where the outcomes are normally achieved through study equivalent to four full-time academic years. While the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level 7 in full, such qualifications are often termed 'integrated master's' as an acknowledgement of the additional period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level 6).

43 First degrees in medicine, dentistry and veterinary science comprise an integrated programme of study and professional practice spanning several levels. While the final outcomes of the qualifications themselves typically meet the expectations of the descriptor for a higher education qualification at level 7, these qualifications may often retain, for historical reasons, titles of Bachelor of Medicine, and Bachelor of Surgery, Bachelor of Dental Surgery, Bachelor of Veterinary Medicine or Bachelor of Veterinary Science, and are abbreviated to MBChB or BM BS, BDS, BVetMed and BVSc respectively.

**Note:**

The Master of Arts (MA) granted by the University of Oxford and the University of Cambridge are not academic qualifications. The MA is normally granted, on application, to graduates of these universities with a Bachelor of Arts (BA). No further study or assessment is required, but the recipient may be required to pay a fee.

At the University of Oxford, the MA may be granted during or after the twenty-first term from matriculation and at the University of Cambridge, the MA may be granted six years after the end of the first term.

## **Annexe B: Section 7 of the QAA Code of Practice on ‘Programme design, approval, monitoring and review September 2006**

### **Precepts**

1 Institutions ensure that their responsibilities for standards and quality are discharged effectively through their procedures for:

- the design of programmes
- the approval of programmes
- the monitoring and review of programmes.

2 Institutions ensure that the overriding responsibility of the academic authority (e.g. senate or academic board) to set, maintain and assure standards is respected and that any delegation of power by the academic authority to approve or review programmes is properly defined and exercised.

3 Institutions make use of external participation at key stages for the approval and review of programmes, as independence and objectivity are essential to provide confidence that the standards and quality of the programmes are appropriate.

4 Approval, monitoring and review processes are clearly described and communicated to those who are involved with them.

### *Programme design*

5 Institutions publish, or make available, the principles to be considered when programmes are designed and developed, the fulfilment of which will be tested at the approval stage.

### *Programme approval*

6 Institutions ensure that programme approval decisions are informed by full consideration of academic standards and of the appropriateness of the learning opportunities which will be offered to students, and that:

- the final decision to approve a programme is taken by the academic authority, or a body acting on its behalf that is independent of the academic department, or other unit that offers the programme, and has access to any necessary specialist advice
- there is a confirmation process, which demonstrates that a programme has fulfilled any conditions set out during the approval process and that due consideration has been given to any recommendations.

### *Programme monitoring and review*

7 Institutions routinely monitor (in an agreed cycle) the effectiveness of their programmes:

- to ensure that programmes remain current and valid in light of developing knowledge in the discipline, and practice in its application
- to evaluate the extent to which the intended learning outcomes are being attained by students

- to evaluate the continuing effectiveness of the curriculum and of assessment in relation to the intended learning outcomes
- to ensure that recommendations for appropriate actions are followed up to remedy any identified shortcomings.

8 Institutions periodically undertake a broader review of the continuing validity and relevance of programmes offered.

#### *Programme withdrawal*

9 In the event of a decision to discontinue a programme, measures are taken to notify and protect the interests of students registered for, or accepted for admission to, the programme.

#### *Evaluation of processes*

10 Institutions have a means of assessing the effectiveness of their programme design, approval, monitoring and review practices.

## **Appendix 2**

This Appendix does not form part of the *Code of practice, Section 7: Programme design, approval, monitoring and review*. It is included to provide a series of prompts for institutions to consider when determining their own guidance on programme design and for providers to use when working with institutional processes in this area. It may prove useful for staff development purposes and as guidance for any participants in the design and approval process(es) who are external to the institution.

In many institutions programmes are constructed from individual units, or modules, which have their own outcomes. The principles of design, approval, monitoring and review that are set out in this section of the *Code of practice* may, where appropriate, be applied equally to such units or modules. In those cases where a modular programme may be negotiated by an individual student, with guidance and agreement from the institution, the design principles in particular should inform the policies and procedures within which such negotiation takes place.

Academic programmes fulfil a range of purposes including the provision of personal academic development, preparation for knowledge creation and research, preparation for specific (often professional) employment or for general employment, or as preparation for lifelong learning. Understanding and defining the balance of purposes is important in order to design a curriculum and to provide the related learning opportunities that will enable the stated intended learning outcomes to be achieved. Institutions should aim to design and deliver programmes that reflect current knowledge and best practice and meet the requirements of the student target group and the goals and strategic plans of the institution.

#### *Design criteria*

- Do the institutional guidelines for the design of programmes allow for the promotion of good practice in programme design?
- Do they provide the assurance that standards are set appropriately and intended learning outcomes specified accordingly?

### *Level*

- At what level is the programme being designed/evaluated?
- What is the level of the intended learning outcomes for the programme for any named stages in the programme? (A level is an indicator of the relative demand, complexity, depth of study and learner autonomy involved in a programme. Various systems are currently in use to identify levels, including descriptors indicating the intellectual and skill attainment expected of students).
- What is the location of the programme on *The framework for higher education qualifications in England, Wales and Northern Ireland*? Are there any European or other reference points that should be considered with regard to level?

### *Progression*

- Does the curriculum promote progression so that the demands on the learner in intellectual challenge, skills, knowledge, conceptualisation and learning autonomy increase?

### *Flexibility*

- Has the range of requirements of learners likely to enter the programme been considered?

### *Coherence*

- Has the overall coherence and intellectual integrity of the programme been considered?
- Has the programme been designed in a way that will ensure the student's experience has a logic and integrity that are clearly linked to the purpose of the programme?
- Have the academic and practical elements and opportunities for personal development and the academic outcomes been considered?
- Have the breadth and depth of the subject material to be included in the programme been determined?

### *Integrity*

- Are the expectations given to students and others about the intended learning outcomes of the programme realistic and deliverable?
- Has the feasibility of attainment of the outcomes been considered?

### *Reference points*

- Have internal and external points of reference been used to inform the design of the programme? (External reference points might be provided by a subject benchmark statement, information about similar or parallel programmes elsewhere or expectations of PSRBs, or employer expectations (for example, as set out in occupational standards). In a student negotiated programme, an inherent part of the negotiation process will involve the student and tutor, in designing the programme, taking into consideration the intended level of the award and jointly agreeing the relevant sources of reference).

## Annexe C: Checklist for drafting changes in legislation

### (a) Publish proposed changes in good time

Changes in regulations should be published in good time to ensure that students on course with vested interests are not adversely affected.

Changes do not take final effect until 15 days have passed from the date of publication in the *University Gazette* – this allows members of Congregation time to object to a proposed change in legislation.

### (b) The draft explanatory note

The explanatory note at the end of changes in regulations should concisely explain the purpose lying behind the proposal. Ensure that the draft changes in regulations give effect to the description in the explanatory note.

### (c) EXAMINATION Regulations

The *Examination Regulations* concern examinations and not teaching arrangements (which find their proper place in course handbooks). The *Examination Regulations* typically refer to ‘candidates’ and not ‘students’, and they cover what can be expected in the examination, the topics that will be examined, and the deadlines for applications relating to the examination, and for submission of examined written work.

### (d) How to draft/check a proposed change in regulations (whether major or minor)

When drafting/checking a proposed change in regulations (whether a major one or otherwise):

- ensure that the precise name of the degree course is accurate – refer to the published *Examination Regulations* [N.B. do not include ‘Final’ in the name of an Honour School, and note that the title is ‘**Honour** School’ and not ‘Honours School’];
- give the correct heading above the change [i.e. name all responsible bodies] [N.B. this heading will be published in the *University Gazette*];
- ensure that the desired new examination date does not adversely affect vested interests of candidates currently on course;
- ensure that the technical ‘effective date’ (always 1 October – notional start of the academic year) is just one year before the intended new examination date, otherwise the examination regulations for the current course will be lost from the *Examination Regulations* too soon [NB. this ‘effective date’ bears no relationship to the date from which the new/changed paper/option is actually taught to students];
- give correct page and line numbers;
- list proposed changes in regulations in the order they appear in the *Examination Regulations*, i.e. page 56 changes before page 57 changes, and line 2 changes before line 41 changes;

- use the “delete ... and substitute ...” standard formulation, rather than something like “omit/remove ... and replace with ...”;
- avoid footnotes wherever possible [footnotes make text harder to read, and in particular do not display well on-line];
- quote words due for deletion, if they are not the only the text on a particular line [NB. conversely, if the proposal is to delete **all** the text on a particular line, there is no need to quote any of that text in the change in regulations];
- ensure that each proposed change relates only to the degree course named in the heading of the paper [i.e. if there is a change in a parent school followed by a change in a joint school, a fresh heading and date of effect must be shown for the joint school change];
- in the case of joint schools affected by a change to a parent school, where the joint school published regulations refer back to the parent school published regulations, make reference at the foot of the parent school regulations changes to the other affected schools, in a standard format [e.g. Honour School of Modern Languages + joint schools] [bear in mind the possible need for a different (later) effective date if a joint course is longer than the parent school (e.g. because of year abroad)];
- consider/make all necessary consequential changes within the course’s own regulations and/or elsewhere [e.g. in formal lists of degree courses, in the fees appendix, in regulations for relevant joint/shared courses];
- ensure that the change will make sense to a reader of the *University Gazette* [i.e. enough, but not too much, text is deleted/substituted];
- ensure that the change will look reasonable when eventually published in the printed grey book or online - avoid punctuating a paragraph/section with too many [**Until ...**]s and [**From ...**]s and if in doubt, replace a whole section of text rather than littering it with tiny changes that render the whole unreadable;
- if a candidate will require additional information in the future [e.g. list of optional papers, instructions on format of extended essay], ensure that the regulation makes clear when/where that information will be published.
- above all, ensure that the format and content is crystal clear.