# College of Medicine and Veterinary Medicine

**Guidelines:**

**Developing and approving new Postgraduate Taught Programmes starting in 2017/18 or 2018/19**

**Graduate School: College Hub**

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INTRODUCTION

* 1. ***Welcome***

The College of Medicine and Veterinary Medicine has an impressive portfolio of postgraduate taught programmes, and they make a very significant contribution to the academic life of the College. The College is keen to grow this provision further, and so we encourage staff to develop proposals for new PGT programmes. The effort and commitment invested by programme directors and their colleagues is enormously appreciated, especially since the PGT market is becoming increasingly competitive, and developing a new programme is a time-consuming and rigorous process.

All new programmes in the College need to go through a systematic approval process to ensure that programmes not only meet academic quality standards (of The University of Edinburgh and the Quality Assurance Agency) but also attract sufficient numbers of students to support a sustainable Business Plan. These guidelines have been developed to help staff in the development of new programmes and through the various processes involved.

Please remember that the Graduate School: College Hub (Chancellor’s Building, 2nd floor; 0131 242 6480) is a resource available to all engaged with new programme development throughout the process: early contact with the Hub can avoid common pitfalls in programme development, and ensure that programmes are meeting the requirements of the College. We hope you will feel free to contact the Hub whenever you need help or advice.

There are many things to think about when developing an idea for a new programme but, principally, a programme must be academically and financially viable for the foreseeable future. It is to be expected that initial student numbers may be small but grow (and fluctuate) in time. However, over time programmes must be seen to be contributing both to the academic and financial well-being of the School. Programmes are reviewed annually (a collaborative process with the programme directors); if this process determines that the programme is unable to attract sufficient student interest it needs, for the benefit of all concerned, to be discontinued.

It takes time for a new programme to go from an idea to implementation and to give sufficient time to market a new programme and to go through University approval processes.

The Programme and Course Design, Development, Approval, Changes and Closure Policy contains details of how programme and course approval and management (including design, development and approval) is carried out at the University. The policy can be seen at, <http://www.ed.ac.uk/academic-services/staff/curriculum/course-approval>

For a September 2018 start, well-developed plans ideally need to be in place by April 2017: but we can support faster development to meet well-evidenced market opportunities.

***1.2 Approval stages***

**Graduate School: College Hub New PGT Programme Approval Process**

WHERE TO START

***2.1 Who to contact first***

To begin, you should read these guidelines and then make contact with your School PGT Representative to discuss your idea.

The School Representatives are:

* Mayank Dutia, Deanery of Biomedical Sciences, [mayank.dutia@ed.ac.uk](mailto:mayank.dutia@ed.ac.uk)
* Sarah Wild, Deanery of Molecular, Genetics and Population Health Sciences, [sarah.wild@ed.ac.uk](mailto:sarah.wild@ed.ac.uk)
* Anna Meredith, Royal (Dick) School of Veterinary Studies, [anna.meredith@ed.ac.uk](mailto:anna.meredith@ed.ac.uk)
* Simon Riley, Deanery of Clinical Sciences, [simon.c.riley@ed.ac.uk](mailto:simon.c.riley@ed.ac.uk)

College Contacts are:

* Paula Hamilton, Finance Manager Learning and Teaching, [paula.hamilton@ed.ac.uk](mailto:paula.hamilton@ed.ac.uk)
* Lauren Johnston-Smith, Marketing & Communications Manager, Graduate School: College Hub, [lauren.johnston-smith@ed.ac.uk](mailto:lauren.johnston-smith@ed.ac.uk)
* Isabel Lavers, PG Manager, [isabel.lavers@ed.ac.uk](mailto:isabel.lavers@ed.ac.uk)
* Sarah Henderson, Deputy PGT Director, [sarah.henderson@ed.ac.uk](mailto:sarah.henderson@ed.ac.uk)
* Anna Meredith, PGT Director [anna.meredith@ed.ac.uk](mailto:anna.meredith@ed.ac.uk)
* Chris McKenzie, E-Learning Adviser, christopher.mckenzie@ed.ac.uk

The Institute for Academic Development can also be a helpful resource to give support and advice on enhancement-led curriculum development, teaching and learning.

<http://www.ed.ac.uk/schools-departments/institute-academic-development>

In these discussions, remember that there are many areas to consider.

***2.2 Getting your market research underway***

In presenting your proposal, you will need to have a clear idea of how many people are likely to want to take your programme, and how you can contact them. Market research is essential to provide evidence in support of this, and Lauren Johnstone-Smith in College Hub can help you. *Starting to look at this aspect of your programme as soon as possible is strongly advised,* as time needs to be allowed for two strands of market research to be done:

1. **Competitor analysis**

A competitor analysis report helps us better understand the marketplace and competition, from the going rate for tuition fees to the unique selling points and marketing strategies of competitor programmes.

1. **Demand Survey**

It is essential to gauge market demand through a survey. This can be posted online on the University/College/School/ Deanery website, and/or circulated directly to relevant target markets. Lauren (or Ninette Premdas for DEI-funded proposals) can assist with this. Ideally, a demand survey should be live for at least 3+ months running up to the June validation, but 6 months is the ideal length of time. This is also a great way to capture contact details for prospective applicants

1. **STAGE 1: EARLY NOTIFICATION FORM**

This is a simple form (see appendix: and please, no longer than 1 side A4!) which you should complete at a very early stage of your thinking. The Early Notification will be discussed at a meeting of the Programme Directors’ Forum (to which you will be invited if you are not already a member). The aim is to ensure that knowledge of your development is widely shared across the College, avoiding duplicate or overlapping developments happening simultaneously; and often colleagues can offer courses which can be included in your programme, cutting down development time and using our resources more effectively and efficiently.

1. **STAGE 2: INITIAL PROGRAMME PROPOSAL**

***4.1 Initial Programme Proposal Form***

Following discussion of your Early Notification Form, you should begin work on your Initial Proposal Form (see appendix), which will go with your Business Plan to the relevant Board of Studies for approval. This form requires more detailed information: for instance, in giving the academic case for your programme, you should consider questions such as:

* How does the programme relate to the strategic plan of the School / Deanery?
* How does it relate to active areas of research work?

***4.2 Business Planning***

A Business Plan should include all forecast student numbers, costs and income for the first year of the programme and four subsequent years. The Finance Manager in your School / Deanery will be able to help you with this, and Paula Hamilton in the College Hub can also advise.

Factors to consider in preparing your Business Plan include:

* How does the programme fit within any School / Deanery suite of taught postgraduate courses and how does it relate to active areas of research work?
* Can any existing courses from current postgraduate programmes be used? This not only widens the students’ experience but can help reduce expenditure, but you do need formal agreement from the director of the donor programme. Students registering on courses provided by other programmes will lead to a proportion of fee income being allocated to the ‘home’ programme.
* How do you intend to grow the programme over the coming years?
* The ODL programme fees are normally pegged to fee spine point 3, however on-campus programme fees are dependent on whether the programme is ‘classroom’, ‘lab’ or ‘clinical’. Please discuss with your School / Deanery and Graduate School the appropriate fee spine point for your programme.
* Will the programme require additional resources e.g. staffing (academic or support), additional teaching, laboratory facilities, Library and Computing services provision etc.? It is important that you contact support services in advance to ensure they have the resources to deliver programme.
* Are there any scholarships that the programme is eligible for?
* Does the ‘Number of FTE staff per student’ ratio look realistic given the forecast student numbers?
* For online programmes what Progression Rate would you expect for students moving from Year 1 to Year 2 and from Year 2 to Year 3? The usual rate for part-time ODL programmes is 75%; intermittent students’ progression rate will be less.

1. **STAGE 3: FINAL PROGRAMME PROPOSAL**

Once your Initial proposal has been approved by your School / Deanery Board of Studies, you should begin to prepare your Final Programme Proposal Form. Again, this requires more detailed information.

You also need to compile the following additional documents at this stage:

**5.1 Business Plan**

This is to ensure that the business case for your programme makes sense from a financial point of view, and that your programme will be sustainable.

**5.2 Programme Specification**

Every programme must have a Programme Specification. Please remember that Programme Specs are public documents, and will be published. They also form the basis of our agreement with students: we are obliged to deliver the programme as per the programme spec at all times, so it is especially important that the programme spec is completely accurate.

In particular, your document should by this stage address the following issues:

***5.2.1 Programme Information***

All taught programmes are composed of courses. A course is a unit of teaching and learning formally offered within the University, which carries credit expressed in credit points and which may contribute to a University award (certificate 60 credits, diploma 120 credits or degree 180 credits). All courses need to be in multiples of 10 credits. Courses must be explicitly assigned to the appropriate level in the SCQF (Scottish Credit and Qualifications Framework); this is level 11 for Postgraduate Certificate Diploma and Masters Courses.

* How is the programme to be delivered and what type of programme is it? We offer our Online Distance Learning programmes on a part-time continuous or part-time intermittent basis. For Online Distance Learning we would advise that you offer part-time continuous **or** part-time intermittent, and not both.
* What will be the title of the programme? You should also consider what programme titles are currently held in the University so there is no confusion with what you are proposing, and what titles are used by potential competitors. The demand survey can also help assess what degree name the market would most support.
* What will be the structure of the programme?
* Who would teach on the programme? Are there staff available within the University to teach on the programme? What experience do they have? Would the teaching be shared by other Schools or Colleges?
* What will the timetable be?
* How are the individual courses to be designed, delivered and assessed? The University has approved feedback and guiding principles that must be met,

<http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback>

* What will be the Progression and Teaching arrangements?
* Will Learn be the virtual learning platform that you use?
* Will the programme have specific admissions requirements?
* An Exam Board needs to be established, with details on who will convene and who will be Secretary to the Board. An External Examiner needs to be appointed. Further information and guidance on Exam Boards can be found at:

<http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners>

##### **5.2.2 External Reference Points**

Masters courses in the University are Level 11 courses. The Scottish Credit and Qualification Framework (SCQF) level 11 descriptor provides guidance on what characteristics should be covered by Postgraduate study. <http://www.scqf.org.uk/content/files/SCQF_Level_Descriptors_for_website_-_Feb_2010(2).pdf>

* Have all relevant external reference points been considered?
* The Quality Code is the definitive reference point for all those involved in delivering higher education which leads to an award from or is validated by a UK higher education provider. It makes clear what institutions are required to do, what they can expect of each other, and what the general public can expect of all higher education providers.
* Chapter 10 of the Quality Code is based on the key principle that the delivery of learning opportunities with others, wherever and however organised, should widen learning opportunities without prejudice either to the academic standard of the award or the quality of what is offered to students. <http://www.qaa.ac.uk/publications/informationandguidance/pages/quality-code-B10.aspx>
* How might the programme design benefit from external input, including any relevant Professional, Statutory and Regulatory Bodies (PSRBs)

##### **5.2.3 Programme Team**

* How will the programme be managed e.g. secretarial/administrative /technology support Board of Examiners/ Programme Director etc?
* Who will provide pastoral support to students?
* Who will make admission decisions on EUCLID?

***5.2.4 Collaborative Provision***

Collaborative provision denotes educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through an arrangement with a partner organisation.

Further guidance and explanation expectations placed upon universities that offer collaborative provision can be found at: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B10.aspx>

### ‘Standard programmes’ are those which fit completely with the agreed curriculum framework requirements as detailed at <http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum>. ‘Non-standard programmes’ are those which do not fit with the above mentioned curriculum project and academic year requirements. Any programmes which are collaborative in nature or which have elements of distance/flexible learning delivery are also classified as non-standard. This is particularly so for programmes shared with other institutions.

If you are considering delivering a programme with another institution then a Memorandum of Understanding will have to be agreed between the participating institutes. This agreement needs to explicitly indicate agreement for the sharing of resources and each party’s responsibilities. The allocation of resources between the parties must be agreed and clearly explained on the Business Plan. You can find more information and guidance on Collaborative activity at: <http://www.ed.ac.uk/schools-departments/governance-strategic-planning/collaborative-activity>

**5.3 Degree Programme Table Form**

This documents the programme structure and the courses which it will comprise.

**5.4** **Course Descriptor Form**

A Course Descriptor must be provided for every course that forms part of your programme. If an existing course is being used, then a descriptor will already exist and should be provided here. New descriptors will obviously be needed for new courses. Again, please remember that Programme Specs are public documents, and will be published; and we must always deliver our courses in accordance with what we say in the course descriptors.

**5.5 Learning Outcomes**

On this form you need to map the Learning Outcomes for your programme against the courses that deliver them. Please also indicate the learning and teaching strategy that will be used to deliver the LOs and the assessment methodology that will be used to ensure that they have been delivered.

**5.6 Assessment Matrix**

This matrix should show each of the assessments in each course in your programme, as per the example supplied in the appendix. The form is used to reassure the Validation Panel that assessments are appropriate, varied and reasonably spaced to avoid bunching.

* 1. **Marketing Briefing Form**

Although this form is not supplied to the Validation Panel, it is very helpful in clarifying your ideas about how your programme can be marketing, and gives the College Hub the vital information needed to assist you with this essential task.

***5.7.1 Budgeting for marketing your programme***

New postgraduate programmes need to budget for marketing - launching a new programme from scratch requires significant marketing, and you should budget for £10,000 for marketing in your launch year. In subsequent years you should budget for a minimum spend of £5,000 per year. It may be that you can reduce this spend once the programme is recruiting steadily. You should consult with your School / Deanery when preparing this budget. Please note that these funds do not come from the College.

***5.7.2 Timescale***

Marketing will commence once your programme has been approved, usually giving it a full year in the marketplace before your first intake of students. It is essential to have any outstanding issues such as MOUs with partner organisations finalised as quickly as possible following approval.

The kinds of issues you should be considering include:

* Globally, which regional markets do you think this programme will appeal to?
* What is the comparable provision and student numbers at competitor institutions?
* How many students do you expect to admit each year (in steady state), and what recruitment profile is expected whilst building up to this steady state?
* What are the proposed tuition fees for both home and overseas students, e.g. standard or non-standard, and how does this compare with other programmes and your competitors? (See the Business Planning section below).
* What are the possible career destinations for graduates?
* Would employers be receptive to employing students who have completed this programme? Employer endorsements could be useful in taking your new programme to your market.
* Could the programme be accredited by a professional body?

***5.7.3 College-level Marketing***

All CMVM programmes will benefit from College-level marketing which includes the following:

* Programme listings on Findamasters.com, Postgrad.com, Prospects.ac.uk, Hotcourses.com, Postgraduatesearch.com , Masterscompare.co.uk, Mastersportal.eu
* Digital advertising - this can vary but might typically include Google search and display campaigns, adverts on Guardian online and Guardianjobs, Postgrad.com, Findamasters, LinkedIn, Masterscompare.co.uk, Gradschools.com, Educationuk.org etc

Once your programme has been validated, Lauren will work with you to advise how best to market individual programmes and allocate your marketing budget.

*Templates for these forms (apart from the Business Plan) are provided at the end of these Guidelines.*

1. **The Validation Event**

Once your final documentation has been received, the College Hub will arrange a Validation event. This is a meeting, usually lasting half a day, with a Panel of internal colleagues, an external subject expert from another institution, and a student representative. The Panel will review your documentation and ask questions about your proposal. Like External examiners, the panel will be acting as ‘critical friends’, and will often be able to make helpful suggestions as to how the proposal may be improved.

At the end of the meeting, the Panel will decide whether or not your programme should be validated. If members may make approval conditional on making stipulated changes, and may offer recommendations for future development.

If conditions are imposed, you will be given a timescale within which to amend your documentation to show that the conditions have been met.

Once this has been done, or if there are no conditions, the proposal will pass to the PGT Learning & Teaching Committee for its sign-off.

1. **After Validation**

All applications for admission onto programmes are made online via the University’s Admissions database, EUCLID. Once a programme has been approved there are a number of administrative processes that need to be completed before it is ready to go live and admit students.

1. You need to arrange for all the programme’s courses to be input and approved onto the University’s EUCLID CCAM. For information on this process at:

<http://www.euclid.ed.ac.uk/staff/Support/User_Guides/CCAM/Course_Creation_and_Approval_Menu.html>

1. A new programme must be created on the University’s Admission database, EUCLID, so that students can apply. A form needs to be completed for this which can be found at <http://www.euclid.ed.ac.uk/staff/FAQ/EUCLID_ProgrammeRequest.dot>
2. All those involved in admitting students need to apply for permission to access the EUCLID at :

<http://www.euclid.ed.ac.uk/staff/NewsEvents/StaffAccounts.htm>

1. The programme will then be advertised on the University Degree Finder website and in the printed prospectus, as well as on external postgraduate listing sites. These and additional marketing avenues should be discussed with Lauren Johnston-Smith.
2. You should arrange to meet with the College PG Admissions Team to discuss the Admissions process.
3. You will need to think about an Exam Board and Exam Board membership. You can find further details at:

<http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations>

1. Once your programme is fully approved and applications open then we will arrange a follow up session to discuss how the programme is progressing and to see if you need any further help and guidance.
2. Document templates

Templates for the following forms are provided below:

* + Early Notification Form (Stage 1)
  + Initial Programme Proposal for a New Programme (Stage 2)
  + Programme Specification Form
  + **Business Plan**
  + Degree Programme Table
  + Course Descriptor Form
  + Learning Outcome & Assessment Matrix Template
  + Marketing Briefing Form and Marketing Strategy Form

## **Stage 1 Template Form**

**New Programme Proposal: Early Notification Form**

|  |  |
| --- | --- |
| **Indicative programme title:** |  |
| **School / Deanery / Research Institute:** |  |
| **Programme Director designate:**  **Depute Programme Director designate:** |  |
| **Contact details:** |  |
| **Delivery method:**  **on campus / OLDL / blended learning** |  |
| **Anticipated student intake:** |  |
| **Proposed start date:** |  |
| **Rationale:** |  |
| **Indicative content:** |  |

## **Stage 2 Template Form**

## The initiating School / Deanery should review, agree and then submit this form to the Graduate School: College Hub***.***

# College of Medicine and Veterinary Medicine

**Initial Programme Proposal for a New Programme**

### Proposed title of programme

### Brief description of the proposed programme

**Please give a short description (max 200 words) of the proposed programme**

### Location and management

**School / Deanery:**

**Programme Director:**

**Head of School - name, signature & date:**

# Funding

Please complete a draft Business Plan. A Business Plan for either ‘on-campus’, ‘part-time oldl’ or ‘intermittent oldl’ needs to be completed, a can be downloaded from:

<https://www.wiki.ed.ac.uk/display/CMVMPGMarketing/Postgraduate+Taught#PostgraduateTaught-Guidelinesfornewprogrammes>

# Justification for programme

Please complete the following details:

### Justification for the programme

|  |  |
| --- | --- |
| **Section** | **Your response, up to a maximum of 500 words in each section.** |
| Please give the academic case for your proposed programme development. |  |
| Please note the potential market for your programme, and the market analysis you have undertaken. How you will ensure recruitment to the programme? |  |
| Please describe the vision, enthusiasm and energy of the team for developing the programme, and their previous experience. |  |
| Please provide your work-plan to develop new or expand existing courses, including how you will make the project to good practice standards. |  |
| How will you ensure a high quality student experience? How do you plan to organise Personal Tutors for your students? |  |

***APPENDIX II***

## **Stage 3 Template**

# College of Medicine and Veterinary Medicine

**New Programme Proposal**

### Proposed title of programme

### Brief description of the proposed programme and method of delivery

### Location and management

**Programme Team:**

# Introduction

Programme relevance to the University and School Strategic Plans

**Student Experience**

What Induction, Personal Tutor etc arrangements will be put in place

**Administration and Quality Assurance Arrangements**

**Programme Specification Form**

|  |
| --- |
| **CMVM**  **PGT Programme Specification** |
| This programme specification template has been developed to fulfil three main functions, acting as:   * as a source of information for **students** and prospective students seeking an understanding of a programme and as a basis for gaining feedback on the extent to which the opportunities for learning were successful in promoting the intended outcomes * to ensure that there is clarity concerning the aims and intended learning outcomes for the programme for the **University** during the approval and periodic review processes * to provide information for **external examiners**, **professional, statutory and regulatory bodies** and **employers** as to the skills and other transferable abilities developed by the programme |

|  |  |  |  |
| --- | --- | --- | --- |
| **Section 1** | **ABOUT THE PROGRAMME** | | |
| 1 | Name of programme  *(eg MSc, PG Dip, PG Cert)* |  | |
| 2 | Interim awards  *(Insert name or delete as appropriate, eg PG Dip, PG Cert)* |  | |
| 3 | College | CMVM | |
| 4 | School / Deanery |  | |
| 5 | Programme Director  *(at time of approval)* |  | |
| 6 | Programme start dateS |  | |
| 7 | SCQF level of highest award |  | |
| 8 | Total credit value of programme  *(for highest award)* |  | |
| 9 | Partner institution(s) if any |  | |
| 10 | **Mode of delivery**  ***(Please ✓ those which apply to this programme)*** | On campus |  |
| Online |  |
| Blended learning |  |
| FT |  |
| PT |  |
| Intermittent |  |
| 11 | Expected length of programme | FT |  |
| PT |  |
| Intermittent |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 12 | Description of the programme and its structure  *Around 150 words, written to be accessible to a lay audience, to be used for marketing purposes. Identify the programme’s distinctive features (and unique selling points).* | | |
|  | | |
| 13 | Programme aims  ***(Programme*** *aims are broad statements of intent. Up to 150 words.)* | | |
|  | | |
| 14 | Programme Learning Outcomes  *Learning outcomes are statements of what a student is expected to understand or be able to do after completing the process of learning. No programme may have more than 5 learning outcomes.* | | |
| **1** |  | |
| **2** |  | |
| **3** |  | |
| **4** |  | |
| **5** |  | |
| 15 | Indicative learning and teaching hours for the programme  *Learning hours comprise face-to-face and virtual contact hours plus directed and independent learning and time spent on assessment and placements (if appropriate). Please give an indication of the percentage of anticipated learning hours for the programme, taking into account core courses and indicative options. Students should note that these figures may change depending on the exact combination of options taken.* | | |
| *Method* | | *Number and percentage of learning hours* |
| Scheduled learning and teaching activities eg lectures, seminars, synchronous discussions and other timetabled sessions | |  |
| Directed learning | |  |
| Independent learning | |  |
| Assessment | |  |
| Total | | 180 hours / 100% |
| 16 | PSB accreditations (where relevant)  *(Please note accreditations awarded or planned)* | | |
|  | | |
| 17 | Admissions requirements, to be demonstrated through certificated or experiential learning *(around 30 words)* | | |
|  | | |
| 18 | Details of organised work experience / work based learning opportunities available during the programme *(if applicable)* | | |
|  | | |
| 19 | Career, employability and opportunities for continuing professional development. *Around 35 words, written in language which is accessible to a lay audience, to be used for marketing purposes. Should include examples of potential career destinations and how the skills and abilities gained through the programme contribute to career development.* | | |
|  | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section 2** | **programme stRucture and assessment** | | | |
| 20 | Programme Structure Diagram  *(Please complete for all awards that will be available, entering course codes for any existing courses )* | | | |
| PG Cert | | | |
| Course code | Course title | Couse Status  (Core/compulsory/ optional) | Credit value |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| PG Dip | | | |
| Course code | Course title | Couse Status  Core/compulsory/ optional | Credit value |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| MSc |  |  |  |
| Course code | Course title | Couse Status  (Core/compulsory/ optional) | Credit value |
|  |  |  |  |
| 21 | Mapping matrix of courses delivering the programme learning outcomes | | | |
| Programme LOs | | *Met by course aim/learning outcome*  *(List all relevant course titles)* | |
| **1** | |  | |
| **2** | |  | |
| **3** | |  | |
| **4** | |  | |
| **5** | |  | |
| 22 | Programme assessment strategy  *(Please explain the programme’s overall approach to assessment, in no more than 100 words)* | | | |
|  | | | |
| 23 | Mapping of assessments by type and week of semester | | | |
| *Please append assessment timeline as per example in appendix 1* | | | |

|  |  |  |
| --- | --- | --- |
| **Section 3** | **PROGRAMME SPECIFIC REGULATIONS** | |
| 24 | *Programmes shall conform University Academic Regulations. Where a programme in addition has programme specific regulations which are to be formally approved by the University, these should be included below.* | |
|  | |
| 25 | JACS code |  |
| 26 | Date of approval at validation event |  |

**Business Plan**

A Business Plan for either ‘on-campus’, ‘part-time oldl’ or ‘intermittent oldl’ needs to be completed, a template can be downloaded from:

<https://www.wiki.ed.ac.uk/display/CMVMPGMarketing/Postgraduate+Taught#PostgraduateTaught-Guidelinesfornewprogrammes>

An example Business Plan for an ‘on-campus’ programmes is below.





**Degree Programme Table Form**

The Degree Programme Table (DPT) sets out the normal regulated path for a degree and the composition of courses that make up the degree. Examples of current DPT’s can be seen at: <http://www.drps.ed.ac.uk/>

Students follow the curriculum for their chosen degree as set out in the DPT. It is important that the curriculum is well thought out and planned, any changes when the programme has already started are more difficult to make.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Programme Name: | | | | |
| **Degree Type** : Postgraduate Taught Masters/Diploma/Cert On campus/ Online Distance Learning | | | | |
|  | **Course Code**  **(if existing course)** | **Course Name** | **Compulsory or Elective** | **Credits** |
| Year one |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |
| Year two |  |  |  |  |
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| Year three |  |  |  |  |
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***PG Cert = 60 credits***

***PG Diploma = 120 credits***

***MSc = 180 credits***

**Course Descriptor Form**

The programme will consist of individual courses; each course will require a Course Proposal Form. Once approved, the initiating school will be responsible for adding the new course into EUCLID CCAM. Further information on course creation and approval can be found at: <http://www.euclid.ed.ac.uk/staff/Support/User_Guides/CCAM/Course_Creation_and_Approval_Menu.html>

You will be expected to have the content and assessment of the first course of your programme written by validation.

The list appears in the same order as it would when proposing a new course in EUCLID.

**ALL FIELDS ARE MANDATORY**

|  |  |
| --- | --- |
| **Course Name** | **Default Course Mode of Study** |
| **Normal Year Taken** | **Default Delivery Period Course** |
| **Course Level (PG/UG)** | **Marking Scheme** |
| **Availability of Course** | **Taught In Gaelic - (Gàidhlig)** |
| **SCQF Credit Volume** | **Course Type** |
| **SCQF Credit Level** | **Learning Outcomes** |
| **Home Subject Area** | **Special Arrangements** |
| **Other Subject Area** | **Components of Assessment** |
| **Course Organiser** | **Exam Information** |
| **Course Secretary** | **Syllabus** |
| **% Not taught by this Institution** | **Course Description (academic description)** |
| **Collaboration Information** | **Graduate Attributes, Personal and Professional Skills** |
| **Total contact teaching hours** | **Study Abroad** |
| **Any costs to be met by students** | **Reading List / Learning Resources** |
| **Pre-requisites** | **Convener of Board of Examiners** |
| **Co-requisites** | **Display in Visiting Student Prospectus** |
| **Prohibited Combinations** | **Course URL** |
| **Visiting Students Pre-requisites** | **URL for Additional Supporting Documents** |
| **Summary Course Description** | **Comments (Internal Use Only)** |
| **Keywords** | **High Demand** |
| **Fee Code if invoiced at course level** |  |

**Learning Outcomes Template**

**Programme name: XXX**

|  |  |  |  |
| --- | --- | --- | --- |
| Graduates of this programme will have: | When and where delivered? | Teaching & Learning strategy | Assessment |
|  |  |  |  |
|  |  |  |  |
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**Assessment Matrix Template. Proposed Programme: XXXX**



# Marketing Briefing Form Template

In order to devise a robust marketing strategy, we need to understand as much as we can about the programme and your market. Please fill this in and submit with your validation documents.

Marketing Information. You should also have a completed competitor analysis and a live demand survey, but do not need to include these in your submission.

|  |  |
| --- | --- |
| **Programme Name** |  |
| **Qualifications on offer e.g. MSc, Dip, Cert, PPD** |  |
| **Start date** |  |
| **Mode of delivery (please delete as appropriate)** | On campus / Online distance learning  Full time / Part-time |
| **Programme Website URL** |  |

## Identifying the Target Audience

|  |
| --- |
| **Who has this programme been designed / developed for?** |
| **Which regions or countries would you most like to target?** |
| **What qualifications, experience, and personal qualities will they need in order to be able to apply?** |

## What is the Sell?

|  |
| --- |
| **Why would someone be motivated to do this programme? Will studying this programme benefit their career options and earning potential?** |
| **Who are your main competitors and how does your programme differ?** |
| **What type of career could someone with this qualification go into? What demand is there for people with this qualification?** |

## Other Points

|  |
| --- |
| **Have you mentioned any accreditations and awards or RAE score or League Table Ranking? Do you have examples of innovation, invention or publication that are RELEVANT to your target audience? Good examples of links with industry are always useful to know about.** |
| **Are there specific programmes, Institutions, or businesses / business sectors that we should target to find suitable applicants?** |

**Marketing Strategy Form**

Please write over the italics text below with an indication of how you plan to promote your new programme. Lauren can provide further advice in advance of validation if you need help.

|  |  |  |
| --- | --- | --- |
| **ACTIVITY** | **ACTION** | **TIMESCALE** |
| **Programme Literature**  *The College Office has a flyer template for that all postgraduate programmes can use. Once your programme has been approved, Lauren can liaise with you over your flyer.* |  |  |
| **Advertising**  *Please provide a list of potential places you think it might be appropriate to advertise your programme. Lauren can give you a steer on approximate costs, and once your programme is validated can help book these and arrange advert design.*  *Digital advertising is popular for many of our programmes – current programmes have advertised on various websites including Vet Record online, Nursingtimes, BMJstudy.com, doctors.net.uk, Guardianjobs, BBC online (outwith UK only), Facebook, LinkedIn, Findamasters.com as well as specialist websites that host advertising. Many programmes also pay for advertising through Google search.*  *The advantage of digital advertising is that it takes viewers directly to your website, and is more targeted. It is also easier to evaluate the success of your advert, helping you market the programme more effectively in the future. Some programmes still pay for print adverts, particularly programmes who are trying to attract niche markets e.g. vets or surgeons only. However, if your market is broad, digital advertising usually the best route, and generally has a better return of investment than print.* |  |  |
| **Programme Website**  *A programme website is the best platform for presenting the unique selling points of your programme. Details of your programme will also go on the online degree finder on UOE website. Lauren can give advice on which suppliers to contact within the University to get a website built. You will need to factor the cost of this into your budget. This investment can save you many hours of responding to enquiries about your programme, and allows you to direct advertising traffic to a specific, relevant website* |  |  |
| **Mailings or eshots**  *Do you have a list of contacts you can email or mail about the new programme? If not, consider building one by capturing data using a sign-up form on your website.* |  |  |
| **PR/editorial**  *As a general rule, even specialist press aren’t interested in announcement of new postgraduate programmes. . However, if you have a great piece of research that ties in with the programme or another specialist hook then it may be possible. The University Press Office has staff allocated to CMVM and can advise on what might be worth pursuing.* [press.office@ed.ac.uk](javascript:void(0);) |  |  |
| **Conferences/Symposium/Events**  *Any other relevant conferences that some of the programme team will be attending? If so you may be able to take flyers along yourself, pay to put them in delegate packs or host a stand at the event.* |  |  |
| **Collaborations**  *Are any other parties involved in delivering/accrediting your programme who might be able to help promote it? Or are there any relevant organisations/bodies that would be able to tell their members about it/list it on the courses section of their website etc?* |  |  |
| **Social Media**  *Consider setting up a Twitter account to get word out there about the programme – follow lots of relevant people and interact with them. Facebook is usually more useful at a later stage e.g. helping conversion amongst your offer-holders. You could also post on other people’s Facebook pages about your programme. LinkedIn can also be useful if you can join relevant subject groups.*  *Guidelines are available from the College Wiki on how to do this.* [*https://www.wiki.ed.ac.uk/display/CMVMPGMarketing/Marketing+and+Communications*](https://www.wiki.ed.ac.uk/display/CMVMPGMarketing/Marketing+and+Communications)*. Lauren can provide further assistance if required.* |  |  |
| **Programme listings** **on topical websites**  *Are there any specialist sites relevant to your programme that might be willing to list your programme for free under their events section, or in their news section? If so, ask them to add your programme. Please consult Lauren to check what sites are covered by the College (mainly ‘postgraduate’ listing sites).* |  |  |