Guidance on Completion of Undergraduate Programme Proposals (SENAS) Forms:

SENAS 2: NEW PROGRAMME PROPOSALS

After scrutiny and approval at the School level, all proposals to offer a new undergraduate programme will be submitted to the relevant College Registrar (see relevant e-mail addresses at end of Guidance Note). The proposal will be considered initially by the relevant College Committee and, subsequently, by the Quality Assurance Committee.

In completing the new programme proposal form, please would you note the following:-

All boxes must be completed, where appropriate.

2 - Proposals for undergraduate programmes which lead both to a designated and an Honours degree or to awards in combination with a range of other subjects, can be submitted on one form, but please highlight all relevant boxes.

All programmes must comply with the minimum credit requirements as set out by the Scottish Credit & Qualifications Framework summarised below:

<table>
<thead>
<tr>
<th>Award</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Master's Degree (MChem, MPhys, MEng &amp; MSci)</td>
<td>A minimum of 600 credit points including at least 120 at level 5. Programme should also meet the Honours degree requirements.</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>A minimum of 480 credit points including at least 180 at levels 3 and 4 of which a minimum of 90 must be at level 4.</td>
</tr>
<tr>
<td>Designated Degree</td>
<td>A minimum of 360 credit points including at least 90 at level 3.</td>
</tr>
<tr>
<td>Non-Honours Degree</td>
<td>A minimum of 360 credit points including at least 60 at level 3.</td>
</tr>
</tbody>
</table>

In addition, all programmes should ensure that routes are provided to enable students who choose to exit with an Undergraduate Certificate or Diploma in Higher Education. These have the minimum SCQF requirements as detailed below:

<table>
<thead>
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<th>Award</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Diploma in Higher Education</td>
<td>A minimum of 120 credit points including at least 90 at level 2.</td>
</tr>
<tr>
<td>Undergraduate Certificate in Higher Education</td>
<td>A minimum of 120 credit points.</td>
</tr>
</tbody>
</table>

Full details of SCQF are available at [http://www.scqf.org.uk/AbouttheFramework/](http://www.scqf.org.uk/AbouttheFramework/)

The rules which determine whether a degree is classified as joint or combined honours for funding purposes are:

Joint Honours:
Programmes consisting of two elements, each constituting between 40 and 60% are ‘joint
degrees’. It is conventional to base the assessment of proportions only on the Honours
programme. The naming convention is to list subjects in alphabetical order e.g. Degree of
Master of Arts in French – History.

Combined Honours:
Programmes consisting of two elements, one constituting 60-75% and the other 25-40%
are ‘combined’ degrees e.g. the Degree of Master of Arts in x with y where ‘x’ is the major
subject and ‘y’ is the minor. As with joint honours degrees, it is conventional to base the
assessment of proportions only on the Honours programme.

3. Programme Co-ordinators MUST be either a member of academic staff or an Honorary
member of academic staff of the relevant School. This is because the Head of School is
ultimately responsible for the delivery of the programme. “Bought-in” staff should not should
not have a significant role in the organisation of programmes.

6 – There is no need to submit a separate withdrawal form if the programme is to replace an
existing programme, but please give details in 20.

8 - Examples of the rationale for a proposal include:-

• in response to feedback (e.g. from students, External Examiners, employers, professional
or statutory bodies etc.);
• as a consequence of teaching staff changes;
• as a consequence of programme review;
• to meet strategic objectives.
• as part of programme review undertaken for Curriculum Reform

9- Resource implications are primarily a College concern. QAC approval for a programme is
conditional upon the relevant College(s) being satisfied that it can be sufficiently resourced.

10 – Much of the information provided in 10 will be published on the University’s website as
part of the Programme Specification in the University Calendar (http://www.abdn.ac.uk/registry/calendar/).

Aims of Programme
The programme aims indicate the broad, general statement of educational intent that
indicates the overall desired goal of the programme.

Programme outcomes: knowledge and understanding
Programme outcomes are statements of intended learning that may take the form of acquired
knowledge, understanding, or higher level intellectual, practical or transferable skills, and
which is intrinsically linked to assessment. Programme outcomes should be set an
appropriate level with reference to the SCQF
(http://www.scqf.org.uk/AbouttheFramework/LevelDescriptors.aspx?)

Details of accreditation by a professional or statutory body
Whilst not applicable to all subjects, programme-co-ordinators will be aware of their own
particular professional and/ or statutory body (PSB) requirements. Please provide details of
the accrediting body.

Teaching, learning & assessment (including feedback) strategies, including details of
opportunities for e-learning in this programme

Please give details of the range of teaching, learning, assessment and feedback methods that
are utilised across the programme. Programmes typically display a variety of such methods:
differing teaching, assessment and feedback approaches ensure that students with different
styles of learning have the opportunity to demonstrate their learning and to perform to the
best of their abilities.
Opportunities for eLearning

eLearning can have potential benefits including:
- Flexibility - learning can take place anywhere and at any time
- Collaboration - communication tools can support collaborative learning beyond the classroom
- Interactivity - assessment and formative feedback to learning activities can be immediate and autonomous
- Motivation - rich media and communication tools can make learning more engaging
- Opportunities for learning - providing content online can reinforce and extend classroom based learning
- Connectivity - accessing information and resources on a global scale

The institutionally supported virtual learning environment, WebCT, is recommended as the primary means for providing course materials, resources, and communicating with students online. In addition, programmes may find it useful to consider making use of the additional tools available:
- Online assessment and feedback tools including QuestionMark Perception and the WebCT Quiz Tool
- Personal Response system (PRS) ‘clickers’ for interactive polling, questioning, and feedback in lectures and tutorials
- TurnitinUK (originality checking and plagiarism avoidance software) which can help students avoid plagiarism, enables the provision of feedback online, and enables online peer assessment
- ACTIV Boards and panels for adding and capturing interactivity in lectures and tutorials
- Lecture recording, rich media production, and podcasting for flexible and distance learning
- Online conference tools to enable flexible and distance delivery of tutorials
- Online learning object repository, for management and sharing of programme content between course teams
- Online Personal Development Planning to assist students develop themselves into effective learners
- Personal ePortfolios, available to all students (which they can access from their WebCT accounts) where they can store and reflect on coursework themselves or share work online

Support available
For support to enhance and extend the use/integration of eLearning in courses and programmes contact the Centre for Learning & Teaching (www.abdn.ac.uk/ctl) or the Media-CAL Unit (www.abdn.ac.uk/medi-cal) for staff within the School of Medicine and Dentistry.

Writing, numeracy and other generic skills
The purpose of this section is to ask you to consider how this programme will offer students the opportunity to develop the appropriate forms of academic writing and/or numeracy skills that will be essential for successful completion.

Writing skills:
There are many different forms of writing for different purposes. Some of these may contain mathematical, scientific or statistical information and thus may well combine writing and numeracy elements of the programme:
Examples:
- Short answers, which are factual and concise
- Discursive essays / dissertations
- Reflective essays / dissertations
- Reports, which may contain mathematical, scientific or statistical elements
Numeracy skills:
Naturally, the extent to which different programmes will require different levels of numeracy skills will vary significantly. For some programmes basic numeracy proficiency will be important, whilst others will demand much more sophisticated numeracy ability. Here you are being asked to indicate how this programme will offer students the opportunity to develop the appropriate level of skills. For example, will there be opportunities for formative exercises/tasks to enhance their competencies in preparation for summative assessments?

Generic skills:
All programmes will offer students the opportunity to develop other generic skills as they progress through its various component parts. As some of these may also be reflected in other parts of this form, you are being asked to highlight here those generic skills that will be a particular feature of this programme.
Examples:
- Group / team working
- Group / team presentations
- Independent learning
- Information literacy
- IT skills

Work-related learning and study overseas
Work-related learning involves students learning about themselves and the world of work in order to empower them to enter and succeed in employment and includes:
- Work Placements (paid or unpaid), where the learning outcomes are intended as part of a student’s degree programme. Credit is not awarded for undertaking work, but for the learning and skills achieved and demonstrated as a result of the experience. Work placements vary in length from 6 weeks to 12 months and also location and can be local, national and international.
- Professional mandatory placements or attachments, for example in primary or secondary schools to fulfill professional body requirements.
- Work shadowing where a student observes a member of staff working in an organisation, and gains an increased understanding of what a particular job entails.
- Work simulations such as role play, business games and work-based problem solving exercises carried out in the classroom.

Further information regarding establishing a work placement provision as part of a course/programme is available from the University’s Careers Service.

Study Abroad Opportunities include:
ERASMUS an EU-funded programme which gives students an opportunity to study in another European country without lengthening their degree.
[http://www.abdn.ac.uk/newstudents/erasmus/](http://www.abdn.ac.uk/newstudents/erasmus/)

Bologna a process designed to create a European Higher Education area promoting study abroad.
[http://www.heacademy.ac.uk/ourwork/learning/international/bologna](http://www.heacademy.ac.uk/ourwork/learning/international/bologna)

North American exchange opportunities.
[http://www.abdn.ac.uk/sras/international/north_america.shtml](http://www.abdn.ac.uk/sras/international/north_america.shtml)

How does your programme include or address any of these areas?

Knowledge transfer, enterprise and innovation

Enterprise-related learning involves developing students’ creative and innovation skills for personal and professional success. A useful definition of the term ‘enterprise’ is the ability to spot opportunities, develop ideas, create innovative solutions and develop individual
confidence and capabilities to turn these ideas into working realities. These enterprise skills include creativity, innovation, negotiating, networking, managing intellectual property and business planning skills. Feedback from employers suggests that graduates with these skills are in increasing demand as they can add value to most work or research situations. Some graduates will go on to use these enterprise skills to create new businesses, this is ‘entrepreneurship’.

### Enterprise Skill

<table>
<thead>
<tr>
<th>Enterprise Skill</th>
<th>How this could manifest itself in a programme or course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea generation &amp; development</td>
<td>Encouraging students to consider and critically evaluate commercial ideas either within or outside the academic discipline.</td>
</tr>
<tr>
<td>Creativity &amp; innovation</td>
<td>The development of a new idea, method or device which is related to the academic discipline which would be of benefit to society.</td>
</tr>
<tr>
<td>Commercial awareness</td>
<td>An understanding of how a new product or service would fit into the market place and how money could be made from this.</td>
</tr>
<tr>
<td></td>
<td>Recognition of the value and importance of intellectual property generated in the university environment.</td>
</tr>
<tr>
<td>Networking</td>
<td>The seeking out and interacting with others in order to establish a relationship to achieve common goals.</td>
</tr>
<tr>
<td></td>
<td>The active process of developing and managing productive relationships.</td>
</tr>
<tr>
<td></td>
<td>Encouraging relevant external business people and entrepreneurs to talk about their experiences in class.</td>
</tr>
<tr>
<td>Business planning</td>
<td>Understanding of the importance in thoroughly planning a project in order to crystallise and test ideas, enable management objectives to be set, strategy developed and actions to be taken. Understanding of the importance of managing money and budgets.</td>
</tr>
<tr>
<td>Knowledge transfer</td>
<td>Recognition of business/knowledge base collaborations in the academic discipline. Knowledge Transfer helps businesses and organisations to improve their competitiveness and/or productivity through the use of the knowledge, technology and skills that reside within the university.</td>
</tr>
</tbody>
</table>

### Graduate attributes

The purpose of this section is to ask you to consider whether your programme allows students to gather the values, knowledge and skills given in the four clusters of Aberdeen Graduate Attributes. These attributes are what our students should know, be capable of, or have accomplished by the time that they have finished their degree.

Not all the courses in your Programme will include all of the attributes listed, but it is hoped that after students have attended the full set of courses, they will have attained or be capable
of the full range of graduate attributes. Please consider the courses that you are including in the Programme, if necessary reviewing the SENAS forms relevant to each core course, and then check that the relevant knowledge, values and skills are present.

Please provide a list of the constituent courses which provide the programme with any or all of the following graduate attributes? Please also add any other details that you consider relevant.

1. **Academically excellent**
   a) In-depth and extensive knowledge, understanding and skills
   b) A breadth of knowledge, understanding and skills beyond their chosen discipline(s)
   c) An ability to participate in the creation of new knowledge and understanding through research and inquiry
   d) A contextual understanding of past and present knowledge and ideas
   e) An intellectual curiosity and a willingness to question accepted wisdom and to be open to new ideas

2. **Critical thinkers and effective communicators**
   a) A capacity for independent conceptual and creative thinking
   b) A capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis
   c) A capacity for attentive exchange of views, informed argument and reasoning
   d) An ability to communicate effectively for different purposes and in different contexts
   e) An ability to work independently and as part of a team
   f) A diverse set of generic skills

3. **Open to learning and personal development**
   a) An openness to, and an interest in, life-long learning through directed and self-directed study
   b) An awareness of personal strengths and weaknesses
   c) A capacity for self reflection, self discovery and personal development

4. **Active citizens**
   a) An awareness and appreciation of ethical and moral issues
   b) An awareness and appreciation of social and cultural diversity
   c) An understanding of social and civic responsibilities, and of the rights of individuals and groups
   d) An appreciation of the concepts of enterprise and leadership in all aspects of life
   e) A readiness for citizenship in a civilised and inclusive society

For further information about the background to the development of Aberdeen-specific Graduate Attributes consult the final report of the Curriculum Reform Project (http://www.abdn.ac.uk/curriculum-reform/documents/Final_report_minus_appendices.doc).

**Enhanced study exemption**
The following criteria determine whether an exemption from Enhanced Study (ES) requirements would be granted:
a) Joint/combined (with) degrees are normally fully exempt from ES requirements, given they normally contain sufficient breadth already;
b) Degrees in Medicine and Dentistry, plus related intercalating degrees, are exempt from ES requirements;
c) a single honours degree, regardless of whether it has a related industrial placement, must comply with ES requirements;
d) all designated degrees should comply with the requirements of the related honours degree;
e) subject to the approval of QAC, a programme structure giving 50% (60 credits) breadth at level one, followed by 0% breadth at level two may be considered to meet the requirement of 25% (30 credits) breadth at levels one and two combined, if no other solution is practicable;

Programme structure
A template for the programme prescription is available at [http://www.abdn.ac.uk/registry/senas/programme-prescription-basic-template.doc](http://www.abdn.ac.uk/registry/senas/programme-prescription-basic-template.doc) and should be completed for all programmes or parts of programmes i.e. a structure should be submitted for each single honours programme, each half of a joint honours programme, each part of a major/minor combination etc.

In designing the structure of a programme, the Enhanced Study (Disciplinary Breadth, Sixth Century Course(s) &/or Sustained Study) requirements detailed below, should normally be taken into consideration (see also Enhanced Study exemption guidance above):

Each programme should include, as a minimum, four 15 credit opportunities for students to take Enhanced Study courses over programme years 1 and 2 and two 15 credit opportunities over programme years 3 and 4. However, most joint and combined degrees will be exempt from the requirement for students to take Enhanced Study options as, in most instances, there is sufficient differentiation between the two disciplines involved for the combination to count as Disciplinary Breadth.

Where a programme is not covered by existing Regulations (copies of existing Regulations can be accessed in the [University Calendar](http://www.abdn.ac.uk/registry/senas/programme-prescription-basic-template.doc)), or requires amendments to existing Regulations, please contact the appropriate Registry Officer (please see [http://www.abdn.ac.uk/registry/staff_function.shtml](http://www.abdn.ac.uk/registry/staff_function.shtml) for contact details).

Opportunities for further study Does the programme enable students to enter or progress to specific further qualifications, either academic or vocational? If yes, please provide details in the field provided.

11- College specific guidance on the minimum numbers of students required for a programme to run is available from the appropriate Assistant College Registrar.

12 - There should be good and specific reasons to seek permission to cap programmes.

13 - Resource implications are primarily a College concern. QAC approval for a programme is conditional upon the relevant College(s) being satisfied that it can be sufficiently resourced. However, it should be noted that no additional resource is available for programme developments resulting exclusively from the Curriculum Reform process.

14 - The Senate (14 June 2000) approved the following recommendations:-

(i) that part-time registration on an Honours programme normally should be permitted, unless the Academic Standards Committee (Undergraduate) has approved an application, on an individual programme basis, that part-time study should not be permitted for a particular programme. It should be for the Academic Standards Committee (Undergraduate) to judge the merits of an application not to offer part-time Honours programmes on academic grounds;
that where the Academic Standards Committee (Undergraduate) gave permission for a particular Honours programme not to be offered on a part-time basis, the parent School(s) should be required to indicate this prohibition in their Level 1 and Honours handbooks, i.e. that a named Honours programme could only be studied on a full-time basis; and that the degree programme prescription annexed to the relevant supplementary regulations should be amended to denote this restriction;

that the General Regulations be revised to emphasise that, in the context of an Honours programme, periods of part-time registration must normally be continuous, and must not exceed twice the period of time required of a full-time student to complete the Honours programme (or the portion(s) of it in respect of which the student was registered part-time). Examples would be two years for a 1 year Honours programme and four years (or two years part-time and one year full-time) for a 2 year Honours programme.

The Senate noted that the following were academic grounds on which the Academic Standards Committee (Undergraduate) might approve an application not to permit students to undertake an Honours programme on a part-time basis:-

(a) where a 60 credit point course required full-time study in a particular half-session;

(b) where two 30 credit point core courses in a Joint Honours programme were only available in the same half-session;

(c) where offering a part-time Honours programme would require significant changes in the organisation of course delivery (i) which would have a detrimental effect on delivery to full-time students or (ii) where the relevant College Committee was unable to approve an application for restructuring to provide a separate organisational structure specifically for part-time delivery;

(d) where a course (e.g. a project course requiring experimental work) required extended periods of focused activity that would be incompatible with part-time study and where successful completion of such a course was dependent on it being carried out in the context of knowledge acquired concurrently in other elements of the Honours programme, all of which could not be available at the same time to a part-time student.

15 – If a programme is to be undertaken by students off-campus (including work placements or study/work abroad) or by distance learning, give details in 20 and indicate the arrangements for ensuring that students are provided with, or have access to, the equivalent School and University support arrangements as provided for students on campus.

17 – Please indicate the course(s) in which students are provided with the opportunity to contribute to their design. Course content and structure are elements that are under the close scrutiny of the course co-ordinator at all times. Within this overarching scheme, however, it can be possible to involve the students themselves in contributing to the content or structure of a course in some way. The most obvious examples of this are during the production of a project or dissertation, when students can choose the topic that they wish to study and the methods to be employed to carry it out.

18 – If there are components of the programme that may be inaccessible to students with disabilities or which they may find it difficult or impossible to complete, please discuss this with the University’s Student Support Officer/Disabilities Adviser in Student Support Services (ext 3935) and give details in 20 of the alternative arrangements that would be made to allow such students to complete the programme successfully.

19 – In order to assist with employer engagement and the development of graduate attributes and the co-curriculum, each programme should have an Advisory Group which includes external representation from alumni, employers and community stakeholders, as appropriate.
20 - Use this box to provide any additional information requested elsewhere.

21 - The proposal must be approved by the Heads of all relevant Schools before it is sent to the relevant College Registrar. Where approval required by more than one Head of School, enter date of final approval.