PROGRAMME PROPOSAL FORM (2022-23)

*for new programme proposals and major restructuring of existing programmes*

Part 1: Strategic approval at the Education and Student Strategy Committee (ESSC)

Part 1 to be completed prior to submission to the ESSC. The following should be attached to this form:

1. Curriculum Advisory Group recommendations summary
2. Market evaluation summary
3. The report from the Curriculum Advisory Group
4. If the programme is to be delivered in partnership with an external organisation, a signed recommendations summary from the Quality and Partnerships Directorate should be attached.

Please do not include any attachments or embedded links in addition to those stated above without first consulting with the Chair of the ESSC.

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| **1.1) Qualification and programme title** (max 60 characters including spaces): The programme title should be descriptive of the key subjects covered and approaches used, whilst appealing to prospective students. |
| **1.2) Start date(s):** Taught programmes normally have one annual intake in September. Proposals for undergraduate and postgraduate programmes will normally be submitted at least 24 months before the start date. |
| **1.3) Sponsoring Faculty/Institute** **and School/Department:** List the Faculty/Institute and the School/Department which will have complete or partial responsibility for the organisation, delivery or assessment of the programme. Indicate the Lead Institute/School with an asterisk. The head of the sponsoring institute will be responsible for presenting the form to ESSC. |
| **1.4) Lead for Programme Development:** Identify the person with overall responsibility for the development of the programme (a) Name of SGUL academic leading programme development:(b) Contact email and Tel No: |
| **1.5) Programme Development team:** List the staff expected to have a significant involvement in the proposed programme before and after validation. In addition to subject level expertise, scholarship and research the team should include within it familiarity with the pedagogic principles underpinning effective curriculum development and course management. |
| **1.6) Strategic fit (300-600 words)**(a) Briefly outline how the programme aligns with St George’s Strategic Plan for Education & Students.(b) Identify the particular research/clinical/professional/educational expertise at St George’s with which the programme aligns. (c) Indicate any potential for shared teaching that has been identified (i.e. with other UG/PG programmes or short courses). |
| **1.7) Rationale and purpose of the programme (500-900 words)**(a) Briefly outline the background to the proposed programme i.e. where did it originate, what was the rationale/driver(s) for developing it, what Institute/School/University groups have considered it?(b) What is the aim of the programme?(c) What student groups are being targeted and what evidence exists of demand for the programme? (d) What career and/or further learning opportunities is it realistically intended the programme would offer?(e) Is it intended that the programme will be accredited by, or meet the requirements of a professional body? |
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| **1.8) Student numbers** | 1st year of operation | 2nd year of operation | 3rd year of operation | Steady-state |
| Home or EU students: |  |  |  |  |
| Overseas students: |  |  |  |  |

Provide an estimate of new admissions during the first three years of operation. Differentiate between full- and part-time if appropriate.(a) Are the proposed student numbers realistic and manageable within existing resources?(b) By which date is it expected that a steady-state will have been reached? |
| **1.9) Programme format (200-500 words)**(a) Is the programme intended to be full-time, part-time, both?(b) Will the teaching and learning be face-to-face, online, blended?(c) Will the programme include a research project?(d) If online learning is a key feature of the programme, how are you planning to produce (and fund) the online elements?(e) What potential is there for the proposed programme to include short course (credit bearing or non-credit bearing) or standalone modules (for specialist or non-specialist audiences)?**The Assistant Registrar (Systems and Records) must be consulted regarding reporting implications for the programme (which will vary depending on its format) and setting up the new programme on SITS**f) Please detail the outcome of discussions with the Assistant Registrar, including confirmation that the Systems team will have sufficient time to set up the new programme on SITS ahead of its intended launch. |
| **1.10) Resource requirements (200-500 words)**a) How will the Faculty, Institute, Department and/or School put in place appropriately qualified and skilled staff in sufficient numbers to develop, teach, assess and administer the programme, including admissions? Will additional staff, and/or staff development activities be required? b) What learning resources (library, computing and web-based materials) and/or specialist equipment will be required, and how will they be provided?c) Where will students be taught and assessed? Can space requirements be met within the existing estate, taking into account any timetabling constraints? Will any modifications to the estate be required?**The Timetabling Manager must be consulted regarding the availability of teaching accommodation.**d) Where are students expected to spend time undertaking clinical placements, how will the placements be supervised and how the costs of supervision be met? e) Will accommodation in student halls of residence be required?f) What are the other types of expenditure arising from the programme (e.g. publicity or field trips), and how will these be funded? If students are required to undertake project work, do the resources exist to provide adequate supervision? |
| **1.11) Funding sources:** List all sources of funding. |

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| **Decision of ESSC*** Proposal approved for further development
* Proposal referred for further work for consideration in the current academic year
* Proposal rejected

By signing below, the Chair of ESSC confirms that the Committee has considered the Proposal and that the above decision has been reached.

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| Name | Signature | Date |
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Part 2: Initial academic approval at the Quality Assurance and Enhancement Committee (QAEC)

Part 2 should be completed only after strategic approval by ESSC has been confirmed. Part 1 and Part 2 are to be submitted to QAEC for consideration following strategic approval by ESSC.

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| **Changes to Programme Proposal Form Part 1**If any changes have been made to Part 1 since its approval, please ensure that they are indicated clearly throughout Part 1 through the use of tracked changes or a different colour and provide a brief description of the changes and the rationale for them below: |
| **2.1) Entry routes and requirements:** Indicate the standard entry requirements for the programme, including proficiency in English language and, where relevant, work experience. For undergraduate programmes indicate the combinations of grades and subjects which will be required, with tariff equivalents. Explain how students will apply, if not though UCAS or the Registry.  |
| **2.2) Main intended learning outcomes of the programme (200-300 words)**Learning outcomes are specific, realistic and summatively assessed. They describe in more detail how students’ successful completion of the programme will lead to the programme aims being met. Learning outcomes should be consistent with the descriptors in the *Framework for Higher Education Qualifications*, and in the case of undergraduate programmes, referenced to the relevant subject benchmark statement(s). All students must have the opportunity to achieve the learning outcomes of the programme, regardless of the options or pathway they choose.What should students who successfully complete the programme know, understand or be able to do? |
| **2.3) Inclusive Curriculum Design (250-500 words)**An inclusive curriculum is universal and intended to improve the experience, skills and attainment of all students including those in protected characteristic groups. It aims to ensure that the principles of inclusivity are embedded within all aspects of the academic cycle.What is the potential for the programme/specialisation to contribute to ensuring equality of opportunity for all students?What consideration has been given to and mitigation for the potential to discriminate against students with a particular [protected characteristic](http://www.equalityhumanrights.com/private-and-public-sector-guidance/guidance-all/faqs) due to curriculum content or delivery e.g. field work that excludes students with a disability?What consideration has been given to ensuring appropriate delivery of curriculum content, ensuring accessibility for all students’? For support with this area see the links below and/ or contact Dr Rosie MacLachlan in CIDE (rmaclach@sgul.ac.uk) The Higher Education Academy has published general and subject specific guidance on inclusive curriculum design: <https://www.heacademy.ac.uk/knowledge-hub/inclusive-curriculum-design-higher-education>Kingston University’s Inclusive Curriculum Framework provides reflective questions that can be used to ensure the embedding of inclusivity: <https://www.kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/our-inclusive-curriculum/inclusive-curriculum-framework/> |
|  **2.4) Learning and teaching (300-600 words)**Summarise briefly the strategic approaches to learning and teaching that you will adopt.  |
| **2.5) Notional learning hours:** Indicate the estimated total learning time (teaching, assessment and private study) taken by the average student to achieve the learning outcomes of the programme. This will normally be 1200 notional learning hours per year of full-time undergraduate study, and 1800 notional learning hours per year of full-time postgraduate study. | **2.6) Contact hours:** The balance between time spent on teaching contact, assessment and private study is a matter of academic judgement and will vary between disciplines, and undergraduate and postgraduate programmes.  |
| **2.7) Assessment and feedback (300-600 words)**Summarize briefly the approach to assessment and how it will provide an effective measurement of performance, with an acceptable and balanced overall student workload.Explain how in the curriculum students will receive feedback on their academic progress beyond the feedback they receive on assessed work.State how you will ensure that the design and scheduling of assessments facilitates timely feedback. |
| **2.8) Student Journey (100-300 words)**What is the student journey throughout the programme?How do its different components link up to make the journey clear and seamless to students? |
| **2.9) Graduate attributes (50-150 words)**What are the qualities and skills that the typical graduates will develop through the programme of their study and their engagement in student life?More information about graduate attributes can be found at: <https://www.heacademy.ac.uk/knowledge-hub/graduate-attributes-framework> **and** <https://www.ed.ac.uk/employability/graduate-attributes/what> |
| **2.10) Exit points (50-150 words)**What exit points would be available to students on the programme? |
| **2.11) External Reference Points (100–300 words)**Comment on the way in which external reference points (eg QAA qualifications frameworks; QAA subject benchmark statements; PSRB documentation, apprenticeship standards; credit frameworks, level descriptors) have been or will be used to inform curriculum development. |
| **2.12) Stakeholder involvement (100-300 words)**Detail the outcomes of student consultation on the proposed programme.Describe the outcomes of consultation with employers.Detail the outcomes of consultation with any other stakeholders. This could include carers and/or service users. |

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| **2.13) Collaborative provision (100-300 words)**Collaborative provision is defined as “provision that leads to the award of academic credit and that is delivered, assessed or supported in partnership between two or more organisations”. The principles underpinning the consideration of collaborative opportunities can be found in Section E of the Quality Manual, paragraph 17.Programmes to be delivered collaboratively are subject to additional scrutiny during validation and are regulated by institutional contracts. No department or individual may enter into a formal understanding or agreement with an external partner in regard to an accredited programme without the prior approval of Executive Board. (a) Specify the type of collaborative partnership being proposed (see Quality Manual Section E Paragraph 11).(b) Provide names and contact information for any organisations outside SGUL which would be involved in the organisation, delivery or assessment of the programme.(c) Describe the nature and extent (as a percentage of the programme) of each partner’s intended involvement.(d) Provide a brief rationale for the proposed collaboration, which should take into account each partner’s size, sphere of influence, range of activities, standing among professionals in the field and existing links with SGUL and other bodies. |

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| **Decision of QAEC*** Proposal approved for further development
* Proposal referred for further work for consideration in the current academic year
* Proposal rejected

By signing below, the Chair of QAEC confirms that the Committee has considered the Proposal and that the above decision has been reached.

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Part 3: Business case approval at ESSC

Part 3 of the Programme Proposal Form should be submitted to ESSC together with Parts 1 and 2.

The following should be completed with guidance from the Education Finance Manager and attached to this form:

1. Appendix A3 Course costing template
2. Appendix A4 Staff costing template

Please do not include any attachments or embedded links in addition to those stated above without first consulting with the Chair of ESSC.

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| **Changes to Programme Proposal Form Parts 1 and 2**If any changes have been made to Parts 1 and 2 since their approval, please ensure that they are indicated clearly throughout Parts 1 and 2 through the use of tracked changes or a different colour and provide a brief description of the changes and the rationale for them below: |

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| **3.1) Course Costing Summary**(a) Please complete the table below, indicating the student numbers on which the business case has been predicated and the expected income. These numbers should match those provided in the course costing template (Appendix A3) and are inclusive of continuing students and students completing any other awards to be offered, such as PgCerts or PgDips.

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| **Ideal Case** | **1st year of operation** | **2nd year of operation** | **3rd year of operation** | **Steady-state** |
| **Overseas students FTE** (No.) |   |   |   |   |
| **Home students FTE** (No.) |   |   |   |   |
| **Expected income** (£) |   |   |   |   |
| **Direct staff costs** (£) |   |   |   |   |
| **Non-staff costs** (£) |   |   |   |   |
| **Contribution** (£) |   |   |   |   |

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| **Mid Case** | **1st year of operation** | **2nd year of operation** | **3rd year of operation** | **Steady-state** |
| **Overseas students FTE** (No.) |   |   |   |   |
| **Home students FTE** (No.) |   |   |   |   |
| **Expected income** (£) |   |   |   |   |
| **Direct staff costs** (£) |   |   |   |   |
| **Non-staff costs** (£) |   |   |   |   |
| **Contribution** (£) |   |   |   |   |

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| **Worse Case** | **1st year of operation** | **2nd year of operation** | **3rd year of operation** | **Steady-state** |
| **Overseas students FTE** (No.) |   |   |   |   |
| **Home students FTE** (No.) |   |   |   |   |
| **Expected income** (£) |   |   |   |   |
| **Direct staff costs** (£) |   |   |   |   |
| **Non-staff costs** (£) |   |   |   |   |
| **Contribution** (£) |   |   |   |   |

 (b) By which date is it expected that a steady-state will have been reached? |
| **3.2) Main features of the business case (100-300 words)**Please summarize the main assumptions of the business case.  |
| **3.3) Justification for income and costs (100-300 words)**Please provide a justification for:(a) the expected income and student numbers(b) the staff costs(c) the non-staff costs(d) Would any proposed new investments be able to support other courses and initiatives (for example a new appointee, whose role could be beneficial to multiple courses)? If so, please explain how this could be achieved without detracting from the proposed new programme. |
| **Signature of Sponsoring Faculty/Institute** **and School/Department**Please ensure that the business case has been signed-off by the Director/Head of the Faculty/Institute and the School/Department which will have complete or partial responsibility for the organisation, delivery or assessment of the programme (as named in 1.3).

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| **Decision of ESSC*** Business case approved
* Business case referred for further work for consideration in the current academic year
* Business case rejected

By signing below, the Chair of ESSC confirms that the Committee has considered the business case and that the above decision has been reached.

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