**Annex M**

**Proposal for a part-time version of a full time postgraduate course**

This template is based on one prepared by the Social Sciences Division and is included in the *Policy and Guidance* as an indication of the key sections of the main course proposal template (Annex A) and additional questions that are particularly relevant to part-time versions of full-time courses. This template should be used with reference also to the main template in Annex A.

1. **Academic grounds**

Describe the context and reasons for proposing the introduction of a part-time version/route at this time. Include if relevant: the need to meeting funding body requirements, demand from particular types of students, department strategy to diversify etc.

1. **Evidence of demand**

Include:

* whether this is (a) requirement to improve access in accordance with funding body requirements and/or (b) details of pool of candidates likely to be interested in programme(s), including evidence from enquiries/competitors etc.
* the likely location of students, bearing in mind requirements for regular face-to-face attendance in Oxford (e.g. those living within 1-2 hours of Oxford, M4 corridor, London, Birmingham etc).
* information about equality considerations including possible impact on diversity and access/widening participation.
1. **Course design, teaching and supervisory methods, student numbers organisation and administration**

Explain the:

* current full-time programme structure alongside an explanation of proposed part-time version.
* relative work-load each term between part-time and full-time (part-time students should have half the load in any given year (and ideally term)). If there are slight variations between terms, these need to be clear to applicants and an explanation provided of, and for, them.
* any patterns of delivery (e.g. distance learning elements) that are outside of the normal 8-week/3-term structure.
* any potential advantages/disadvantages for full-time students of introducing part-time students into the cohort (e.g. increased diversity/experience, impact of any changes in timings associated with necessary adjustments).
* intended level of recruitment and the impact on teaching/assessment resources and dissertation supervisor availability (needed over a 2-year period) (PGT), supervisory capacity (PGR) and admin support (PGT and PGR). Include a table of the growth of part-time cohort over time in comparison with full-time numbers, this is particularly important for PGR programmes as while recruitment may be small over time the numbers accumulate.
* how the needs of part-time students have been taken into account, e.g.
	+ Enhanced induction (recognising that part-time students may be returning to study after a period away and require additional support with writing, academic good practice skills etc).
	+ Information about how they will be integrated into the full-time community (e.g. clear expectations at point of application, requirement to attend induction, in Oxford for a minimum of XX days per year (PGR)/week (PGT), scheduling of seminars to help enable attendance, membership of real and virtual communities, use of IT to improve accessibility to material (particularly PGT), amendments to student representative structures to capture this group’s views.
	+ How students might be encouraged to remain engaged with their studies in the period between the first and second year.

Confirm:

* that learning outcomes will be the same.
* that teaching/supervisory methods are the same or, where different, a rationale is provided.
* that requirements for taught components and assessment are the same or, where different, an explanation of those differences and rationale for them.
* the feedback arrangements to students.
* that ordering of teaching (PGT) and/or methods of delivery (including PGR) will not impact disproportionately negatively on part-time students. Departments should consider, for example, the time between methods training and the need for students to use this learning in dissertations/theses and the ordering of the delivery of material (e. g. to ensure that all students receive foundational material in the early stages of their programmes and more overarching/connecting material in the later stages)
* that handbooks will be amended to incorporate part-time information.

In addition for part-time DPhils, clarification of:

* Experience of supervisors in supporting this mode of study (from previous institutions, cases of part-time study agreed for parental leave/disability reasons).
* Confirmation of those who will be assigned as supervisors and thus are likely to remain in place for the longer period needed (e.g. permanent academic staff).
* Confirmation of whether all part-time students will have two supervisors (to minimise the impact of sabbaticals and risk of one leaving during the period of study).
* Information about additional ways in which students can be supported, e.g. regular email communication, skype meetings etc). Departments may wish to consider whether increased points of contact, beyond the minimum supervisions recommended by the University, could be helpful for progression.
* Scope to provide teaching opportunities (recognising that this can already be a challenge for some departments).
1. **Assessment**

For PGT confirmation of the timing of assessment, re-sit practices and rationale for any differences between the full- and part-time modes.

For PGR confirmation of the timing of Transfer and Confirmation and final assessment of the thesis.

1. **Learning development, skills training and employability**

For PGT and PGR, any adaptations to support the development of IT capabilities, language, generic skills training / development, and employability.

1. **Recruitment and admissions**

Confirmation that admissions criteria are identical to full-time requirements.

Details of the information for part-time students about the time and other requirements of the course (including any potential fieldwork) to enable applicants to make informed decisions about managing these expectations in the context of other their commitments. Please also provide details of where/how this will be communicated (websites/handbooks etc).

1. **Colleges places**

It is expected that overall part-time numbers are likely to be small (see section 3). Departments will need to confirm that at least three colleges have agreed to accept part-time students, and provide details of these.

1. **Tuition fees and additional course costs**

Departments to confirm that fees would be charged at 0.5 the standard course rate as per the Planning and Resources Committee general agreement.

Information should be provided about any additional course costs. Prospective applicants should be made aware of the need for them to cover travel expenses and overnight accommodation (as appropriate).

1. **Facilities and other physical resources**

Departments to include information about resources for part-time students, including working space, remote access to required library resources/study materials, social provision, opportunities to work with staff and other graduates.

1. **Consultation**

Details of any consultation with departments (including Continuing Education) which have experience of delivering part-time programmes.