Guidance on Completion of Undergraduate or Postgraduate New Programme Proposal Forms (SENAS)

After scrutiny and approval at the School level, all proposals to offer a new programme should be submitted online by way of the SENAS SharePoint site. The proposal will be considered initially by the relevant Head of School, College and, subsequently, by the Quality Assurance Committee (QAC).

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

All boxes must be completed, where appropriate;

Please note that question 20 allows for additional space for the inclusion of information not captured elsewhere; or the continuation of answers where appropriate space is not provided.

2. Please select Undergraduate or Postgraduate, doing so will determine the questions to be asked on the remainder of the form.

3. The choices available to a programme coordinator will be determined by the level (undergraduate or postgraduate) at which the programme will be delivered. Proposals which lead to a combination of awards, 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 (SCQF).

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:

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

- 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.
- 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.

4. Programme Co-ordinators must be either a member of academic staff or an Honorary member of academic staff of the relevant School. This 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.

7. There is no need to submit a separate withdrawal form if the programme is to replace an existing programme, but please provide details.
9. 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.

In considering questions 11, programme coordinators are asked to refer to the University Calendar and reminded that the information provided will be fed to the Calendar and will therefore be accessible to students and prospective applicants.

11a. The Aims of Programme should indicate the broad, general statement of educational intent that indicates the overall desired goal of the programme.

11b. The 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.

11d. Details of accreditation by a professional or statutory body may not be 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 where applicable.

11e. Please give details of teaching, learning & assessment (including feedback) strategies, including details of opportunities for e-learning in this 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.

11f. Please 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.

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 include:

- Short answers, which are factual and concise
- Discursive essays / dissertations
- Reflective essays / dissertations
- Reports, which may contain mathematical, scientific or statistical elements

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.
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 include:

- Group / team working
- Group / team presentations
- Independent learning
- Information literacy
- IT skills

11g. **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.
- **North American exchange** opportunities.

11h. **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’.

<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 out-with 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><strong>Commercial awareness</strong></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. Recognition of the value and importance of intellectual property generated in the university environment.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Networking</strong></td>
<td>The seeking out and interacting with others in order to establish a relationship to achieve common goals. The active process of developing and managing productive relationships. Encouraging relevant external business people and entrepreneurs to talk about their experiences in class.</td>
</tr>
<tr>
<td><strong>Business planning</strong></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><strong>Knowledge transfer</strong></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>

11i. It is the expectation that all programmes, through their constituent courses, will provide opportunities for students to develop a full set of *Aberdeen Graduate Attributes*. Please provide details of the programmes’ constituent courses which meet each of the Graduate Attributes.

11j. **Undergraduate Programmes**, seeking Enhanced study exemption should consider the following criteria determining whether an exemption from Enhanced Study (ES) requirements could/would be granted:
   - Joint/combined (with) degrees are normally fully exempt from ES requirements, given they normally contain sufficient breadth already;
   - Degrees in Medicine and Dentistry, plus related intercalating degrees, are exempt from ES requirements;
   - a single honours degree, regardless of whether it has a related industrial placement, must comply with ES requirements;
   - all designated degrees should comply with the requirements of the related honours degree;
   - subject to the approval of UCTL, 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;

11k. A *programme structure* should be completed for all programmes.
In designing the structure of an undergraduate 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), or requires amendments to existing Regulations, please contact Academic Services for details.

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

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 programme’s constituent 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 Services.

19. In order to assist with employer engagement and the development of graduate attributes and the co-curriculum, each programme should have a Programme Advisory Board which includes external representation from alumni, employers and community stakeholders, as appropriate.

20. Use this box to provide any additional information requested elsewhere.