**Student consultation form: material changes**

This form records the consultation with students and the outcomes. For guidance on material changes please see Quality Process Sheet [QPS16: Material Changes](http://www2.uwe.ac.uk/services/Marketing/about-us/cas/QPS16-Material-Changes.pdf) and the University’s [Terms and Conditions](http://www1.uwe.ac.uk/about/corporateinformation/policies.aspx) which include a definition of material changes.

If you are using this form, it means you are seeking to make material changes that will affect currently registered students. For example, if you are proposing make a change to the level 2 compulsory diet of modules with effect from September 2018 for **all** students registered on the programme, you should have consulted with the current year 1 (and current year 0 if the programme includes a foundation year entry point).

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| Overview of the change |  |
| Please indicate which cohorts of students you have consulted. | *Make clear the cohorts of students affected, eg: you are seeking to change level 2 from September 2018 (see above).*  *Year 0 – 2017/18*  *Year 1 – 2017/18*  *Note: you* ***must*** *include/consult any students from the above cohorts who are on temporary time outs. If later cohorts are affected (eg you are seeking to make changes to level 3) you will also need to have consulted any students who are on placement.* |
| Please give full details of how you have presented the changes to and consulted with students, including methods and dates | *You* ***must*** *consult with each individual student. Consultation cannot be anonymous. Feedback from students must be in writing. We need to know how many agree the changes; how many disagree; and how many do not respond.* ***Non response cannot be taken as consent****.*  *It is good practice to meet with the students to give them an initial overview of the proposed change, explaining the reasons why and how it will impact on them, to give them time to think about it before you ask them for their decision. The consultation is not about telling them what we intend to do, it is about discussion and consultation.*  *Examples of how you might engage with students are:*  *Give the overview at the beginning of a lecture for a compulsory module eg: year 0 students on 1 December, followed by year 1 students on 2 December;*  *Use another lecture opportunity (eg on 7/8 December) to get students to indicate their decision and to sign on a list provided. Or you could email students (on 3 December) asking them to respond* ***in writing***  *by a specific deadline.* ***Lists of registered students can be obtained from the SAT.***  *Under CMA legislation, we are expected to make reasonable efforts to consult with students. Where you have students who have not engaged with your first request for feedback, then a follow up email should be sent. However, we only need to demonstrate that we have made reasonable efforts to consult so you should not feel you have to keep chasing.* |
| Once the consultation is complete, please forward full details of student feedback and attach signed lists or other evidence of feedback (eg present all of the emails in a PDF) to your Quality Account Manager. | *We need to know from the response from each individual student from each cohort consulted, including where this is a non-response, eg:*  **Level 0 students 2017/18**  Cohort = 13 students, including one time out  7 students signed their agreement to the proposed changes;  1 student signed that they did not agree to the proposed changes;  5 students failed to respond (included the timed out student)  *For non-responders, Faculties are advised to keep evidence of the communications made to these students in case of later challenges. Please highlight any students who have not responded due to non-engagement with their programme.* |
| Did any students raise any specific issues | *Please summarise any issues raised as part of the consultation process.* |
| Having completed the student consultation, how do you wish to proceed? | *You should always aim to get 100% agreement in writing to the changes.(Please note that to implement a* ***programme*** *title change that will impact on current students will only be considered by the University in exceptional circumstances and 100% agreement will be required. Academic Regulation B3.2R applies)*  *For other material changes that do not affect the programme title:*  *If you have evidence of 100% agreement to the changes then you can submit the changes for approval and implement as intended. However, it is recognised that this can be difficult to achieve, particularly with large cohorts.*  *Instances where you do not have evidence of 100% agreement to the changes and particularly where you have students who have said they do not give their consent to the changes, must be considered and managed carefully. Students cannot be “forced” into changes they do not want, even if they are only 1 in a cohort of hundreds!*  *Where you have no negative responses, but a significant non-response, the non-response cannot be taken as agreement to the change. Again this has to be considered carefully.*  *It is acknowledged that if only 1 student out of 60, for example, says no, it would be difficult not to proceed with the change. In this case, what mitigation could be put in place to accommodate those who did not agree? For example: where the proposed change is to replace two compulsory modules with two new compulsory modules, what would be the resource and other implications of having to deliver the new and the ‘old’ modules alongside each other in order to accommodate all students as a transition phase?*  *If you have a mixture of agreement and non-response, are the non-responders actually non-engagers? Where you have students who are not engaging then you may take the decision to proceed with the changes, but you need to be prepared for non-responders to challenge and how you will respond to this if/when they do.*  *If you are in the situation where mitigation is called for, but the resource and other implications make it very difficult to see how mitigation might be managed, then you may have to decide to roll the changes in for new students only.*  *This is not an exact science and until there is more case law in the sector, it is difficult to be more specific. As noted above any decisions we make we must be able to evidence that we have acted reasonably and in the best interests of the students.*  *If you are really not sure how to proceed on the basis of the outcome of the consultation process, then please contact your Quality Account Manager and s/he will make arrangements to discuss the matter with you.* |

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| **Signature:** |  |
| **Role:** |  |
| **Date:** |  |