LTC16D035

Title:	***New Course Proposal Process***
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Issue

The current course proposal process is a single stage process that involves completion of a single large form. Significant resource can be invested in proposing new programmes that do not have School, Faculty or University level support, or for which there is little market. A working group was set up in 2015/6 academic year to review the existing course proposal process and suggest enhancements.

Recommendations

LTC is invited to:
1) approve the suggested new course proposal process.
2) support a review of the new process after one year of operation.
3) recommend that an online version of the process is developed (consistent with action 2 of strategy 1 in the UEA plan 2016-2020).

Resource Implications

The aim of the proposal is to free up resource!

Risk Implications

No significant risk implications.

Equality and Diversity

None

Timing of decisions

The new process can be made available immediately. It is recommended that proposals already under development using the existing process be accepted by LTC for the remainder of this academic year.

Further Information

Feel free to contact David Stevens, ext. 2590, e-mail:D.Stevens@uea.ac.uk

Background

A working group was set up in the academic year 2015/6 to review the existing course proposal process and suggest enhancements. Members of the working group were drawn from across all four faculties and the professional services.

The aim of the working group was to improve the current procedure for course approval by:
1.   embedding a more risk based approach in to the approval process.
2.   front loading more robust consultation into the procedure on the academic case, business plan and risk assessment, thereby ensuring strategic fit, financial soundness, consideration of resource issues, etc., so that plans can be approved in principle, revised or stopped at an early stage.
3.   improving the business plan component of the procedure.
4.   improving the integration of business intelligence, data and information with the procedure.
5.   routing approval for all varieties of course delivery and types through one procedure, e.g. on campus delivery, online, off-campus delivery, CPD, etc.
6.   streamlining the procedure while maintaining the fullest consultation; integrating the component parts of the process and reflecting this in the documentation, keeping the procedure as straightforward as possible.

The group met seven times and consulted widely.

Discussion

The current course proposal process is a single stage process that involves completion of a single large form. Significant resource can be invested in proposing, commenting upon and considering new programmes that do not have School, Faculty or University level support, or for which there is little market.

The new process is staged and risk based. The initial idea is articulated in the outline proposal form CP1, which requires School support. This outline proposal is assigned a level of risk (see attachment 5) by the relevant Associate Dean for Learning and Teaching. The Associate Dean for Admissions then considers the form in consultation with ARM and the proposal is either rejected or approved.

Approved low-risk proposals proceed to the Academic Design stage (form CP4), which can be approved by the Faculty Learning Teaching and Quality Committee.

Approved high-risk proposals require a Business Case (form CP2) and a Financial Plan (form CP3). The CP1, CP2 and CP3 forms are considered by the ARM Executive and recommendations are reported to the relevant Faculty Executive(s). If approved by the Faculty Executive the proposal proceeds to the Academic Design stage (form CP4). The full package of forms progresses to the Faculty Learning Teaching and Quality committee and finally LTC for consideration, recommendations and/or approval.

The new process has been trialled on both low-risk and high-risk proposals. A high-risk proposal appeared at the October 2016 LTC and another appears at this LTC. Following the trials minor modifications were made to the process and forms.

As outlined the process is based on Microsoft Office documents, using OneDrive to share documents during the consultations with the final approved documents kept offline by the Finance, Planning and Governance Office. This is not an efficient or an effective long-term solution. The working group recommend an online solution consistent with the aspirations of the UEA plan 2016-2020.

Further modifications will take place post LTC approval to ensure that the forms can accommodate both online delivery and degree apprenticeships, should the university choose to offer these.

Attachments

1. CP1 Outline Proposal Form
2. CP2 Business Case
3. CP3 Financial Plan
4. CP4 Academic Design
5. Definition of risk categories

UEA Course Approval Process

Course Proposal Outline guidance notes
for Taught programmes only

UEA
University of East Anglia

Stage 1

Summary and outline of process

The **Course Proposal Outline (CP1)** is designed to articulate the initial proposition in a standard format. The Academic Lead should complete the form, summarising the idea underpinning the proposal and identifying potential resource implications.

Once approved by the Head of School, the completed, signed form (using an electronic signature) should be forwarded electronically (in Word Format) to the **Senior Faculty Manager (SFM)** to take forward for consideration by the relevant Associate Dean(s), copying in LTS coordinator for the School(s).

The Associate Dean (L&T) will consider the outline proposal and assign a level of risk. Once done, the **Senior Faculty Manager (SFM)** will forward the **Associate Dean for Admissions** for consideration and approval in consultation with ARM, before the **Associate Dean for L&T** either approves or declines the proposal (using an electronic signature)

All proposals categorised as level 1 (low risk) will progress straight to stage 3 before being actioned by LTS. The SFM will notify the Secretary to FLTQC, and LTS Coordinator for the School of the outcome. The relevant LTS coordinator will work with the academic lead to the complete the **Academic Design (CP4)** (as required), before reporting the approved case to FLTQC, via the FLTQC secretary.

All proposals categorised as level 2 (high risk) require both a **Business Case (CP2)** and a F**inancial Plan (CP3)** to be completed, before being returned to the SFM. The SFM will forward the full proposal to **ARM Executive**, via the **ARM PA** for comments and recommendations to be recorded and reported to Faculty Executive(s)**.**

Once considered and approved by the relevant Faculty Executive(s), the SFM will notify the Secretary to FLTQC, the LTS coordinator for the School of the outcome. The relevant LTS coordinator will work with the Academic Lead to the complete the **Academic Design (CP4)** (as required), before progressing to FLTQC (via the FLTQC secretary) and finally UEA LTC for consideration, recommendations and/or approval.

These guidance notes have been designed as an aide memoire for the Academic Lead in completion of the **Course Proposal Outline (CP1)**. All boxes must be fully completed in Part 1 by the proposer, to enable business case to be developed.

Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

Course Proposal Outline Form (CP1) *for Taught programmes only*

UEA
University of East Anglia

Course proposal reference number	**CP.........** **Please complete reference with school acronym, current date and title of course proposed e.g. CPENV130616 – BSc in Environmental Sciences**

Please fully complete and forward electronically to the <insert Faculty> Senior Faculty Manager, <insert name> at <insert email address>, cc the LTS coordinator for the School

Title of course (including award)	
Date of first student intake/year of implementation	
Duration of degree	
School(s) of Study	
Proposer (Lead Academic)	

Part 1 – Description of proposal		
1.1.1	Provide a brief description of the proposal	**Summarise the main highlights of the course**
1.1.2	What are the unique selling points of the course?	**Include here what it is that makes this course unique and how it will give UEA a competitive advantage, and how this will attract student to the course.**
1.1.3	How does the course complement the existing School/Faculty/University portfolio of courses?	**Explain how this course will fit in with the School's current course offering, and how the course proposed will "add value". Explain also how this course will complement that of the wider Faculty and University, and outline where there might be an overlap in provision.**
1.1.4	How does the course join up with the School Plan (including Admissions, Teaching, Employability and Research)?	**Reference should be made to league table performance of the School, and how this proposal will assist in strengthening both the Schools position, and offering. Consult with the BIU office and refer to KIS data, if required.**
1.1.5	Please provide an estimate of additional student numbers to be included in the School student numbers targets (up to and including steady state)	**Please include phasing of any growth in student numbers, by year. Care should be taken to consider if the additional students FTE's will not result in reductions elsewhere, if so only the net increase should be recorded. Should the proposal not anticipate any increase in student number target, please clarify the reason.**
1.1.6	Please include details of market intelligence/market scanning to support the proposal	**Along with any applicable JACS/HECoS codes. Provide a summary and evidence of competitor institutions offering to support the proposal. Evidence may be in the form of hyperlinks to competitor's course pages. This will be required for all new courses proposed, and variants of, or any proposal that could impact our ability to market/recruit to courses. For example, changes in course titles or a new course arising from separation of pathways within an existing course. (*NB The Business Intelligence Unit (BIU) has pre-purchased certain UCAS application data that might provide additional market***

		intelligence or evidence of unmet demand to support the initial proposal being made. Please contact *g.fincham@uea.ac.uk* for further details). **Early discussion with the Head of Business Intelligence is advised.**
3		
1.1.7	Does the proposal involve collaboration with another school within the University, or another provider external to the UEA?	**If not, enter no. If yes, please provide information here, along with contact details**
1.1.8	Will the programme require accreditation from a professional, statutory or regulatory body?	**If not, enter no. If yes please provide details.**
1.1.9	Will there be any impact on existing teaching patterns, and will any new modules be required or existing modules changed. If so please detail?	**If not, enter no. If yes, please list any new modules, or details of changes to existing modules (detailing any potential impact on what resources will be required e.g. library, specialist software), and the number of credits, by stage. Early discussion with the Library Director is advised. Please also detail any additional support that might be required, for example, for placements or in support of small group teaching.**
1.1.10	Outline any key features of the programme e.g. Year Abroad, Year in Industry, placement requirements (including requirement for DBS), off campus delivery, eLearning, outline how this will be delivered and what resource implications are anticipated?	**Please detail and provide information on key features of the course e.g. Year Abroad, Year in Industry, placement required (including requirement for DBS), off campus delivery or eLearning, further information on how this will be delivered and what resource implications are anticipated. This will help to determine what University departments need to be consulted with as part of the proposal being made. For all proposals which involves any form of industrial placement, early discussion with careers service is advised**
1.1.11	Will any existing degree programmes be affected by this course proposal e.g. change in title, pathways changed, merged or closed? If so please detail.	**If not, enter no, if yes, please detail. Detail also those courses which might be affected which are outside of the school, or within another faculty.**

Head of School Support/Authorisation	
Head of School name and signature	Date

On completion of the above, please forward to **Senior Faculty Manager**

Associate Dean (Admissions) Support/Authorisation	
Associate Dean (Admissions) name and signature	Date
Additional comments from Associate Dean (Admissions) **in consultation with ARM.**	
Associate Dean (Learning & Teaching) Support/Authorisation	
Associate Dean (Learning & Teaching) name and signature	Date

For risk categories 2 only. **Upon completion of Business Plan (CP2) and Financial Plan (CP3):**

Office Use Only – For completion by Senior Faculty Manager, in consultation with ARM Executive and Faculty Executive	
Comments and recommendations from **ARM Executive**, made to Faculty Executives upon full proposal made.	
Comments and recommendations from SFM, made to Faculty Executives upon proposal made.	
Senior Faculty Manager name and signature	Date
Where applicable, comments made by the Faculty Executive on the proposal	
Approved by Faculty Executive (Yes, No, N/A)	Date

UEA Course Approval Process

CP2 - Business Case & Financial Plan guidance notes

Stage 2 (part 1 of 2)

Following completion, and approval, of a Course Proposal Outline (CP1), and with advice from the LTS coordinator, the AD LT will have assigned a level of risk for a proposal submitted. All proposals categorised as being level 2 (High) require both a **business case (CP2)** and a **financial plan (CP3)** to be completed and approved to support the viability of the proposal before progressing forward to stage 3 - **Academic Design (CP4)** – as required.

Occasionally, for more complex or major course proposals, there might be a requirement to complete the Academic Design (CP4) alongside the completion of the business and financial case. Please seek advice from the AD L&T if you think this might be necessary.

The School Manager, working with the Lead Academic, Finance Manager and Market Research in the BIU office (and with other divisional input as necessary), will create a **business plan,** supported by a f**inancial plan** (prepared by the Finance Manager).

A handover meeting should take place between the Academic Lead, School Manager and the Faculty Finance Manager, to provide the School Manager with additional information required in support of the preparation of a business plan. In addition, this meeting will aid the School Manager in developing a Project Plan and Gantt chart, to set and agree expectations in relation to timescales, and to alert key stakeholders at the start of the process.

Early discussions with the Head of Business Intelligence is advised to enable market research to get underway. When determining timescales, the School Manager should allocate time at the end of the consultation period (at least one working week) to review responses and respond to any queries raised.

For new courses, or significant changes to an existing programme is expected, **a project team should be convened by the School Manager,** involving Academic Lead, FFM and stakeholders from LTS, BIU, careers and ARM. Representatives from other faculties, service areas and departments affected should be invited to join discussions as appropriate.

The Business Case and Financial Plan should be completed with reference to the Outline Proposal Outline Form (CP1). School Managers should work closely with the Academic Lead, Finance Managers and colleagues in other University departments and faculties to ensure that the estimates are as accurate as possible. Once completed, it should be returned to the Senior Faculty Manager.

The Senior Faculty Manager, liaising with Head of LTS and Associate Dean(s), will approve or recommend to Faculty Executives for final sign off as appropriate.

These guidance notes have been designed as an aide memoire for School or Faculty Managers and Finance Managers, and those colleague involved in the completion of CP2 and CP3 forms. The Business Plan (CP2 form) should be completed first.

Note: School Managers are advised to use OneDrive, where all documents aligned to the proposal applicable are held (CP1, CP2 & CP3 together with Gantt chart/project plan timeline and other key documents applicable e.g. market research). Access to be given (read and write) to all stakeholder to enable enter in and record their

comments directly. NOTE: this should not replace face to face project team meetings or telephone conversations, which are critical to the project teams' success.

1. Business Case (CP2)

The purpose of the business plan front loading more robust consultation into the procedure on the business plan and risk assessment, thereby ensuring strategic fit so that plans can be approved in principle, revised or stopped at an early stage.

All boxes must be completed, initially by the School Manager in consultation with the Academic Lead, seeking advice from the relevant department as required. <u>No box should be left blank prior to circulation and the consultation phase.</u>

The name of the School Manager responsible for the completion of the form should be noted, for further queries to be directed through to.

Checklist for Consultation

Those consulted with as part of the business case should be noted.   This is broken down into two categories.

   a. Compulsory. Those that *must* be consulted as part of every course proposal (high risk proposals)
   b. As required. Those that *might* be consulted as part of every course proposal.   A suggested list is provided to act as an aide memoire. Not all those listed need to be consulted, the School or Faculty Manager should use their judgement in order to ascertain those that are affected by the proposals. For further advice, please contact the Senior Faculty Manager.

A deadline for when comments need to be received back from those consulted with (usually ten working days), for consideration by the project team, should be entered. A summary of comments received from those consulted should be noted, along with any direct impacts on additional resources (to feed into the completion of Financial Plan CP3). The School Manager should notify all those involved once all comments have been received. An additional allowance of one week is advised to enable all those consulted with to be given the opportunity to review all of the comments once in.

Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

Course Proposal Business Case (CP2) *for taught programmes only*

University of East Anglia

Course proposal reference number	**CP………** Copied from CP1

Course Proposal Business Case (for completion by School Manager in consultation with the proposer - Academic Lead)	

Has a CP1 Form (outline proposal) been completed and approved	Yes/No
Title of programme (and suggested JACS/HECoS code where known)	
Date of first student intake	
Duration of degree (years)	
School of study	
Proposer (Academic Lead)	
School Manager	
Faculty Finance Manager	

Part 1 – Market Research & Marketing	

2.1.1	**Market Research - Summary of market analysis**	Market research should be obtained from the BIU market research team. Market research should confirm, amongst other things, student demand (in particular unmet demand), number of applicants applying nationally for similar courses, employability and careers prospects, demographics, target markets and competitor information. Full market research should be attached as an appendices.
2.1.2	**Feedback from Current Students**	Details of feedback from current students should be summarised, along with evidence of consultation. For example, details of the date and time of an SSLC when such consultation took place.
2.1.3	**Recruitment and Widening Participation**	In consultation with the Faculty Marketing and Recruitment teams, a summary of the proposed strategy should be developed, including information on how target markets will be reached, course highlights and what will make the UEA offering distinct (competitive edge). Included within this should be details of what steps will be taken to attract non-traditional students to the course proposed and what employability sectors students might go onto upon graduation (career paths).
2.1.4	**Graduate and Career Prospects**	Include here details of career opportunities and employability prospects open to graduates, referring to market research obtained from BIU and to that on professional bodies websites. Content here will be used to help with marketing content for the new programme e.g. Prospectus, Website. The views of employers and industry should be sought, via the careers service, including how the course proposal may help meet a sectors skills gap or other market need (where applicable).

2.1.5	Entry requirements	Grades required, including any subject specific qualifications (or equivalent)

Part 2 – Student Numbers

Academic years applicable should be entered. Number of the **new/additional** students, split between home/EU and International, for the first ten years of the course. If the additional students FTE's will result in reductions elsewhere, then only the net increase should be recorded.

These numbers will be used to inform targets being set. It is important to be realistic but ambitious, taking into account the level of overhead applicable for each course to make the course financially and viable from an infrastructural perspective. Market research should support numbers planned for.

		Academic Year	xx/xx	xx/xx	xx/xx	xx/xx	xx/xx	xx/xx	xx/xx	xx/xx	xx/xx	xx/xx
2.2.1	**Please enter the number of new (additional) student FTE's, in each category, for the first ten years of the course***	Year	1	2	3	4	5	6	7	8	9	10
		Home/EU (FTE)										
		International (FTE)										
		Total FTE										

* These will be used to inform targets set

Part 3 – Success Factors – target metrics/KPI's

In consultation with the BIU, identify specific aspirational target metrics and key performance indicators against which the cohort of students, and the programme proposed, will be measured against.

2.3.1	**Tariff (points)**	
2.3.2	**Retention (%)**	
2.3.3	**Good honours (%)**	
2.3.4	**Employability or further study, or mixture of both (%)**	

Part 4 – Impact on Resources - financial impacts to be included within the Financial Plan (CP3)

Include narrative to support physical resources required for the programme and its delivery, to feed into the Financial Plan.

2.4.1	**Will any <u>additional</u> academic staff time be required to deliver on new content****	Detail of academic staff resources, timeframe, role/s and grade/s to be appointed (including that referred to in point 1.1.9 and point 1.1.10 of the CP1).
2.4.2	**Will any *additional* direct support staff time (School and/or Faculty) be required****	Detail of **additional** direct support staff resources, timeframe, role/s and grade/s at which staff may be appointed *directly related to the delivery of the new course/programme* (including that referred to in point 1.1.9 and point 1.1.10 of the CP1).

2.4.3	**Will any <u>additional</u> indirect support staff time (Faculty & other University Services) ****	Detail of **additional** indirect support staff resources, timeframe, role/s and grade/s at which staff may be appointed. Consultation with service areas directly affected will be required (including that referred to in in point 1.1.9 and point 1.1.10 of the CP1).
2.4.4	**Will any modifications be required to existing physical resources e.g. space**	Detail any **modification** to existing physical space identified, or new space, required, taking advice from Estates and other Technical resources as required. Be clear where there is any unmet space demand which needs to be considered and resolved before final approval and launch of the programme. Full justification will be required.
2.4.5	**Are any other new resources required?**	Detail any other **new** resources required, not include above, which might have a financial, or economical, impact on the School, Faculty or University. Examples of this would include costs for start-up (initial marketing and capital equipment) as well as on going marketing, revenue equipment, teaching materials, library costs, IT, electronic/digital, specialised software and accreditation costs. Please provide separate details of that required for start-up, and that required for running costs.

Completed by***		**Date**	

** Post release will be subject to post release approval being obtained
*** Normally the School or Faculty Manager

Part 5 – Checklist for consultation (as required)

It is the responsibility of the post holder consulted with in the relevant University department to respond within the timescale set. No comments box from those whom compulsory consultation is required should be left blank, nor should a "no comment received" comment be entered. If the post holder consulted with has no comments to make or add, they are required to explicitly stipulate this within the deadline set.

If no comments are received, the dates of initial requests and any follow up, should be entered.

Department	Consulted with (Y/N)	Deadline for responses	Summary of comments received (including impact in resources)
Compulsory			
Head of Learning & Teaching (LTS)	Y		
Director of Admissions, Recruitment & Marketing (ARM)	Y		
Head of Business Intelligence (FPG)	Y		
Market Research Manager (FPG)	Y		
Careers Centre Manager (RED)	Y		
Students (via SSLC)	Y		
Library Director (ISD)	Y		

As required			
Head of Partnerships (LTS)			
L&T Manager –Placements (LTS)			
LTS (Other) - please specify			
Head of Learning Technology (ISD)			
Head of Admissions (ARM)			
Head of Recruitment & Outreach (ARM)			
Head of Strategic Marketing (ARM)			
Head of International (ARM)			
Study Abroad – Assist Head of Int Recruitment (ARM)			
ARM (Other) – please specify			
Any other service or department (please list)			

Course Proposal Financial Case (for completion by Finance Manager in consultation with proposer - Academic Lead) - CP3

*NB: areas shades grey auto populated

Course proposal reference number   **CP…………**   (from CP1)

Part 1 - Student Numbers & Income

Please enter the number of **new** FTE's, in each category, for the first five years of the course*

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Home/EU (FTE)										
International (FTE)										
Total (FTE)	0	0	0	0	0	0	0	0	0	0

Please enter the number of **year 2** FTE's (less attrition),   Attrition* [ ]

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Home/EU (FTE)	0	0	0	0	0	0	0	0	0	0
International (FTE)	0	0	0	0	0	0	0	0	0	0
Total (FTE)	0	0	0	0	0	0	0	0	0	0

Please enter the number of **year 3** FTE's (less attrition),   Attrition* [ ]

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Home/EU (FTE)	0	0	0	0	0	0	0	0	0	0
International (FTE)	0	0	0	0	0	0	0	0	0	0
Total (FTE)	0	0	0	0	0	0	0	0	0	0

Please enter the number of **year 4 & 5 F**TE's (less attrition), where applicable. Enter FTE's manually   Attrition* [ ]

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Home/EU (FTE)										
International (FTE)										
Total (FTE)	0	0	0	0	0	0	0	0	0	0

Total Student FTE*

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Home/EU (FTE)	0	0	0	0	0	0	0	0	0	0
International (FTE)	0	0	0	0	0	0	0	0	0	0
Total (FTE)	0	0	0	0	0	0	0	0	0	0

Fee rates

Home/EU (£)										
International (£)*										

Total Student Income   Tuition Fee   Other e.g. HEFCE

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Home/EU (£)	0	0	0	0	0	0	0	0	0	0
International (£)	0	0	0	0	0	0	0	0	0	0
Other Income (£)										

Details of any further income applicable [ ]

* Amend as appropriate

Part 2 - Direct Staff costs**

Please enter the total **additional direct** teaching resources required **(FTE)**, in each category for each of the first five years of the programme. Release subject to post release   SSR (enter below e.g. 15:1 = 15) [ ]

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Grade 10 - Prof (FTE)										
Grade 9 - SL (FTE)										
Grade 8 -L (FTE)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grade 7 - L (FTE)										
Associate Tutors (FTE)										

Please enter the total **additional direct** support staff resources required **(FTE)**, in each category for each of the first five years of the programme. Release subject to post release

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Grade 9 - ALC9 (FTE)										
Grade 8 - ALC8 (FTE)										
Grade 7 - ALC7 (FTE)										
Grade 6 - ALC6 (FTE)										
Grade 5 - S&C/Tech (FTE)										
Grade 4 - S&C/Tech (FTE)										
Grade 3 - S&C/Tech (FTE)										

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX

Please enter the **total** amount of expenditure in terms of teaching staff salary costs (£), in each category for each of the first five years of the programme. The figures given should represent the full direct salary cost including NI, pension, etc.

Year	1	2	3	4	5	6	7	8	9	10
Grade 10 - Prof (£)										
Grade 9 - SL (£)										
Grade 8 -L (£)										
Grade 7 - L (£)										
Associate Tutors (£)										

Please enter the **total** amount of expenditure in terms of support staff salary costs (£), in each category for each of the first five years of the programme. The figures given should represent the full direct salary cost including NI, pension, etc.

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Grade 9 - ALC9 (£)										
Grade 8 - ALC8 (£)										
Grade 7 - ALC7 (£)										
Grade 6 - ALC6 (£)										
Grade 5 - S&C/Tech (£)										
Grade 4 - S&C/Tech (£)										
Grade 3 - S&C/Tech (£)										

** Post release will be subject to post release approval being obtained

Part 3 - Direct Non Pay Costs

Please enter the total amount of recurrent **direct** expenditure in terms of non-pay costs, anticipated in each category for each of the first five years of the programme. Include any direct costs associated with the appointment of new acadmic staff e.g. start up in Part 2

These should not include programme start-up costs (see part 6)

Where costs cannot be categories easily, please combine this expenditure in the 'other' category and give brief details below.

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Equipment (Revenue)										
Teaching Materials										
Marketing										
Library										
Start up costs for acadmic staff appointments										
Other (please list)										

Part 4 - Income and Expenditure - Summary

Academic Year		XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year		1	2	3	4	5	6	7	8	9	10
Total Income		0	0	0	0	0	0	0	0	0	0
Total Staff Costs		0	0	0	0	0	0	0	0	0	0
Total Non Staff Costs		0	0	0	0	0	0	0	0	0	0
Actual Contribution - surplus/(deficit)		0	0	0	0	0	0	0	0	0	0
% Contribution		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Targeted Contribution (Average/Faculty)	40%	0	0	0	0	0	0	0	0	0	0
(Surplus)/deficit against targeted contribution		0	0	0	0	0	0	0	0	0	0

Part 5 - Indirect Costs (payable from contribution)

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Other (please list)										
Total	0	0	0	0	0	0	0	0	0	0

Part 6 - Start up costs

Please enter additional start-up/development costs in each category.

Year	XXXX/XX	XXXX/XX
Year	1	2
Capital*		
New Equipment		
Refurbishment		

Revenue		
Staff (curriculum development)		
Marketing (including web)		
Computing		
Minor Equipment		
Other (please specify)		
Total	0	0

*** Release of funds subject to separate sign off by Capital Board

Part 7 - Summary

Return on investment (by year)

Academic Year	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX	XXXX/XX
Year	1	2	3	4	5	6	7	8	9	10
Surplus/(deficit)	0	0	0	0	0	0	0	0	0	0

Completed by****   **Date**

**** Normally the Finance Manager

University of East Anglia

Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

Summary

The Academic Design (CP4) is completed for all high risk (Category 2) proposals, and, for low risk proposals, some parts of the form will need to be completed if the academic content is changing (These will be identified on the CP1).

It consists of three parts:

Part 1 is the Programme Specification, which will be published on the LTS website post approval. Please note that the Course Profile is now a link to the Admissions course pages, which will be set up after approval.

Part 2 is additional information regarding the academic content of the programme which will help inform the approval decision by the bodies considering the academic case. This includes details of the modules forming the academic content of the course.

Part 3 is the log of considerations and sign-off/approval by the relevant executives/committees.

Basic instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

These guidance notes aim to give roleholders more detail of the process of completion and what is expected at each stage.

Completion of the Form

The form should be completed by the Academic Lead with support and advice from the LTS Coordinator supporting the School.

1. Part 1, the Programme Specification, should be straightforward to complete for standard courses. The Coordinator can advise on the regulations (for sections 4.1.5 to 4.1.12). If a new award is required, this should be flagged to the Finance, Governance and Planning Office at an early stage.
2. If the course is a variation of a current course, or is part of the same group, and they will share a Programme Specification, the LTS Coordinator will join this up at the CP5 stage.
3. The Course Profile will not be required for Part 1 – after approval, this will be available on the Admissions pages, and internally through eVision.

4. The Programme Specification includes information on the Board of Examiners and placement information (including a period of study abroad), however, further details will be required to help inform the approval consideration. These should be recorded in Part 2.

5. Part 2, the additional information required to consider approval, should be completed by the Lead Academic. The LTS team (normally the Team Leader) can help with section 4.2.1, the Course Profile, and can advise on timetabling and defined choice constraints if necessary. The Lead Academic should discuss the inclusion of modules from other Schools with the appropriate Teaching Director, and agree any slotting requirements, pre-requisites, cap on numbers etc.

6. The LTS Coordinator/Team Leader should check with the Lead Academic that:
   a. There is an even spread of modules across the academic year;
   b. It is clear which modules can and which cannot clash;
   c. Where relevant, other Schools are aware and support the inclusion of their modules in the Course Profile and that there are no restrictions.
   d. Where new modules are being proposed, a completed Module Outline is included, or hyperlinked to. The Team Leader can provide a new code when approval for the module has been given.
   e. Section 4.2.7 provides details of any placement, having discussed the requirements with the Study Abroad Office (for periods of study abroad), Local Support and Careers Service (For year in industry) or LTS Placements (For professional placements).
   f. There is no need for further consultation at this stage, unless it has been expressly raised as a condition in the approval of CP2/3. Check CP2/3 to ensure that there is no outstanding issues to resolve, and all parts are complete (this should have been checked/resolved by the School Manager at Stage 2, so this is a safety check; nothing should be going to LTC with missing or unresolved issues).

7. Once parts 1 and 2 are complete the LTS Coordinator supporting the School should ensure that the CP4 is completed appropriately, that 4.3.1 is completed, and then forwards it, along with CP1, 2 and 3, to the secretary to the FLTQC for its consideration.

8. The secretary to FLTQC forwards the approved case to the secretary of LTC for final consideration and approval.

9. Following approval, the secretary to LTC notifies the secretary to FLTQC, who starts off the completion of CP5 before passing all the documents to the Student Records Office for setting up the course on the system and keeping the master copy of the documents for the approved course.

CP4 Part 1 - PROGRAMME SPECIFICATION for an award of the University of East Anglia				
4.1.0	Reference Code	CP......... Please copy reference from CP1 e.g. CPENV130616		
4.1.1	Title	Enter the title of the course as it will appear on course information and degree parchment		
4.1.2	School (s)	School where the students are registered. If it is a joint course between two Schools, both Schools should be listed, with the 'owning' School listed first.		
4.1.3	Faculty	Faculty where the students are registered. If it is a joint course between two Schools in different Faculties, both Faculties should be listed, with the 'owning' Faculty listed first.		
4.1.4	Date of first student intake	The proposed start date (month/academic year) for the first students to start in Year 1 of the course. If current students can transfer from their existing course to this one, state year of possible transfer as a separate date.		
4.1.5	Award	Intended award of the course eg MA, MSc, BA etc.		
4.1.6	Interim Award/ degree title	Standard	Certificate of Higher Education and Diploma of Higher Education (UG); Postgraduate Certificate or Postgraduate Diploma (PG).	Tick here if standard
		Non- standard (detail)	Enter the detail here, where there is a PSRB requirement to have a different title for a named exit award from the intended award, state the title (eg the MB BS exit award is 'medical studies')	Tick here if not standard
4.1.7	Level	Level 6 FHEQ (Bachelors)		
		Level 7 FHEQ (Masters/Integrated Masters)		
		Other (specify)		
4.1.8	Award Regulatory Framework	Bachelors and Integrated Masters		
		Common Masters Framework		
		Other (specify)		
4.1.9	Course-specific regulatory requirements	Set out any course-specific rules that are not covered in the regulatory framework above eg a maximum period of study which is shorter than the standard, due to PSRB requirements.		
4.1.10	Length of course	Length of course in years		
4.1.11	Board of Examiners	The Board of Examiners which will consider the students' marks. If a new Board or a new external examiner is required details should be provided in section 4.2.5		
4.1.12	Mode of Attendance	Full-time	Part-time	Other	Provide detail if 'other'
4.1.13	Professional Accreditation	Professional award (if applicable), name of accrediting body. Give details of any membership, exemptions etc that the award confers, and the		

	details	accrediting body website URL. If applicable, state if the accreditation is dependent on specific module choices (do not list the modules).
4.1.14	Placement information	Indicate type of placement(s) offered (or 'none'). Further details of any placements should be provided in section **4.2.8**.

Professional placement	
Year Abroad	
Year in Industry	
Semester Abroad	
Other	
None	

4.1.15	Relevant Subject Benchmark	Web address of the relevant QAA subject benchmark which has been used to inform the academic content and learning outcomes of the course.
4.1.16	Course Description	This has already been supplied in CP1, and should be reproduced here (copy and paste) to publicise the course, and to refer to on the students' Higher Education Achievement Report (HEAR).
4.1.17	Course Profile details	Details of all courses currently offered by the University are available at https://www.uea.ac.uk/study/undergraduate/degrees and https://www.uea.ac.uk/study/postgraduate/taught-degrees
4.1.18	Learning Outcomes	Programme level outcomes, referring to Benchmark Statements where appropriate. In some subjects, the emphasis is likely to be on developing knowledge and understanding of core themes, concepts, and subject-specific knowledge, whilst in others, where there is no 'core content' as such, the emphasis may be on developing different approaches, skills and capacities in interpreting evidence.
4.1.19	Graduate Attributes and Employability Skills	List the graduate attributes and employability skills expected to be gained from studying the course.
4.1.20	Assessment and Feedback Strategy	Details of the different types/methods of assessment used on the course, both formative and summative and details of how feedback/feed forward support the coherence of the course
4.1.21	Additional course-specific costs that students should expect to meet	Include all costs students are expected to meet eg field trips, placements, DBS check etc. If there are no additional costs, fill in 'none'.
For Office Use:		

4.1.22	Log of annual review - Version and date of production/ revision	The Programme Spec should be reviewed annually and the review logged here: 1) If there is no change, no new version is required. 2) If there are any changes, the version number should be incremented, and a summary of the changes recorded here. This should include a summary of any course profile changes.
Example	7/11/16	V1, new course proposal
	Jan 2017	Reviewed, no change
	Jan 18	Reviewed, changes to accreditation details and course profile (options in Year 3).
4.1.23	Last active academic year	To be completed if course is discontinued
4.1.24	Date archived	To be completed if course is discontinued

CP4 Part 2 - Additional information required to consider approval						
4.2.1			**Course Profile**			
Set out the structure of the course, by Stage and Module Range (Compulsory, Option Range A, B etc). For each option range include the min/max credits to be taken along with any required combination of modules, if necessary.						
Stage	**Module Range**	**Module Code**	**Module Title**	**Credits**	**Period**	**Timetabling info/slot**

4.2.2	**New Modules**	List the titles (and proposed codes if known) for any new module. Link or attach completed Module Outline for new modules.
4.2.3	**External comment**	Details of consultation with external academic experts to verify threshold academic standards and to demonstrate that the appropriate external reference points have been considered
4.2.4	**Consultation with existing students**	Evidence of consultation with existing student body eg Student–staff liaison committee date and related minutes.
4.2.5	**Board of Examiners**	Details of new external examiner requirements and/or new Board of Examiner details
4.2.6	**Cross-Schools delivery details**	'joint courses' details of how the student experience will be managed across the Schools

4.2.7	**Additional learning resources**	Any additional resources, including IT, library or electronic/digital resources not already mentioned in CP1 or CP2.
4.2.8	**Placement detail**	More details on the type of placements and their management to ensure the Code of Practice is followed, and the students have a good experience. Where there is a *professional* placement, evidence that the School has discussed and agreed capacity with potential placement providers. Where students find their own placements, assurance that the School has support mechanisms in place. Where the placement is a period of study abroad, evidence that the Study Abroad office has been consulted and their concerns addressed, and, for Integrated Masters' programmes, details of the institutions that will be used plus the marks conversion detail.
4.2.9	**Course Director**	Name of Course Director
4.2.10	**Deputy Course Director**	Name of deputy course director from co-delivering School, for those courses that are jointly delivered.
For office use only – for completion by LTS Coordinator supporting the School		
LTS Coordinator's name, signature and date		LTS Coordinator should check academic case and confirm that they have done so.

Part 3 - Approval of the academic case			
		Name	**Date of meeting/ decision**
4.3.1	**School (Teaching Director on behalf of the Teaching Committee/Executive)**		
	Additional School approval (for cross-School delivered courses), if applicable		
4.3.2	**Faculty (Associate Dean on behalf of the Faculty Learning, Teaching and Quality Committee)**		
	Additional Faculty approval, if applicable		
4.3.3	**University (PVC-Academic on behalf of the Learning and Teaching Committee – category 2)**		
4.3.4	**Comments** Any comments regarding approval/refusal of approval to be documented here		

Definition of Categories

Category One – Existing Content (Low risk proposals)

Variant to an existing degree (excluding Year Abroad)
A degree which involved a placement component whereby placements activity planned is already offered within that school/faculty (excl Year Abroad). For example, Year in Industry
Amendments to a course where existing teaching content is re-organised into new modules
Change in degree course title, where no more than 20% of the whole programme is new or changing
Change in school of registration
Proposals whereby existing programmes are being merged into one
New course arising from separation of pathways within an existing course

Category Two – New Content or Courses (High risk proposals)

Cross school proposals, where more than 25% of the programme is in another School of study
All Year Abroad variants
A degree which involved a placement component whereby placements activity planned are not already offered within that school/faculty e.g. Year in Industry.
Amendments to a course where more than 20% of the whole programme is new or changing
Change in course title, where more than 20% of the whole programme is new or changing
New course proposals, or amendments to an existing course, which have significant resource implications for another University unit.
Proposals in a new subject area (new market)
Proposal involving collaboration with an external partner
Proposals which require PSRB accreditation or a non-standard mode of delivery e.g. online
Proposals where some or all of the delivery will be delivered off campus
New award not previously offered by the University