New Taught Programme Rationale and Business Case

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| Section 1: Proposal Summary | | |
| 1.1 Programme title | Include the main intended exit award as well as the proposed title. E.g. BSc (Hons) Applied Social Sciences or MSc Applied Social Sciences. | |
| 1.2 Lead School |  | |
| 1.3 Collaborating School(s) where relevant |  | |
| 1.4 Discipline(s) |  | |
| 1.5 Mode of delivery | **On campus** |  |
| **Distance learning** - students are not physically located at the University, programme does not involve face to face contact between tutors and students. (May include limited on-campus sessions such as induction weeks) |  |
| **Blended learning/ flying faculty** - students are not physically located at the University, programme includes face to face contact through UoD staff travelling to the overseas partner institution and e-learning. |  |
| In **collaboration with partner institution** (eg. Joint, Double/Multiple or dual award)  Name of partner institution: |  |
| **Other mode** – please give further details. |  |
| 1.6 Proposer(s) | Name(s) and contact details of the proposer(s) of the new programme. | |
| 1.7 Programme leader | Name and contact details of the intended programme lead for the proposed programme. | |
| 1.8 Type of programme | Choose an item. | |
| 1.9 SCQF credits | Provide information about the SCQF credits associated with the proposed programme. This should include an indication of the volume of SCQF credits that make up the award as well as the SCQF level of the exit award. E.g. 180 SCQF credits, level 11 or 480 SCQF credits, level 10 or 360 SCQF credits, level 9. | |
| 1.10 Description of the programme | Provide a short description of the proposed programme | |
| 1.11 Proposed date for first student intake |  | |

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| Section 2: Recruitment and marketing information | | | | | |
| 2.1 Reasons for introducing the proposed programme | Provide a brief summary of how the proposed programme will benefit the University. For example;   * Reputation * Financial contribution * Cultural diversity * Opportunity for staff exchange and development * Student employability and experience | | | | |
| 2.2 Target market(s) | * Scottish |  | * Overseas |  | |
| * RUK |  | * Widening Access |  | |
| * EU |  |  |  | |
| 2.3 Origins | Provide a brief description of the origins of the proposal and the impetus for its development. E.g. demand from employers, students or a Professional, Statutory and Regulatory Body (PSRB). | | | | |
| 2.4 Market analysis | Describe the approach that was taken to investigate the likely demand for the programme. E.g. consultation with External Relations, desk-based research, consultations with students/alumni, industry, and a PSRB. | | | | |
| 2.5 Competitor analysis | Competitor information: Which institutions (home or overseas) are your discipline’s main competitors? Who else offers similar programmes? | | | | |
| 2.6 Unique selling points | What are the unique selling points associated with this new programme? Why would students choose Dundee instead of…? | | | | |
| 2.7 Target market | Who is this programme aimed at? Are there different groups of potential students?  What plans are in place to promote the programme to these potential students? Is there a budget for this?  What is the likely market demand for the programme? Is there evidence to support this? | | | | |
| 2.8 Employability | Please indicate the career opportunities/ advantages offered by this programme. | | | | |
| School has consulted with School Marketing Manager on market analysis and demand. | | | | |  |

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| Section 3: Business case information | | |
| 3.1 Strategic objectives and fit | How does the proposed programme align with University and School strategies? | |
| 3.2 Requirement for new content | Will new content need to be developed or will existing modules be used? (please specify in terms of amount and level of credits required).  If new modules are required what is the estimated number of students on each of the new modules? | |
| 3.3 Student Fees | Is the standard tuition fee to be applied? YES/NO  If no, please indicate if a higher or lower fee is proposed and give rationale in support.  *Please note that any deviation from the standard fee has to be approved by Fees and Scholarships Committee.*  If this is a programme to be delivered in partnership with another institution please detail the fee arrangements and any proposed discounts, and commissions to agents or other organisations.  *Please note that any deviation from standard partnerships fees has to be approved by the University Executive Group.* | |
| 3.4 Scholarships | Please provide information about any scholarships available (e.g. Amount and who they are available for). | |
| 3.5 Student intake | What is the potential intake to the programme?  Is there a limit to the number of places? For home students? For overseas students? | |
| 3.6 Learning resources and support | What additional library resources will likely be required to deliver the programme? Books? Journal subscriptions?  What VLE and IT resources will be required to deliver the programme? Is any specialist provision required? Is any specialist software required?  Does the programme require input and support from learning technologists?  What are the training requirements to ensure that students develop appropriate digital literacy and employability skills?  Cross-refer to the financial plan where relevant. | |
| School has consulted with relevant Professional Services and confirmed that agreed additional service requirements can be met if business case is approved |  |
| 3.7 Teaching and assessment requirements | What teaching accommodation will be required? What, if any, examination accommodation will be required? Are there plans to use on-line assessment? | |
| School has consulted with relevant Professional Services and confirmed that agreed additional service requirements can be met if business case is approved |  |
| 3.8 Other internal resources and costs | Describe any other internal resources or additional costs required to develop and deliver the programme. E.g. laboratory, studio or technical facilities, new staff, costs associated with collaborative programmes.  Is additional funding or resource being requested? | |
| School has consulted with relevant Professional Services and confirmed that agreed additional service requirements can be met if business case is approved |  |
| 3.9 Financial plan | Provide a commentary on the financial plan, explaining how both the costs and the income have been estimated.  The commentary on the financial plan should refer to a separate spreadsheet to accompany this proposal. The financial planning spreadsheet should be developed in consultation with the School accountant using a standard University spreadsheet template.  The financial plan should include student recruitment targets for the first three years and the overall aspirational target. | |
| 3.10 Risk analysis | Provide an analysis of the risks associated with the start-up and development of the programme and how the risks will be managed. E.g. If the programme is dependent on the specialist input from one key member of staff, how would the programme be managed in the event of their departure from the University? What are the risks associated with under-recruitment? Might this programme impact on achieving recruitment targets for other programmes?  Please note that if the new programme is for delivery with a partner institution or in another country (via blended learning) then a separate Due Diligence Checklist and a Risk Review & Action Plan should be completed.  Please contact the Educational Partnerships Development Unit ([epdu@dundee.ac.uk](mailto:epdu@dundee.ac.uk) ) for support with this documentation. | |

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| Section 4: Collaborative programmes  This section should be completed if the new Programme involves delivery with a partner institution. For example, a Joint, Double/Multiple or dual award or delivery off-campus through blended learning/flying faculty. | | |
| 4.1 Academic Lead | Name and contact details of the intended Academic Lead for the relationship with the partner institution. | |
| 4.2 Programme design and approval | How will the School work with the partner institution to develop a cohesive programme? | |
| 4.3 Responsibility for marketing and recruitment | Who will be responsible for the marketing and recruitment to the programme?  If marketing/recruitment is mainly the responsibility of a partner institution, how will University of Dundee maintain oversight? | |
| 4.4 Staffing requirements | What is the staffing strategy for the delivery of the programme?  Will University of Dundee staff be required to teach or assess at the partner institution? If YES:   * Will the University of Dundee need to appoint new staff to deliver the programme? * If existing staff are to deliver, what is the selection method and have early discussions with individuals taken place? Will a contract amendment be required? * How many staff will be involved? * How many visits will be required and for how long? * What is the overall percentage of the programme that University of Dundee will teach? * What will be the impact on delivery of programmes at University of Dundee with key staff working overseas? * Have all costs associated with chosen staffing model been considered? (i.e. per diem rates, cost of living allowances etc.) | |
| School has consulted with Human Resources team about staffing implications. |  |
| 4.5 Admissions requirements | What is the anticipated admissions process for students?  Are there any additional resources required to facilitate the Admissions process? | |
| School has consulted with relevant Professional Services and confirmed that agreed additional service requirements can be met if business case is approved.  List the Professional Services which have been consulted: |  |
| 4.6 Partner site visit | A visit to the partner institution is required ahead of Programme approval.  The detailed visit report is included in the Additional Supporting Information for the Academic Approval of Joint, Double/Multiple or Dual Degrees form which should accompany the Programme Specification and Supporting Information form. | |
| Please indicate here if the School has already made a visit to the partner institution. |  |

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| Section 5: Programme development plan | | | |
| 5.1 Key actions and dates required to develop the programme | If there is endorsement of this initial proposal, what are the main action points, with timelines, to take forward the development of the proposed programme?  For example, target dates for approval committees, programme promotion, student recruitment, staff appointments etc.  Please add additional rows as needed. | | |
|  | Action | Owner | Deadline |
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| Section 6: Endorsement to proceed to academic approval[[1]](#footnote-2)  Date of agreement and signature(s) or confirmation by email (appended to this completed form). | | | | | | | |
| School Executive Group | *Y/N* | Consultation with School Executive Group | | |  | *Date* | Email provided |
| *Name/ Position/ Signature* | | |  |
| Educational Partnerships Development Unit  *(for collaborative programmes only)* | *Y/N* | Consultation with Legal |  | Consultation with QAS |  | *Date* | Email provided |
| *Name/Position/Signature* | | |  |
| Education Business Development Oversight Group | *Y/N* | *Name/Position/Signature* | | |  | *Date* | Email provided |

1. Note that the endorsement to proceed to the next stage of formal academic approval does not signify a directive from the School(s) and the University for approval by Senate. Where the formal academic approval process results in a significant change to the proposed programme that impacts on the original business case, there should be appropriate consultation with the relevant School Manager(s) and the convener of the Education Business Development Oversight Group to ensure that all stakeholders are in agreement with the final programme proposal and underpinning specification. [↑](#footnote-ref-2)