# **Annex C: Template for a new course proposal**

Departments wishing to propose a new course should use this template to provide the information required to enable appropriate consideration and scrutiny. Information can either be provided using the template provided (a Word version is available to download from [New Courses and major changes to courses | Academic Support (ox.ac.uk))](https://academic.admin.ox.ac.uk/new-courses) or in a separate Word document. Each section of the template must be completed. Note that each section has an indicative word count which is intended to act as a guide to the level of detail required.

1. Academic grounds
2. Evidence of Demand
3. Matriculation and college membership
4. Course design
5. Course organisation, administration and oversight
6. Teaching (UG & PGT)
7. Teaching resources
8. Assessment (UG & PGT)
9. Assessment arrangements and resources
10. Arrangements for suspensions
11. Facilities and other physical resources
12. Recruitment and admissions
13. Student numbers
14. Fees and additional course costs
15. Consultation undertaken
16. Documentation to be attached

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| 1. **Academic grounds**   Outline the academic grounds for the proposed new course, including:   1. The context and rationale for the new course development at this time 2. How the new course relates to existing provision, within the University and elsewhere 3. The strategic fit of the new course within the department/faculty, division and University 4. The intended year of first entry 5. Whether the course will meet any PSRB accreditation requirements or will otherwise confer additional recognition on completion   **Indicative word count: 500-1000 words** |
| 1. **Evidence of Demand**   Provide a statement on the evidence of demand for the new course, including:   1. A brief explanation of whom the new course is intended to attract 2. An overview of what is offered at competitor institutions (how does the course compare in content/style/duration, how many students apply, what kind of fees do they attract) 3. An explanation of what would attract students to this course at Oxford over other offerings at the University or elsewhere 4. An explanation of what considerations there are in relation to widening participation and equality and diversity in the new course design. This might include an exploration of protected characteristics and other key demographic factors in the intended applicant pool.   **Indicative word count: 500-1000 words** |
| 1. **Matriculation and college membership** 2. Is the course matriculated? Yes/No 3. If yes, will students matriculate in person or in absence? 4. If yes, which colleges have agreed to take students? Provide evidence of agreement (which may be in principle but must be a minimum of 3 colleges and must cover all the places agreed for the course). |
| 1. **Course (programme) design**   Give an overview of the course, including:   1. The course-level aims and learning outcomes; this should include reference to relevant subject benchmark statements and professional body or accreditation requirements 2. The course-level [competence standards](https://academic.admin.ox.ac.uk/glossary#collapse1802401) (see also [EAF Annex D](https://academic.admin.ox.ac.uk/examiners)), the study intensity (full-time/part-time) and delivery method (in person, blended, wholly online) 3. How the course demonstrates inclusive educational practice in terms of the teaching and supporting learning (see the[**Disability Inclusion Statement**](https://academic.admin.ox.ac.uk/disability-inclusion-statement)) 4. A mapping of how the course design develops students’ academic skills over the course of their study 5. A description of how the course embeds the development of students’ academic study skills over the course of study 6. How employability is embedded within the design of the course – both within the curriculum and activities specific to the course which sit outside of the curriculum   **Indicative word count: 1500-3000 words**  **Guidance**   * [**Annex F Glossary of terms**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** * [**Writing effective learning outcomes**](https://www.ctl.ox.ac.uk/effective-learning-outcomes) * [**Inclusive teaching and learning at Oxford**](https://www.ctl.ox.ac.uk/included-summary-of-resources-for-staff) * [**Examinations and Assessment Framework**](https://academic.admin.ox.ac.uk/sitefiles/eaf-jan-24.pdf) * [**Disability Inclusion Statement**](https://academic.admin.ox.ac.uk/disability-inclusion-statement) |
| 1. **Course organisation, administration and oversight** 2. Identify the course leadership and the body (e.g. organising committee, standing committee) that will be responsible for organising and supervising the new course and provide details of its:    1. composition (including student representation)    2. reporting lines to the relevant faculty/department(s) and division(s) 3. Provide a detailed overview of the new course oversight, organisation and administration, demonstrating that there are sufficient core staffing levels to ensure smooth running of the course. If this is a joint course or a new course drawing on resources outside of the home department or faculty, list the department/faculties and divisions involved and provide evidence of their support. 4. Describe the administrative support for the new course. Can the new course be supported by the department’s current administrative team? Yes/No. If no, what steps are being taken to provide the necessary resource. 5. Provide an overview of the arrangements for student representatives and representative structures associated with the new course, and articulate their integration into course management, quality assurance and enhancement and oversight.   **Indicative word count: 1000-2000 words**  **Guidance**   * [**Policy and guidance on student engagement and representation**](https://academic.admin.ox.ac.uk/student-engagement-and-representation) |
| 1. **Teaching (UG & PGT)**   Describe the teaching for the course and an explanation for the proposed balance between different teaching approaches across the duration of the course from first to final year of study, i.e. lectures, tutorials, classes or seminars, and laboratory or fieldwork.  **Indicative word count: 1500-3000 words**  **Guidance**   * [**Inclusive teaching and learning at Oxford**](https://www.ctl.ox.ac.uk/included-summary-of-resources-for-staff) * [**Accessible teaching and learning at Oxford**](https://www.ctl.ox.ac.uk/accessibility-teaching) * [**An introduction to inclusive teaching at Oxford (Canvas course)**](https://www.ctl.ox.ac.uk/an-introduction-to-inclusive-teaching-course) * [**Recommended patterns of teaching guidance (UG)**](https://academic.admin.ox.ac.uk/policies/ug-learning-and-teaching) |
| 1. **Teaching resources** 2. Describe how the teaching will be resourced 3. Have those expected to supply such teaching been consulted and indicated their willingness and availability to do so in the timescales which are proposed? Yes/No/in progress 4. Will it be necessary to make any adjustments on other courses to release teaching resources for the proposed new course? Yes/No/Not applicable 5. Are there any implications for the availability of resources for other courses within the division because of the proposed new course? Yes/No/Not applicable 6. Are there sufficient resources to allow for planned absences i.e. as a result of sabbatical leave? Yes/No/Not applicable. How will unanticipated absences be addressed?   **Indicative word count: 500-1000 words** |
| 1. **Assessment design (UG & PGT)** 2. Describe the programme’s approach to summative assessment design. You should provide the following information:    1. The educational rationale for the summative assessment tasks/timing/conditions    2. A description of how the summative assessment aligns with the course/programme learning outcomes    3. An overview of the balance between formative/summative assessment    4. A description of how the assessment and feedback design is inclusive    5. A description of how summative assessments have been designed to minimise academic misconduct 3. Provide an assessment table /other visual representation for each year of the programme indicating formative & summative assessment points, reassessments points, assessment weightings, exam board points, and progression hurdles and exit awards if applicable (examples available on request) 4. For each assessment, state whether reassessment is a re-working of the first assessment attempt or a completely new question/assignment. Describe what support, if any, is available for the reassessment attempt. 5. Describe the opportunities for ‘in year’ re-sits of summative assessment 6. Describe the reassessment arrangements for group work and any other instance where the second attempt assessment may be/is different to the first attempt assessment (e.g. live, oral presentations). 7. Describe the marking practice(s) for summative assessments   **Indicative word count: 1500-3000 words**  **Guidance**   * [**Designing inclusive assessments**](https://www.ctl.ox.ac.uk/included-designing-inclusive-assessments) * [**Different types of summative assessments at Oxford**](https://www.ctl.ox.ac.uk/included-examples-of-summative-assessment-tasks) * [**Exams and assessment framework**](https://academic.admin.ox.ac.uk/examiners) |
| 1. **Summative assessment arrangements and resources** 2. Has the course assessment structure been discussed with Education Services (specifically the Assessment Team and Student Records)? Yes/No. See [**Annex H Guidance on internal consultation**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** for information on expectations and provide a copy of related correspondence as an Appendix. 3. Is there currently appropriate staffing to set and examine the proposed assessment structure? Yes/No. If no, what steps are being taken to ensure that the proposed assessment structure can be robustly examined? 4. Can the proposed assessment structure be supported by the department’s current administrative team? Yes/No. If no, what steps are being taken to provide the necessary resource?   **Indicative word count: 300-600 words** |
| 1. **Arrangements for suspensions** 2. Describe how student suspensions will be managed when summative assessment is completed over more than one term/requires groupwork/fieldwork/any other instances where a student returning at the point they left may cause difficulties. 3. Will it be possible for a student to suspend for less than three terms at a time? Yes/No. If yes, describe how this will be managed and the impact on the course and assessment structure.   **Indicative word count: 300-600 words** |
| 1. **Facilities and other physical resources** 2. Where the new course involves additional student numbers or may have an impact on space and facilities, please address the impact, where relevant, in relation to the following:    1. Students’ study or working space    2. Library provision (including space, books, and other learning resources)    3. Laboratory provision    4. Access to specialist learning facilities    5. Opportunities to work with staff and other graduate students (PGT courses)    6. Online learning provision 3. Provide details of any other resource implications of the new course, including IT, specialist equipment, accommodation and/or regular requirement for special tuition.   **Indicative word count: 500-1000 words** |
| * **Recruitment and admissions** * Describe the criteria for admission to the course * Provide the essential information required for admissions setup including proposed deadlines, details of supporting materials, integrated CV etc * Provide a copy of the draft course information sheet (CIS) * Will the course require students to have [ATAS](https://www.ox.ac.uk/students/visa/before/ATAS) clearance? Yes/No/Not applicable   **Indicative word count: 400-800 words**  **Guidance and resources**   * [**Annex F Glossary of terms**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** * [**Undergraduate Admissions Handbook**](https://academic.admin.ox.ac.uk/uao-handbook) * [**Graduate Admissions and Funding handbook**](https://www.ox.ac.uk/gafhandbook) |
| 1. **Student numbers**   State the proposed cohort size for the course, including agreed intake numbers, for the first three years (the medium-term planning profile), and any plans for proposed future expansion beyond that  **Indicative word count: 100-200 words** |
| 1. **Fees and additional course costs**   Contact your divisional office for the current version of the PRAC Course Fee Proposal Form and course costings spreadsheet.   1. Have the fees for the course been approved? Yes/No/In progress 2. Are there any additional course costs, e.g. for optional field trips? Yes/no   If yes, please provide brief details.  **Indicative word count: 100-200 words** |
| 1. **Consultation undertaken**   For each form of consultation undertaken for the new course please provide evidence and responses to the feedback received, or where a certain type of consultation has not been undertaken, briefly explain why this was not considered necessary.   1. Home department/faculty 2. Students 3. Other Departments/Faculties, as relevant 4. Other professional services, as relevant, including    1. libraries    2. Education Services particularly the Assessment Team and Student Records    3. DAS    4. IT Services 5. Colleges 6. External advisors 7. PSRB   **Indicative word count for explanations (not supporting evidence): 500-1000 words**  **Guidance and resources**   * [**Annex G: Guidance on student consultation**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** * [**Annex H: Guidance on internal consultation**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** * [**Annex I: Guidance on external consultation**](https://academic.admin.ox.ac.uk/new-courses) **(P&G new courses)** |
| 1. **Documentation to be attached**   For the proposed change(s) please attach documentary evidence of the following (as clearly labelled appendices):   1. Approval of relevant department/faculty/divisional bodies 2. Draft Examination Regulations (in Word) 3. Evidence of all consultations undertaken and responses to the feedback received 4. Evidence of college agreement to take students (matriculated courses) 5. Confirmation of fee and student number approvals 6. Any diagrammatic representations to aid clarification, e.g. course structure etc. 7. Draft course information sheet 8. Any division-specific additional information, e.g. divisional new paper template |