University of East Anglia

LTC17D049

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

The new course proposal process was approved in principle on 30 November and was considered further on 24 January 2017 following some revisions. The revised procedures were approved in January, subject to the role holders who should be consulted on new course proposal being added to the CP2 form. This has been actioned, along with some other amendments following feedback from the pilot use of the forms. In addition, the annual course update process has been revised to link to this process. Once these amendments have been reported to LTC, the new forms will be made available immediately.

Recommendation

To note the final amendments.

Resource Implications

None

Risk Implications

No significant risk implications.

Equality and Diversity

None

Timing of decisions

The new forms can be made available immediately.

Further Information

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Discussion

The main changes are:

CP1:

1. Clarification of the risk categories including extended examples, and how new courses relate to course update;
2. Clarification that all Degree Apprenticeship proposals are Standard Risk currently, but market research is not required for the form.
3. Clarification that any Study Abroad proposal *requires* discussion and comment from the Study Abroad Office at the CP1 stage
4. Addition of box to record comments on the CP1 from the LTS Coordinator supporting the School.

CP2/3:

1. Clarification of information not required for Degree Apprenticeships and commissioned courses.
2. Clarification of student number information required.

CP4:

1. Development of a revised paper version of the Module Outline form for new modules introduced as part of the course proposal.

CP1CU – New form, which sets out the requirements for Course Update and manages the changes to ensure CMA compliance.

Attachments

1. CP1 Outline Proposal Form
2. CP2 Business Case
3. CP3 Financial Plan
4. CP4 Academic Design
5. CP1CU Course Update form
6. CPMO1 Module Outline Form for new modules introduced with a new course.

CP1

University of East Anglia

UEA Course Approval and Update Process
Low Risk and Standard Risk Course Proposal Guidance Notes
for Taught Programmes only

Summary

The Course Approval and Update Process consists of three distinct, but related, processes: Standard Risk Approval, Low Risk Approval and Annual Course Update. It is designed to manage the approval of new courses and significant changes to the content of existing courses. It covers all credit-bearing taught courses, including distance and online courses and degree apprenticeships. The approval for **Low Risk** proposals is devolved to Faculties differing from the approval of **Standard Risk** proposals, which are usually accompanied by a business case and financial plan and where more wide-spread consultation and sign-off by the University Learning and Teaching Committee is required. The Course Proposal process is linked to the **Course Update** process so the annual update is appropriately managed and recorded.

This **Course Proposal Outline (CP1)** is designed to capture, approve and manage the development of new courses, both standard and low risk proposals. 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 the LTS Coordinator who supports the School. The Associate Dean for Learning & Teaching (AD (L&T)) will consider the outline proposal and confirm the level of risk. The different processes for the two risk categories are outlined below.

Low Risk Process

'Low risk' proposals typically will be similar to existing provision and therefore the quality assurance risk is low, and/or there is no financial impact so the financial risk is low. Examples of categories are given below. In some cases the changes will be managed by the Course Update process rather than the Low Risk route – please refer to that process if necessary.

Once the **Course Proposal Outline (CP1)** has been considered and approved by the AD (L&T), the SFM will notify the relevant Academic Lead who, working with the LTS coordinator for the School, will complete the **Academic Design (CP4)**, as advised. Once completed, both forms should be returned to the Secretary of the FLTQC, to check and forward onto the AD (L&T), for final consideration of the proposal and approval. On receipt of approval, the Secretary will report the approval to the FLTQC and start off the notification process, using CP5, in liaison with the Coordinator supporting the School and the Finance, Planning and Governance CAMS manager.

	Low Risk Approvals, including changes and variants of existing provision – assuming that the new courses are only available to new applicants. *NB If the proposal is for existing applicants and/or students, these groups need to be consulted with and evidence of the consultation provided; please seek further advice from LTS if necessary.*
1	Merging of existing multiple courses into one course.
2	Separation of existing pathways on one course into their own separate courses.
3	Variant of an existing degree, including the introduction of a placement in industry or study abroad where this is already offered within the Faculty and the placement study is pass/fail and does not count towards the degree classification

4	A new course/new title where existing teaching is repackaged and no more than 20% is new content (70 credits in a 3-year course).
5	A new course/new title where existing teaching is repackaged and cross-school proposals, where less than 25% (90 credits for a 3-year course) of the compulsory programme is in another School
6	Change in the School of registration
7	Changes to existing courses with PSRB accreditation where the accrediting body is content or has recommended the proposed changes. *This may be accommodated via the Course Update process, depending on the detail; the LTS Coordinator or Head would be able to advise.*
8	Changes to the delivery of the current course eg additional intakes, change to start date, introduction of non-standard assessment.
9	Amendments to an existing course where existing compulsory teaching content is re-organised into new modules - Use the Course Update process.

Standard Risk Process

'Standard Risk' proposals typically will be different enough from current provision that the quality assurance risk is high, and/or there is a financial impact so the financial risk is high. Examples of standard risk categories are given below.

Once the **Course Proposal Outline (CP1)** has been considered and approved by the AD (L&T), the SFM will notify the relevant School Manager who will complete a **Business Case (CP2)**, supported by a **Finance Plan (CP3**) prepared by the Finance Manager, as required. Once completed these should be returned to the SFM who will forward the full proposal to ARM Executive for comments and recommendations which will be forwarded, with the proposal documents, to the Faculty Executive(s) for consideration. Once considered and approved by the relevant Faculty Executive(s), the SFM will notify the outcome to the Secretary of the FLTQC and the LTS Coordinator for the School. The latter will work with the Academic Lead to complete the **Academic Design (CP4)** before progressing to FLTQC (via the FLTQC Secretary) and finally UEA LTC for consideration, recommendations and/or approval.

Standard Risk Approvals – New Courses and Significant New Content
1. Year Abroad or Placement variants where the marks count towards degree classification. 2. Proposals that involve a placement component where the planned placement activity is not already offered within the faculty. e.g. Year in Industry 3. New courses which involve more than one School, where more than 25% of the programme is in another Faculty 4. Amendments to a course where more than 20% of the content of the programme is new or changing. 5. Proposals in a new subject area (new market). 6. Proposals that require Professional, Statutory & Regulatory Body (PSRB) accreditation. 7. Proposal involving collaboration with an external partner or body including Degree Apprenticeships. 8. Proposals that include a non-standard mode of delivery e.g. online. 9. Proposals where some or all of the delivery will be delivered off campus. 10. New award not previously offered by the University.

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

Course Proposal Outline Form – (CP1)

for Taught Programmes only

University of East Angl

Course proposal reference number	**CP……… For New Variants, please complete reference with school acronym, current date and title of course proposed e.g. CPENV130616 – BSc in Environmental Sciences, for new courses.**
Current route code	**If appropriate**
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	**Summary of 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 students 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 School's position, and offering. Consult with the BIU office 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. If the additional students will result in reductions elsewhere, only the net increase should be recorded. If there is to be no anticipated increase in student numbers, please clarify the reason.**
1.1.6	Please include details of market intelligence/market scanning to support the proposal	**Provide a summary and evidence of competitor institutions, e.g. hyperlinks to competitors' course pages. (*NB The Business Intelligence Unit (BIU) has pre-purchased certain UCAS application data that might provide additional market intelligence or evidence of unmet demand. Please contact management.information@uea.ac.uk for further details. Early discussion is advised).* Include any applicable JACS/HECoS codes in your response.**
1.1.7	Does the proposal involve collaboration with another School within the University, or another provider external to the UEA?	**If there is no collaboration, enter ' no', otherwise provide further information here, including contact details of those collaborating with. Include Degree Apprenticeship partner(s) details for degree apprenticeship courses**

1.1.8	Will the programme require accreditation from a professional, statutory or regulatory body?	**If not, enter 'no'. If yes please provide details including whether the accrediting body is content e.g. if the proposal is a variant of an already-accredited course (attach evidence).**
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 resources e.g. library, specialist software), and the number of credits, by stage. Early discussion with the Library Director is advised. Please detail any additional support that might be required e.g. for placements or in support of small group teaching.**
1.1.10	Outline any key features of the course and any associated resource implications	**Please provide information on key features of the course which may have an associated resource implication 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. For all proposals which involve any form of industrial placement, early discussion with careers service is advised. For study abroad programmes, early discussion with the Study Abroad office is required. (Please include evidence here that the Study Abroad Office has been consulted and is content with the proposal). If there is a non-standard set- up/ management of the course, please provide details so this can be factored in.**
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. For low risk proposals, please complete a course closure form to accompany this form, if appropriate.**
Additional comments from LTS Coordinator for the School		

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

Once completion of the above, please forward to the **Senior Faculty Manager** who will liaise with the AD (L&T) and LTS Coordinator to confirm the risk category.

Office Use Only – For completion by Associate Dean L&T <u>in consultation LTS Coordinator (who supports the School) and Associate Dean -Admissions</u> Please refer to the table on Page 1 to confirm risk category and indicate agreed category below	
Is a CP2 (Business Case), CP3 (Financial Case) and/or CP4 (Academic Design) required?	
Y/N. If **Y**, please detail including <u>which sections need to be completed.</u>	**Associate Dean (Learning & Teaching) and Senior Faculty Manager to decide if a completed CP2, CP3 and/or CP4 forms are required, and if so, what sections require completion.**
Low/Standard Risk Category confirmation	Risk Category: Date:
Associate Dean (Admissions) Support/Authorisation	
Associate Dean (Admissions) name and signature:	Date:
Additional comments from Associate Dean (Admissions) **<u>in consultation with ARM</u>.**	
Associate Dean (Learning & Teaching) Support/Authorisation	
Associate Dean (Learning & Teaching) name and signature:	Date:

Following completion of the above approval:

1. For proposals assigned as **Low Risk**, please complete the Low Risk Proposal box below.
2. For proposals assigned as **Standard Risk**, the Senior Faculty Manager should notify the relevant academic lead and School Manager to take forward completion the CP2 (business case) and CP3 (Financial case). Upon completion please return to the Senior Faculty Manager; at that stage, the Standard Risk Proposal box below should be completed.

Low Risk Proposals

For proposals assigned low risk, the Senior Faculty Manager should forward the complete form to the Secretary of FLTQC

Office Use Only – For completion by the Secretary to FLTQC		
Date reported to FLTQC		
Is a CP4 (Academic Design) form received?	**Y/N**	If Yes, please attach completed form, with the appropriate sections completed by the course director/ LTS coordinator as required.
Please complete a CP5 (Notification of Approval and set up)		
Confirmation that the completed and approved CP1, CP4 and CP5 have been sent to the CAMS Manager in FPG, to manage the update in SITS as required. Date:		

Standard Risk Proposals

Upon completion of Business Plan (CP2) and Financial Plan (CP3), as required:

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.	
Comments and recommendations from **SFM**, made to Faculty Executives.	
Where applicable, comments made by the Faculty Executive on the proposal	
Approved by Faculty Executive (Yes, No)	Date
SFM to notify outcome to FLTQC secretary and the LTS Coordinator for the School.	Date

Once considered and approved by the relevant Faculty Executive(s), the SFM will notify the outcome to the Secretary of the FLTQC and the LTS coordinator for the School. The LTS coordinator will work with the Academic Lead to complete the Academic Design (CP4) before progressing to FLTQC (via the FLTQC secretary) and finally UEA LTC for consideration, recommendations and/or approval. Post-approval, the approved documents, along with the CP5, should go to the CAMS manager, FPG for system set-up.

UEA Course Approval Process

CP2 - Business Case & Financial Plan guidance notes

Stage 2 (Part 1 of 2)

All proposals categorised at Stage 1 as Standard Risk 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**).

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, will create a **Business Plan (CP2),** supported by a **Financial Plan (CP3)** prepared by the Finance Manager. The School Manager should convene a project team, involving as a minimum the Academic Lead, Faculty Finance Manager and the LTS Coordinator for the School. Representatives from other faculties, service areas and departments affected should be invited to join discussions as appropriate. This meeting will aid the School Manager in developing the business case, 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.

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. Once completed, the forms should be returned to the Senior Faculty Manager. The Senior Faculty Manager, liaising with the Head of LTS and Associate Dean(s), will forward the completed forms to Faculty Executives for final sign off as appropriate.

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

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

Although instructions are integrated into the form, these additional guidance notes aim to give role holders more detail of the process of completion and what is expected at each stage.

1. Business Case (CP2)

The purpose of the front loading of more robust consultation into the procedure allows plans to be approved in principle, revised or stopped at an early stage.

All boxes must be completed by the School Manager in consultation with the Academic Lead, seeking advice from the relevant department as required prior to consultation. However, market research and student consultation are not required for commissioned courses developed in response to a request from an external funder (e.g. National Health Service or employer-led Degree Apprenticeships).

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. There are two categories for consultation:

a. Compulsory. Those that *must* be consulted as part of every Standard Risk course proposal.
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*. The School or Faculty Manager should use their judgement for who they need to consult with. For further advice, please contact the Senior Faculty Manager.

A deadline (usually ten working days) for receipt of comments should be entered in the checklist in part 5. 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).

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

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

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, by the school manager. 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 appendices. **Not required for commissioned courses, Degree Apprenticeships, or proposals where only the content is changing**.
2.1.2	**Feedback from Current Students**	Details of feedback from current students should be summarised, along with evidence of consultation. For example, the date of the SSLC when such consultation took place, with extracts from minutes on comments received from students. **Not required for commissioned courses or Degree Apprenticeships.**
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). **Not required for commissioned courses or Degree Apprenticeships.**
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 sector's skills gap or other market need (where applicable). **Not required for commissioned courses or Degree Apprenticeships.**
2.1.5	**Entry requirements**	Grades required, including any subject-specific qualifications (or equivalent)

Part 2 – Student Numbers

Please enter the number of the **new/additional** students, split between home/EU and International, to be recruited for the first ten years of the course. If the additional students FTEs will result in reductions elsewhere, then only the net increase should be recorded. ***Please enter first year numbers only, not cumulative totals.***

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 viable. Market research should support numbers planned for.

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

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 proposed programme will be measured.

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 additional 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 additional 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 economic 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 –Consultation checklist and record of responses

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	Enter deadline	
Director of Admissions, Recruitment & Marketing (ARM)	Y	Enter deadline	
Head of Business Intelligence (FPG)	Y	Enter deadline	
Careers Centre Manager (CRC)	Y	Enter deadline	
Students (via SSLC)	Y	Enter deadline	
Library Director (ISD)	Y	Enter deadline	

As required			
Head of Partnerships (LTS)			
L&T Manager –Placements (LTS)			
LTS (Other) - please specify			
Head of Learning Technology (ISD)			
Any other service or department (please list)			

UEA Course Approval Process

CP2 - Business Case & Financial Plan guidance notes

Stage 2 (Part 1 of 2)

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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, will create a **Business Plan (CP2),** supported by a **Financial Plan (CP3)** prepared by the Finance Manager. The School Manager should convene a project team, involving as a minimum the Academic Lead, Faculty Finance Manager and the LTS Coordinator for the School. Representatives from other faculties, service areas and departments affected should be invited to join discussions as appropriate. This meeting will aid the School Manager in developing the business case, 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.

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. Once completed, the forms should be returned to the Senior Faculty Manager. The Senior Faculty Manager, liaising with the Head of LTS and Associate Dean(s), will forward the completed forms to Faculty Executives for final sign off as appropriate.

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

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

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1. Business Case (CP2)

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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. There are two categories for consultation:

a. Compulsory. Those that *must* be consulted as part of every Standard Risk course proposal.
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*. The School or Faculty Manager should use their judgement for who they need to consult with. For further advice, please contact the Senior Faculty Manager.

A deadline (usually ten working days) for receipt of comments should be entered in the checklist in part 5. 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).

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

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

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

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2.1.2	**Feedback from Current Students**	Details of feedback from current students should be summarised, along with evidence of consultation. For example, the date of the SSLC when such consultation took place, with extracts from minutes on comments received from students. **Not required for commissioned courses or Degree Apprenticeships.**
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). **Not required for commissioned courses or Degree Apprenticeships.**
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 sector's skills gap or other market need (where applicable). **Not required for commissioned courses or Degree Apprenticeships.**
2.1.5	**Entry requirements**	Grades required, including any subject-specific qualifications (or equivalent)

Part 2 – Student Numbers

Please enter the number of the **new/additional** students, split between home/EU and International, to be recruited for the first ten years of the course. If the additional students FTEs will result in reductions elsewhere, then only the net increase should be recorded. ***Please enter first year numbers only, not cumulative totals.***

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 viable. Market research should support numbers planned for.

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

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 proposed programme will be measured.

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 additional 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 additional 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 economic 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 –Consultation checklist and record of responses

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	Enter deadline	
Director of Admissions, Recruitment & Marketing (ARM)	Y	Enter deadline	
Head of Business Intelligence (FPG)	Y	Enter deadline	
Careers Centre Manager (CRC)	Y	Enter deadline	
Students (via SSLC)	Y	Enter deadline	
Library Director (ISD)	Y	Enter deadline	

As required			
Head of Partnerships (LTS)			
L&T Manager –Placements (LTS)			
LTS (Other) - please specify			
Head of Learning Technology (ISD)			
Any other service or department (please list)			

UEA Course Approval Process

CP3 - Financial Plan guidance notes

Stage 2 (part 2 or 2)

To be read in conjunction with the gudience notes for the Business Case (CP2)

2. Financial Plan (CP3)

This is designed to give an overview of the resources that will be required to run the new programme, ensuring financial s
The Financial Plan MUST be completed by a Finance Manager, or equivalent. Areas shared in grey will be automatically pc

Part 1 – Student Numbers and Income

3.1.1 Academic years applicable should be entered. Number of the new/additional students, split between home/E International, for the first ten years of the course. If the additional students FTE's will result in reductions else 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 int the level of overhead applicable for each course to make the course financially and viable

3.1.2 Attrition, an allowance for student drop out and withdrawal (%).

3.1.3 Year 2 and Year 3 student FTE's will be automatically populated from a. and b. above.

3.1.4 Year 4 and 5 students (for example Integrated Masters) should be entered manually.

Note, for PGT and Foundation Year programmes, Year 2 and Year 3 returning student FTE's will need to be mar

3.1.5 Fee rates – to be manually entered (consultation to take place with the Fees Officer in planning as required). I where permitted, should be included.

3.1.6 Total Student Income – Tuition fee income will be automatically populated. Please add in details of any additic student related income e.g. HEFCE funding and any further direct income applicable to the course proposed.

Part 2 – Direct Staff Costs

Note, recruitment to all staff posts identified as part of the proposal (academic and support) will be still be subject to post being obtained, in the normal manner.

3.2.1 Enter the target SSR manually as indicated, based upon Faculty/School targets and planning assumptions.

3.2.2 Based upon the total number of additional/new students expected (generated from Part 1), and the SSR enter an indicative number of staff FTE's will be automatically calculated to be included in the programme costing. T automatically populated at GR8 (ATR/ATS3) level. In consultation with the Academic Lead and School Manag grades of staff required can be overridden should the grade profile of staff required be different. Such posts v

3.2.3 Referring to discussions had to inform the Business Case, manually enter the additional FTE of additional direct staff required within the School or Faculty, directly related to the delivery of the new course/programme. Sucl will be subject to post release being approved. Indirect staff costs should be included in Part 5, payable from t

3.2.4 Using an appropriate salary calculator, enter the total direct salary cost for all FTE's included above. Using star planning assumptions, an allowance should be included for inflation, pay awards and spine point increases.

Part 3 – Direct Non Pay Costs

3.3.1 In consultation with the Academic Lead and School Manager, please detail all recurrent, but additional, direct r non pay costs aligned to the delivery of the course. Direct costs associated with the appointment of academic s in 2b should be included e.g. start up. Using standard planning assumptions (currently set at 2.33% pa), an allo

3.3.2 Based upon discussions had, and agreement reached, at the Business Case stage, any additional ongoing allow required for marketing any new degree should be included here.

3.3.3 Referring to the Business Case - Part 4 - Impact on Resources, include course specific on going running costs, su required for marketing, revenue equipment, teaching materials, library costs, specialised software and accredi Start-up costs will be listed separately in Part 6.

Part 4 – Income and Expenditure Summary

3.4.1 The financial summary will be automatically populated based upon that entered into parts 1 to 3. The level (% Faculty contribution expected is subject to change and negotiation, but will normally, and as a default, be set a

3.4.2 The SFM and/or the Faculty Executive will be expected to note, and make recommendations and comment upo variance against targeted contribution required.

Part 5 – Indirect Costs

3.5.1 Additional costs not included in parts 2 and 3 should be detailed, and listed, with an explanation of in which ar University such costs will be attributable. Indirect support staff cost details should be included, from the relev

3.5.2 the final approval of ETr, through the annual budget setting exercise. Using standard planning assumptions, an allowance should be included for inflation (as well as for pay awards and spine point increases for salaries). Su will be subject to post release being approved.

Part 6 – Start-up costs

Start-up costs will normally be funded by the School, or the Faculty. As such, careful consideration should be given here to affordability, and as such sources of funding required and agreed to at this proposal stage.

3.4.1 All direct cost aligned the start-up and development of the course should be included, entering in the years in such costs will fall. It should be noted that release of all capital funding requested below might be subject to s sign off by the University Capital Board, for inclusion in the University Capital Plan.

3.6.2 Referring to information obtained in Part 5 – Impact on Resources – detail of proposed modification to space, costs should include the cost of any capital refurbishment required to be undertaken on existing space, or new Consideration should be given first to sharing of existing space.

3.6.3 In consultation with the Academic Lead, please detail any new capital equipment requiring purchase. Conside should be given to whether suitable alternative equipment is available and accessible elsewhere on campus. F

3.6.4 Additional revenue start-up costs, including that required for development of the new course, should be listed costs aligned to marketing, based upon discussions had, and agreement reached, at the Business Case stage, sl

Part 7 – Summary

3.7.1 A simple Return on Investment calculator with be automatically populated, taking into account all start-up cos and revenue), and indirect costs should they both be approved.

The name of the Finance Manager responsible for the completion of the form should be noted, for further queries to be d

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

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)										

to post release

Grade 6 - ALC6 (FTE)										
Grade 5 - S&C/Tech (FTE)										
Grade 4 - S&C/Tech (FTE)										
Grade 3 - S&C/Tech (FTE)										

Please enter the **tota**l 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.

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 (£)										
Grade 9 - SL (£)										
Grade 8 -L (£)										
Grade 7 - L (£)										
Associate Tutors (£)										

Please enter the **tota**l 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

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

Course Proposal – Stage 3
Academic Design (CP4)

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 type.

Summary

The Academic Design (CP4) is completed for all standard risk proposals, and, for low risk proposals, only the relevant parts of the form will need to be completed, and only if the academic content is changing (The sections will have been identified on the CP1).

The CP4 consists of three parts:

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

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.

Although instructions are integrated into the form, these additional 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 6 to 13). If a new award is required, this should be flagged to the Finance, Governance and Planning Office at an early stage.
2. Cognate courses can share a Programme Specification. If this is the case, this can be picked up by the LTS Team Leader after approval, and should be recorded in the Post-approval actions section at the end of Part 1, the Programme Specification.
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 Academic Lead 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 for new modules proposed for a New Course' should be completed. (The Module Outline online eVision task will be used to set up the module in SITS, once the course has been approved). The Team Leader can provide a new code when approval for the module has been given.
    e. Section 4.2.7 provides the outcome of the discussions of any placement activity with the appropriate service: Study Abroad Office for periods of study abroad, Local Support and Careers Service for year in industry or LTS Placements for professional placements.
7. **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. The LTS Coordinator and Lead Academic should 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).
8. Once parts 1 and 2 of CP4 are complete the LTS Coordinator supporting the School should do a final check, add their comments and name/date, and then should forward it, along with CP1, 2 and 3, to the secretary to the FLTQC for its consideration.
9. Following approval at FLTQC, the secretary to the FLTQC should forward Standard Risk proposals to the secretary of LTC, for the Committee's final consideration and approval.
10. Following approval by LTC, 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.

<table>
<tr><th colspan="2">CP4 Part 1 - PROGRAMME SPECIFICATION for an award of the University of East Anglia</th></tr>
<tr><td>New Course Proposal Reference Code</td><td>CP……… Please copy reference from CP1 e.g. CPENV130616</td></tr>
<tr><td colspan="2">The ‘Programme Specification’ section below will be published on the web post-approval.</td></tr>
</table>

<table>
<tr><th colspan="5">PROGRAMME SPECIFICATION for an award of the University of East Anglia</th></tr>
<tr><td>1</td><td>Title</td><td colspan="3">The title of the course as it will appear on course information and degree parchment</td></tr>
<tr><td>2</td><td>Course Code</td><td colspan="3">SITS course code, where known. If necessary, this will be added in post-approval before the Programme Specification is published.</td></tr>
<tr><td>3</td><td>School (s)</td><td colspan="3">The 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.</td></tr>
<tr><td>4</td><td>Faculty</td><td colspan="3">The 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.</td></tr>
<tr><td>5</td><td>Date of first student intake</td><td colspan="3">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 the academic year of possible transfer as a separate date, and at which stage(s) the students can transfer.</td></tr>
<tr><td>6</td><td>Award</td><td colspan="3">Intended award of the course eg MA, MSc, BA etc.</td></tr>
<tr><td rowspan="2">7</td><td rowspan="2">Interim Award/ degree title</td><td>Standard</td><td>Certificate of Higher Education and Diploma of Higher Education (UG); Postgraduate Certificate or Postgraduate Diploma (PG).</td><td>Tick/ cross here if standard</td></tr>
<tr><td>Non- standard (detail)</td><td>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’)</td><td>Tick/ cross here if <u>not</u> standard</td></tr>
<tr><td rowspan="3">8</td><td rowspan="3">Level</td><td colspan="2">Level 6 FHEQ (Bachelors)</td><td></td></tr>
<tr><td colspan="2">Level 7 FHEQ (Masters/Integrated Masters)</td><td></td></tr>
<tr><td colspan="2">Other (specify)</td><td></td></tr>
<tr><td rowspan="4">9</td><td rowspan="4">Award Regulatory Framework</td><td colspan="2">Bachelors and Integrated Masters</td><td></td></tr>
<tr><td colspan="2">Common Masters Framework</td><td></td></tr>
<tr><td colspan="2">Other (specify)</td><td></td></tr>
<tr><td colspan="3">Award Regulations are published in the Calendar</td></tr>
<tr><td>10</td><td>Course-specific regulatory requirements</td><td colspan="3">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.</td></tr>
</table>

11	**Length of course**	Length of course in years
12	**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.
13	**Mode of Attendance**	Full-time | | Part-time | | Other | Provide detail if 'other'
14	**Professional Accreditation details**	Professional award (if applicable) and name of accrediting body. Give details of any membership, exemptions etc that the award confers, and the accrediting body website URL. If applicable, state if the accreditation is dependent on specific module choices (do not list the modules).
15	**Placement information**	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
16	**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. http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx
17	**Course Description**	This has already been supplied in CP1, and should be reproduced here (copy and paste) to publicise the course.
18	**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
19	**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.
20	**Graduate Attributes and Employability Skills**	Graduate attributes and employability skills expected to be gained from studying the course.
21	**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.

22	**Additional course-specific costs that students should expect to meet**	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	**Programme Specification Update Record**		
Faculty		**School**	
Course Code(s)		**Degree Award**	
Course Title(s)			

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.
Review Date	**Course Director sign off**	
Example 7/07/16	**Dr Fred Jones**	V1, new course proposal
Jan 2017	**Dr Fred Jones**	Reviewed, no change
Jan 2018	**Prof Sam Smith**	Reviewed, changes to accreditation details and course profile (options in Year 3).
Last active academic year		To be completed if course is discontinued
Date archived		To be completed if course is discontinued

For Office Use: Admin Action (post-approval publication and annual review)	**Date**	**Name**
Course Profile updated on eVision (Team Leader)		
Programme Specification placed in shared drive folder (Team Leader)		
Web link to External Examiner information added (LTS Web administrator)		

Programme Specification uploaded onto website (LTS Web administrator)		
Planning Office informed of upload of Programme Specification onto website (LTS Web administrator)		

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**	The titles (and proposed codes if known) for any new module. Attach completed 'Module Outline for new modules proposed for a new course'.
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. Additional requirements should be discussed with the appropriate Head of Service and the outcome of the discussion recorded here.
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 any 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 and add comments if appropriate.

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		

UEA MODULE OUTLINE

for new modules introduced with a new course

Section 1 General Information		
Module Title:		
Module code:	**Credit value:**	**Level (3, 4, 5, 6 or 7):**
Academic Year:	**Semester:**	
Related modules (Co-requisites, pre-requisites etc.):		

Section 2 Module Description and Learning Outcomes	
Description What is this module about?	This module is about…. (100 words maximum)
Learning Objectives What will you learn? (subject specific and transferable skills)	The learning objectives of this module are to:
Learning Outcomes What will you be able to do by the end of the module?	By the end of this module you will be able to:

Section 3 Module Teaching Team	
Module Organiser (Including brief biographical description)	If known
Co-tutors on the Module	If known

Section 4 Learning Activities and Indicative Student Effort Hours		
Learning Activity	**Total effort hours (module)**	**Indicative effort hours per week**
a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)		
b) Pre-class preparation and follow-up study		
c) Work-based or Placement Hours		
d) Formative assessments/activities		
e) Feedback/Feed-forwards sessions		
f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)		
g) Background reading		
h) Exams/OSCEs		
i) Course Tests		
j) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =		

Section 5 Teaching Sessions
Overview of lectures, seminars and other taught sessions
At this stage only an outline is required

Section 6 Learning Support Materials	
Required (Key) Reading	If known
Recommended further reading	If known
Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	If known

Section 7 Formative Assessment
List the proposed number and type of formative assessments. Submission and return details are not required at this stage.

Section 8 Summative Assessment
List the proposed number and type of summative assessments, including the weightings of each. For any exams, include the proposed length of exam (2 hour or 3 hour). Submission and return details are not required at this stage.

Section 9 Mapping Assessment to Module Learning Outcomes				
Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.				
Learning Outcomes	**Summative Ass 1**	**Summative Ass 2**	**Summative Ass 3**	**Summative Ass 4**

Section 10 Attribute development							
On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**							
Academic excellence		**Critical thinking & problem solving**		**Learning & personal development**		**Digital literacy and IT**	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	☐	A capacity for independent, conceptual and creative thinking	☐	A commitment to developing professional values, self-insight and capabilities	☐	Confidently employ a range of digital technologies for academic and professional/ career development purposes	☐
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	☐	A capacity for informed argument and logical reasoning	☐	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	☐	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	☐
The ability to analyse and critically engage with a wide range of concepts and ideas	☐	A capacity for problem identification and problem-solving	☐	Self-confidence and an ability to exercise own 'voice'	☐	The ability to critically evaluate and engage with the information obtained	☐
Self-management & professionalism		**Team working and leadership**		**Communication**		**Applied numeracy and technical proficiency**	
A capacity for taking responsibilities and ownership of actions	☐	An ability to co-operate and collaborate with others, including working to shared aims	☐	An ability to communicate in written form for different purposes, audiences and contexts	☐	An ability to perform routine calculations in daily tasks and in applied contexts	☐
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	☐	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	☐	An ability to communicate in person for different purposes, audiences and contexts	☐	An ability to analyse and interpret data and evidence	☐
An understanding of work cultures and practices, including work place professionalism	☐	An ability to motivate and lead others, including taking the initiative and delegating when required	☐	An ability to network effectively with others for specific purposes	☐	Proficiency in skilled techniques used for academic and professional purposes	☐
Career management		**Commercial awareness**		**Innovation and enterprise**		**Citizenship and stewardship**	
A capacity to reflect on and articulate qualities, strengths and attributes	☐	A knowledge of the link between academic subjects and their commercial applications	☐	The confidence to introduce and establish something new	☐	An understanding of your place within local and global communities	☐
The ability to research specific job and career areas	☐	An understanding of business priorities and the needs of graduate employers	☐	The potential to take an idea through to its practical application	☐	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	☐
An ability to present your experience and attributes positively to graduate employers	☐	The ability to understand and prioritise customer needs	☐	The potential to apply an enterprising mind-set to situations	☐	An ability to improve the lives of others and lobby for positive change through community and/or political engagement	☐

Guidance for Academic Staff when Completing this Module Outline Template for new modules to be introduced with a new course

This form is to be used to record Module information for any new module introduced as part of a new course proposal. The Module will be set up using the eVision task after approval of the course. Please complete as much of this as you can, as this will help in the consideration of the Academic Case for the new course.

Section 1 – General Information
Complete all the sections you can at this stage.

Section 2 – Description and Learning Outcomes
The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team
Add in the Module Organiser if this is known.

Section 4 – Learning Activity & Student Effort Hours
Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

Section 5 – Teaching Sessions
At this stage, only a summary is required.

Section 6 – Learning Support Materials
At this stage, only a summary is required.

Section 7 – Formative Assessment
Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the

student's level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

Section 8 – Summative Assessment
Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days. Assignment deadlines can only be set on Monday to Thursday and only on days when the University is open for business.

The word limit indicated will be displayed to students on eVision and on the coursework coversheet. Where an assessment is by examination, please indicate if this will take place in the main series or some other time. Where assessment is by Course Test, please indicate the date and time of the test and whether the test will take place in- class or will be formally invigilated, in which case the request will be made to the Assessments and Quality Office by LTS team members.

The total assessment weightings of all summative pieces for the module must add up to 100%. All items which have a percentage attached must be listed individually.

Section 9 – Mapping Assessments to Module Learning Outcomes
This section makes it clear to students how the assessments on the module will enable them to demonstrate the achievement of the module's Learning Outcomes.

Section 10 – Attribute Development
Students need to understand how modules will develop attributes beneficial to their academic progression and desirable to graduate employers. Module Organisers can use this section to indicate specific attributes that students will have the opportunity to gain. This might include both disciplinary-specific knowledge and skills, and attributes of a more generic, transferable nature (e.g. effective communication, team-working). Individual modules are not expected to include all attributes.

V1- to be considered by LTC Nov 2017

CP1CU
UEA Course Approval and Update Process – Course Update

Course Update Guidance Notes
for Taught Programmes only

Summary
The Course Approval and Update Process consists of three distinct, but related, processes: Standard Risk Approval, Low Risk Approval and Annual Course Update. It is designed to manage the approval of new courses and significant changes to the content of existing courses. It covers all credit-bearing taught courses, including distance and online courses and degree apprenticeships. The approval for **Low Risk** proposals is devolved to Faculties differing from the approval of **Standard Risk** proposals, which are usually accompanied by a business case and financial plan and where more wide-spread consultation and sign-off by the University Learning and Teaching Committee is required. The Low Risk process is linked to the **Course Update** process so the annual update is appropriately managed and recorded. If there is any doubt as to which you should use, please consult your LTS Coordinator in the first instance.

This **Course Update Form (CP1CU)** is designed to capture, approve and manage the changes to existing courses through the Annual Course Update process. Where changes are significant their introduction needs to be managed appropriately to ensure CMA compliance. This will usually mean that the course incorporating the changes will have a new version number, and this course will be made available in the next recruitment cycle, for prospective applicants, so the changes are phased in for the new cohort of students. This will mean that a standard undergraduate course may have more than one version running concurrently to manage the different cohorts appropriately. Changes to existing provision which will affect current students or applicants are sometimes possible, but affected students will need to be consulted with and applicants informed of the changes, at the earliest opportunity, once approved.

As part of the Annual Course Update process the **Academic Lead (**usually the **Course Director)** completes the form, summarising the changes and the reasons for them, or confirms that no changes are required. The proposed changes should be summarised on the form and attached as an amended Course Profile. If you are making the same changes for both next year and the following year you can do this on the one form; if you are making different changes, two forms should be used for clarity. The completed, signed form (using an electronic signature) should be forwarded to the LTS coordinator who will ensure appropriate approval by/reporting to FLTQC.

Examples of the different categories are given in the Appendix.

CP1CU UEA Course Approval and Update Process – Course Update

Current course (route) code		
Title of course (including award)		
School(s) of Study		
Academic Year(s) the update process relate to	Next Academic Year	Next Academic Year + One
	2018/9	2019/0
Course Director		
Deputy Course Director (if appropriate)		

Category of Update Confirmation			
After reviewing the Course, please confirm the category of the update; the change category determines whether or not a new version is required. (See Appendix for examples – the appendix sets out the CMA implications and when students/applicants have to be consulted or informed in more detail).)			
Description of Update	**Category code**	**New Version of Course required?**	**Tick appropriate category**
No changes.	**A**	N	
There are some changes to the Course Profile and options available to current students but there are no CMA implications as the module choice has not diminished or changed significantly. ***Attach updated Course Profile.***	**B**	N	
There are changes to the compulsory and/or optional module choices for Next Year which will affect current applicants and current students. ***Attach updated Course Profile. Attach evidence of consultation with current students. Applicants will need to be informed of the changes, at the earliest opportunity, once approved.***	**C**	N	
There are changes to the compulsory and/or optional module choices for Next Year PLUS ONE which will not affect current applicants or students, so no CMA implications. ***Attach updated Course Profile.***	**D**	Y	
A new course is required which will only affect new applicants so there are no CMA implications	**E**	n/a – refer to Low/ Standard Risk approval	
There are no changes to the academic content but there is an increase in the additional course costs that future students will be charged OR change to the accreditation status of the course for future students. This will only affect new applicants.	**F**	N	
There are small changes to the module details/ choice but these will only affect new students only from 2018/9. ***Attach updated Course Profile if appropriate***	**G**	N	
There are changes to the compulsory and/or optional module choices for Next Year which will affect current applicants but NOT current students. ***Attach updated Course Profile. Applicants will need to be informed of the changes, at the earliest opportunity, once approved.***	**H**	Y	

November 2017 v3 – updated layout and instructions

Summary of reasons for the change and details of the changes.	
Have you attached a revised Course Profile? Y/N Have you attached evidence of student consultation? (for Category C and H updates) Y/N Have you attached a Course Closure form (for Category D and H updates) Y/N	
Course Director's signature	
Date	

On completion of the above, please forward to the appropriate LTS team's **generic Hub email address** with a revised Course Profile and evidence of student consultation where required. Where a new version of the course is required, a Course Closure form should be submitted too – please liaise with your LTS Hub team to ensure this is processed.

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Office Use Only – For completion by LTS		
	Yes/No/Not applicable	Notes
Category Checked and Approved?		
Approved by/ Reported to FLTQC? (add date)		
New Route Version required?		If yes, please complete next section
New Course Profile received and checked?		
What year will the current version stop being recruited to? Has a Course Closure Form been submitted?		
Programme Spec code/ notes for update		

NOTIFICATION OF APPROVAL AND SET-UP INFORMATION			
RELEVANT OFFICE INFORMED? *insert date			
Finance, Planning and Governance Office	**Admissions, Recruitment and Marketing**	**Learning and Teaching Service**	**Union of UEA Students**
*	*	*	*
cams.records@uea.ac.uk	arm.operations@ uea.ac.uk	Email the LTS coordinator responsible for the course	

This part of the set-up is managed by the Systems and Process manager in FPG, cams.records@uea.ac.uk, in collaboration with the ARM operations manager and the LTS coordinator. The approved master document (the CP1CU Form and any accompanying Course Profile) resides with the FPG office for retention purposes.		
Information required to set up new courses on the relevant systems		
INFORMATION	**SOURCE**	**DATA (fill in relevant information from source)**
1. HUB ADDRESS FOR ROU CODE	**LTS coordinator**	
2. COURSE TITLE	**This form**	
3. COURSE DIRECTOR	**This form**	
4. DEPUTY COURSE DIRECTOR	**This form**	
5. YEAR OF IMPLEMENTATION/ FIRST COHORT	**This form**	
6. YEAR AVAILABLE TO TRANSFER CURRENT STUDENTS (if earlier than 5)	**This form**	
7. BOARD OF EXAMINERS	**LTS coordinator**	
8. UCAS CODE	**ARM Ops Mgr**	
9. HECoS code	**CAMS Mgr, FPG will liaise with Course Director**	
10. NEW ROUTE CODE	**CAMS Mgr, FPG**	
11. NEW ADMISSIONS CODE	**CAMS Mgr, FPG**	
12. COURSE CLOSURE	**Accompanying CC1 course closure form**	
Log of action taken to set up courses		
ACTION	**Office**	**Date of completion**
1 Student Course set up on SITS, including all the information in 2.1	**CAMS team, FPG**	
2 UCAS code set up	**ARM**	
3 Course live for applications	**ARM**	
4 Course Profile created in SITS	**LTS**	
5 Programme Specification uploaded onto LTS website	**LTS**	
Any associated course closures	**CAMS team**	
Final filing date	**CAMS team**	

November 2017 v3 – updated layout and instructions

	APPENDIX - Annual Course Update in November 2017 EXAMPLES		
		Year of change	**Category of Course Update**
1	There are some changes to the options available to current students but choice has not diminished or changed significantly. There are no set rules for this – you need to consider what the students are expecting from their current course profile and how significant the changes proposed are. Some acceptable changes would be, for example, a choice of 15 politics modules reduced to 10 modules; a choice of 10 Biology modules reduced to 8 Biology modules; additions to option range choices. (It is easier to set out what **is not** acceptable such as a significant reduction in choice, a reduction in subject choice for 'with subsidiary subject' degrees. Examples include 10 politics and management modules available as options reducing to just 10 politics; a choice of 2 from 4 modules reducing to 2 out of 3; 10 politics modules changing to 8 different politics modules and 2 remaining the same. For any of these changes either you need to consult with the current students and applicants, or bring in the changes for new applicants only).	2018/9	B- current students and applicants are not adversely affected by the changes.
2	Amendments to a course where existing teaching content is re-organised into new modules and current students will be affected; this may include changes to course assessment design and relative weightings of assessment type.	2018/9	C – current students to be consulted with
3	Amendments to a course where existing compulsory teaching content is re-organised for a new cohort of students (current applicants) but current students will remain on current course and are unaffected.	2018/9	C – current applicants to be informed as soon as the approval has been given.
4	Amendments to a course where existing compulsory teaching content is re-organised for a new cohort of applicants. Current applicants and students will remain on old course and are unaffected.	New version of the course required for 2019/0 entry.	D – no CMA implications

November 2017 v3 – updated layout and instructions

		Year of change	Category of Course Update
5	Changes to the delivery of the current course eg additional intakes, change to start date, introduction of non-standard assessment. Affected students/ applicants will need to be consulted with, along with Professional Services, to ensure that the changes can be accommodated.	This will depend on the reasons for the changes and the outcome of the consultations.	Use Low Risk Proposal Process
6	Change to course learning outcomes which will affect current students and applicants.	2018/9	C – current students to be consulted with, and applicants informed of the changes once approved.
7	Changes to Module details: Titles, but not content, OR Pre/post/co-requisites, OR Assessment design, OR Learning outcomes, OR Description, OR Period of delivery (S1, 2, Year), OR Timetabling slot impacting choice.	2018/9 for new students only	G – consider what has been advertised to current applicants and whether they need to be informed of changes.
8	Changes to Module details: Titles, but not content, OR Pre/post/co-requisites, OR Assessment design, OR Learning outcomes, OR Description, OR Period of delivery (S1, 2, Year), OR Timetabling slot impacting choice.	2018/9 for current students/ applicants	C – current students to be consulted with, and applicants informed of the changes once approved.
9	Changes to additional course costs for new applicants. (Additional course costs cannot be introduced which affect current students or applicants).	Ensure publicity material makes this clear for affected new applicants. 2019/0 onwards.	F
10	Adverse changes to the compensation rules for new applicants. (This cannot be introduced for current students or applicants).	New version of the course required for 2019/0 entry.	D – no CMA implications
11	Changes to the accreditation status of the course for future applicants.	Ensure publicity material makes this clear for affected new applicants. 2019/0 onwards.	F
12	Merging of existing multiple courses into one new course; the existing multiple courses are kept for current students and current applicants.	New merged course required for 2019/0 entry.	Use Low Risk Proposal Process – no CMA implications
13	Separation of existing pathways on one course into their own separate courses. Current students and applicants stay on current course	New courses required for 2019/0 entry.	Use Low Risk Proposal Process – no CMA implications

November 2017 v3 – updated layout and instructions

		Year of change	Category of Course Update
14	Variant of an existing degree, including the introduction of a placement, in industry or study abroad where this is already offered within the Faculty and the placement study is pass/fail and does not count towards the degree classification.	Ensure prospectus deadline is met for 2019/0 entry.	Use Low Risk Proposal Process – no CMA implications
15	Variant of an existing degree, including the introduction of a placement, in industry or study abroad where this is NOT already offered within the Faculty and/or the placement study counts towards the degree classification.	Ensure prospectus deadline is met for 2019/0 entry.	Use Standard Risk Proposal Process – no CMA implications
16	New course which involves more than one School, where less than 25% (90 credits for a 3-year course) of the compulsory programme is in another Faculty.	Ensure prospectus deadline is met for 2019/0 entry.	Use Low Risk Proposal Process – no CMA implications
17	New course which involves more than one School, where more than 25% (90 credits for a 3-year course) of the compulsory programme is in another Faculty.	Ensure prospectus deadline is met for 2019/0 entry.	Use Standard Risk Proposal Process – no CMA implications
18	Change to degree course title, where no more than 20% (80 credits in a 3-yr course) of the content of the programme is new or changing where current applicants and students are not affected; close current course to prospective applicants	Ensure prospectus deadline is met for 2019/0 entry.	Use Low Risk Proposal Process
19	Change to degree course title, where no more than 20% (80 credits in a 3-yr course) of the content of the programme is new or changing where current applicants are affected; close current course to applicants	Consult with current applicants for 2018/9 entry	Use Low Risk Proposal Process
20	Change to degree course title, where more than 20% (more than 80 credits in a 3-yr course) of the content of the programme is new or changing.	Ensure prospectus deadline is met for 2019/0 entry.	Use Standard Risk Proposal Process
21	Change in the School of registration. Cannot be brought in for current students or applicants due to CMA implications.	Ensure prospectus deadline is met for 2019/0 entry.	Use Low Risk Proposal Process
22	Changes to existing courses with PSRB accreditation where the accrediting body is content or has recommended the proposed changes (In all likelihood the changes will fit into another category, and the process will be defined by that). *This may be accommodated via the Course Update process, depending on the detail*	This will depend on PSRB recommendations. Consultations with students/applicants may be necessary.	*This may be accommodated via the Course Update process, or the Course Update process, depending on the detail. The LTS coordinator or Head would be able to advise.*
23	Amendments to a course where more than 20% of the content is new or changing	New course required for 2019/0	Use Standard Risk Proposal Process

November 2017 v3 – updated layout and instructions