# **SHORT COURSE PROPOSAL FORM**

*for new course proposals*

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| **1. Course title** (max 60 characters including spaces): | | | | | | |
| **2a. Course type** (delete as appropriate):   * **TYPE A:** Existing Credit-bearing short courses (Micro-credentials / Standalone modules) that is part of an existing programme. * **TYPE B:** Credit-bearing short courses (Micro-credentials / Standalone modules) that **is not** part of an existing programme. * **TYPE C:** Non-credit bearing short courses (i.e. CPD courses, MOOCs, etc.) | | | | ***For a Type A course only:***  **2b. SITS module code:**  **2c. SITS module name:**  **2d. Overarching course:** | | |
| **3a. Start date(s):**  **3b. Intake(s) per year:** | | | | **3c. Minimum capacity:**  **3d. Maximum capacity:** | | |
| **4. Sponsoring Faculty, Institute** **and/or School(s):** | | | | | | |
| **5. Academic lead for course development:** | | | | | | |
| **6. Course development team:** | | | | | | |
| **7. Strategic fit with St George’s portfolio:**  Provide a statement on how this course fits with our education portfolio. Our undergraduate, postgraduate and professional development courses in medicine, healthcare and science give students the knowledge, skills and attitudes they need to succeed in their future. | | | | | | |
| **8. Rationale for developing the course**  *a) What learner groups (e.g. postgraduate) are being targeted and what evidence exists of demand for the course?*  *b) What career and/or further learning opportunities is it realistically intended the course would offer?*  *c) Is it intended that the course will be accredited by, or meet the requirements of a professional body?* | | | | | | |
| **9. Overall educational aims of the course**  Course aims provide a general context for the learning outcomes and are normally limited to a few key points. They might include what is most distinctive about the course in terms of the way in which attendees will learn, the types of learners it will seek to develop (e.g. career and further learning opportunities) and how it compares to courses offered elsewhere. Suggested word count for this section is 200-300 words. | | | | | | |
| **10. Intended learning outcomes of the course (200-300 words)**  *What will learners who successfully complete the course know, understand or be able to do?*  Learning outcomes are specific, realistic and summatively assessed. They describe in more detail how learners’ successful completion of the course will lead to the course aims being met. Please use appropriate action verbs to outline the learning outcomes. | | | | | | |
| **11. Proposed course Fee for learners:** | | | **12. Any assessment details:** | | | |
| **13. Entry routes and requirements:**  Indicate any standard entry requirements for the course, including proficiency in English language and, where relevant, work experience. Explain how learners will apply, if not though UCAS or the Registry. | | | | | | |
| **14. Course structure and organisation**  *(**a) Is the course intended to be full-time, part-time, both?*  ***For credit-bearing course only***  *(**b) Will the teaching and learning be face-to-face only, online only, mixed mode, or burst mode?*  *(**c) Will the programme include a research project?* | | | | | | |
| **15. Funding sources:**  List any sources of funding e.g., Scholarships/HEE | | | | | | |
| **16. Resource requirements**  *a) How will the Faculty, Institute, Centre and/or School put in place staff to develop, teach, assess, and administer the course? Will additional staff, and/or staff development activities be required? This should include Registry related considerations for Types A and B courses.*  *b) What learning resources (library and web-based materials) and/or specialist equipment will be required, and how will they be provided?*  *c) Where will learners be taught and assessed? As above. Include consideration for Timetabling and room allocation.*  *d) List any other types of expenditure arising from the course (e.g., project work or field trips, software costs, etc.), and how will these be funded/ supervised?*  *e) What are the implications for Registry and support areas (Admissions, Systems and Records, Student Service, Compliance, Timetabling, etc.)?* | | | | | | |
| **17. Collaborative arrangements**  *a) Provide names and contact information for any organisations outside SGUL which would be involved in the organisation, delivery, or assessment of the course.*  *b) Describe the nature and extent (as a percentage of the course) of each partner’s intended involvement.*  *c) Provide a brief rationale for the proposed collaboration, which should consider each partner’s size, sphere of influence, range of activities, standing among professionals in the field and existing links with SGUL and other bodies.*  Collaborative courses 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 regarding an accredited course without the prior approval of SSC. SSC will review the nature of the collaboration and consult with relevant areas of the institution in the process of reaching a decision. | | | | | | |
| **18. Support for learners**  *a) Please provide a brief outline of the nature of support to be provided to learners before and during the course. This section should also consider* | | | | | | |
| **19. Inclusivity**  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.  *a) What is the potential for this course to contribute to ensuring equality of opportunity for all students?*  *b) 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?*  *c) What consideration has been given to ensuring appropriate delivery of course 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). | | | | | | |
| **20. Competition**  *List of competitors and comparable programmes in the country of delivery (and for internal programmes, especially within Greater London and the wider Southeast England). Please expand on the table below, considering alternatives from a potential student’s perspective. You should include information on all relevant programmes. The Marketing and Recruitment teams will be able to advise where necessary.* | | | | | | |
| **Institution** | **Course title** | **Location** | | | **Fee** | **Entry criteria** |
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| **21. Financial commentary**  *Provide a summary of the expected student numbers, revenue, cost, and profits for the proposed course. (A copy of the financial projections should be included as an appendix item where relevant)* | | | | | | |

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| **Required signatories for approval** | **Signature** | **Date** |
| Course Lead(s) |  |  |
| Head of Centre / Institute (or their nominee) |  |  |
| SCC Chair |  |  |

This form should be received **two weeks** prior to the date of the **Short Course Committee meeting**.

**Date of final SCC approval:**

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| Completed forms should be submitted to Professional Education: [pec@sgul.ac.uk](mailto:pec@sgul.ac.uk) |

*After approval has been granted by SCC, copies of this form will be sent to the following areas along with discussion regarding relevant post-approval implementation e.g. submission of a new course form for course creation in SITS for Types A and B, marketing strategy development, learning resources planning, timetabling planning, etc.:*

* *Assistant Registrar (Systems and Records)*
* *Assistant Registrar (Timetabling)*
* *Quality and Partnerships Directorate (for credit-bearing courses)*
* *Deputy Head of Governance, Legal and Assurance Services*
* *Associate Director of Marketing and Student Recruitment*
* *Associate Director of Information Services (Library)*

*For Types A and B courses, the lead time from SCC approval to launch is normally nine months (can be longer depending on course).*