

**THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS**

**GUIDELINES FOR SUBMISSION OF NEW UNDERGRADUATE
ACADEMIC PROGRAMME PROPOSALS**

Title: Approval of New Undergraduate Programmes of Study

Document No: AQA1-1

Issue Version: 3.0

Antecedents: The Board for Undergraduate (BUS) Guidelines for Submissions of Undergraduate Academic Programme Proposals (1997/1998); Academic Board, 23 February, 2006, Minute 331; AQAC, 17 March 2006, minute 4.7 – 4.9; AQAC Version 1 (2006); A Clarification of the Roles of BUS/Academic Boards in Relation to Approval of UWI Undergraduate Programmes (2007); Policy on Monitoring Course Outlines and Assessment at UWI -BUS P.11 (2007/2008); Roles and Responsibilities of the BUS – BUS P.16 (2008/2009); Strategic Plan 2007-2012; [Strategic Plan 2012-2017](#).

I. SCOPE

1. An Academic Programme Proposal is a formal request for approval and subsequent registration of a new undergraduate academic programme, and is a requirement for **all** programmes delivered at all undergraduate award levels.
2. These guidelines not only provide a starting point for reflection on approaches to programme design, but also promote good practice in design for consistency and repeatability of intended learning outcomes, and in this regard, the programme developer is encouraged to consider the following:
 - (i) That each course is clearly linked to provide coherence and contribute to the intellectual integrity of the programme.
 - (ii) That there is a definite link between the learning outcomes for each course in the programme and one or more of the 8 graduate attributes described in The UWI Strategic Plan (2012-2017). This is to ensure that the programmes are designed to fulfill criteria for preparing the ‘distinctive UWI graduate as committed by the institution. (see also I.2(iii) below).
 - (iii) The courses will include as far as possible examples and illustrations relevant to the regional context as intimated by the Board for Undergraduate Studies which says that...

“The work of the Board for Undergraduate Studies, in setting policy on the structure of programmes and mechanisms for the approval of programmes, is seen as a way of preserving and strengthening the regional content and orientation of the degree programmes of the University (BUS P.16 (2008/2009).”

- (iv) **Academic and resource planning structures** - The programme should be designed with due attention paid to the coherence and integrity of the student experience in attaining the course and programme outcomes.
- (v) **Programme assessment** - *Learning outcomes should be honest and deliverable, thus:*
- (a) Programme assessment has to be done through indicators, both quantitative and qualitative. *(These are not built into the programme, but should come from broader measurement by the institution.)*
 - (b) Course assessment have to be founded on well written learning outcomes that use action verbs that are observable and measurable
- (vi) **Appropriate consultation during programme development** should be as follows:
- (a) The Centre for Excellence in Teaching and Learning to ensure alignment of the following:
 - *Learning progression* through levels of competence development, and sequence of courses.
 - *Teaching methods and modes of delivery* (strategies to maximise learning);
 - *Validity of assessment relative to objectives* (these **must** be well matched),
 - and should be aligned to the preparation of the distinctive UWI graduate who has a regional frame of reference, and exemplifies attributes as prescribed by The UWI.
 - (b) Across Faculty – preliminary consultation where applicable *with other members of faculty who deliver within a similar academic discipline, to ensure coherence in academic quality and where possible maximise resources across the campus establishment.*
 - (c) The Library – to ensure that the programme will be adequately supported by the following:
 - *Reading/reference material.*
 - *Technology.*
 - (d) Across Campus/Cross-Campus - to benefit from any opportunities which could provide information on:
 - *General advice and suggestions*
 - *Possible articulation*
 - *Enrolment trends in related programmes*
 - *Opportunities for cooperation*
 - *Any competition concerns.*
 - *Cross campus feedback should also allow for cross-reference to determine the programme/course codes.*
 - (e) Other Stakeholders/Employers/Interest Groups/Accreditation/Certifying Bodies *(where applicable.)*
- (vii) **Thorough preparation of programme materials to focus on salient issues of:**
- Mission
 - Need
 - Effect
 - Quality assurance

II. PROCEDURES

All new academic programme proposals and any revised changes must be first approved by Faculty Board and then forwarded to the Academic Quality Assurance Committee (AQAC) for review before consideration is given for approval by the Academic Board.

1. The Head of Department in consultation with the respective Dean of Faculty takes responsibility for ensuring that those guidelines and information required for undergraduate programme proposals specified in **AQA1-1 and AQA1-2** are fulfilled.
2. The approved new or revised academic programme proposals from Faculty Board, with the completed Undergraduate Programme Cover Sheet/Description Template **AQA1-3** and any other supporting documents (inclusive of **AQA1-5** and **AQA1-6**) must be forwarded via the Secretariat Unit, Office of the Campus Registrar for transmission to the Academic Quality Assurance Committee (AQAC) for vetting.
3. Note that, during this period, stated in 2 above, the Head of Department will be required to forward this proposal to the Campus Bursar to discuss/rationalise and determine the projected expenditures and resource implications for the new programme (see AQA1-4). The Dean of the Faculty must be consulted on the final approval and sign-off on the financial aspect of the programme, as this may impact the Faculty's budget.
4. The academic programme proposer/programme design team leader may be invited to meet with the AQAC to discuss the proposal.
5. Once all requirements are fulfilled, as in the stipulated guidelines, the AQAC forwards the programme proposal to the Academic Board for approval at the campus level.
6. Further to approval at the Campus level, **through the Secretariat**, Academic Board will then forward to the Board for Undergraduate Studies documentation (**i. report from Academic Board**, **ii. responses from peer departments from across the university**, and **iii. a report indicating how the suggestions emanating from these responses have been incorporated into the new programme design, or justification as to why they have not been incorporated, if there are differences of views among departments**) for consideration and authorisation of the new proposed programme.
7. Once the Board for Undergraduate Studies authorises the proposed programme this will be communicated **through the Campus Registrar**, to the:
 - Relevant Dean of Faculty, Admissions, Examinations and Banner Student Administration, **Marketing and Communication** via the Secretariat, Office of the Campus Registrar.
 - ACTT **on behalf of the** Office of the Campus Registrar.

(See AQA1-4 for applicable ACTT, financial and GATE considerations).

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**TEMPLATE FOR A NEW UNDERGRADUATE
PROGRAMME PROPOSAL**

I		Programme Proposal Cover Sheet – a Cover Sheet, (see AQA1-3), should be completed and cover each copy of the proposal.
II		Aims and Objectives
		<i>This section is to demonstrate (i) institutional planning both on Campus and as part of the University system and that the programme is based upon Campus strengths and specializations; and (ii) intellectual considerations on how to enable our students’ potential and provide support for the transformation that will be required for them to become the ‘distinctive UWI graduate of the 21st century’ – with that regional frame of reference.</i>
<input type="checkbox"/>		1. For the proposed programme, describe:
<input type="checkbox"/>		(i) The aims/purpose
<input type="checkbox"/>		(ii) Goals
<input type="checkbox"/>		(iii) Outcomes – these are specific, described in behavioural terms using action verbs that describe behaviours that are observable and thus measurable.
<input type="checkbox"/>		(iv) Description: <ul style="list-style-type: none"> • <u>Teaching approach</u> (indicate whether there will be a variety of approaches including direct instruction, active engagement field work etc.) • <u>Learning experiences/opportunities</u> (will students engage in peer and self-assessment and develop skill in managing their own learning?) • <u>Assessment</u> (indicate the use of a variety of methods for example, essays and short answer questions, MCQs, oral presentations portfolios consistent with measuring desired outcomes)
<input type="checkbox"/>		2. Identify existing or projected programmes of the Campus/University in the same or related disciplines (where applicable).
<input type="checkbox"/>		3. The expected impact of the proposed programme.
<input type="checkbox"/>		4. Indicate (i) if this programme replaces an existing programme(s) or (ii) if it is entirely or (iii) primarily a restructuring of existing courses or (iv) if it is an entirely new programme.
<input type="checkbox"/>		5. Explain the relationship of the proposed programme to the approved departmental campus or University mission.
<input type="checkbox"/>		6. Show how the development of the programme relates to the campus or University on-going development process.
III		System Need And Effect
		<i>This section is to show the need for the proposed programme, its effects on the University system and that the programme will not unnecessarily duplicate University resources.</i>
<input type="checkbox"/>		1. <u>Identify similar programmes</u> , if any, at other institutions, public and independent, in the country and/or region, as appropriate and provide evidence of each.
		2. <u>Provide evidence of appropriate consultation</u> with other campuses and summarize

<input type="checkbox"/>		the results noting, in particular:
<input type="checkbox"/>		(i) Comments from campuses with similar programmes,
<input type="checkbox"/>		(ii) Any suggested inter-campus collaboration or programme articulation
<input type="checkbox"/>		(iii) Resolution of discussions regarding any perceived competition between campuses.
<input type="checkbox"/>	Market Research	3. <u>Justify the need for the programme</u> in terms of:
<input type="checkbox"/>		(i) The clientele it will serve.
<input type="checkbox"/>		(ii) The economic and/or educational needs of the country and the region.
<input type="checkbox"/>		(iii) Describe in detail how the level of need was established.
<input type="checkbox"/>		4. <u>State how the enrolment estimates were determined.</u>
<input type="checkbox"/>	(i) Provide summaries of the surveys conducted and/or other sources utilized in determining these estimates.	
<input type="checkbox"/>	(ii) Specify the number of students, if any, who have indicated an explicit interest in the programme.	
<input type="checkbox"/>	(iii) Estimate the impact of the expected enrolment in the programme on the distribution of students among major fields of study and on total enrolment.	
<input type="checkbox"/>		5. For <u>programmes designed to prepare graduates for immediate employment</u> , assessment of employment demand, especially for focused programmes requiring new resources, it is critical to:
<input type="checkbox"/>	(i) Document the potential employers of such graduates.	
<input type="checkbox"/>	(ii) Specify employers who have requested the establishment of the programme and describe their specific needs.	
<input type="checkbox"/>		6. Describe proposed arrangements for any:
<input type="checkbox"/>	(i) Required external clinical instruction,	
<input type="checkbox"/>	(ii) Agency placement,	
<input type="checkbox"/>	(iii) Practice teaching,	
<input type="checkbox"/>	(iv) Internships, Fieldwork etc.	
<input type="checkbox"/>	(v) Attach copy of affiliation contract and list of prospective affiliates.	
<input type="checkbox"/>		7. <u>For clinical placements for professional health and related programmes</u> , written documentation signed by the responsible official at each proposed clinical site, should be provided:
<input type="checkbox"/>	(i) Committing the site to the number of students to be served.	
<input type="checkbox"/>	(ii) Indicating the time period of that commitment.	
	IV	Programme Access and Support
		<i>This section documents access to the programme and the support services available.</i>
<input type="checkbox"/>		1. <u>Describe the criteria for admission of students to the proposed programme:</u>
<input type="checkbox"/>	(i) Indicate how the admissions process might encourage increased participation of persons from groups historically under-represented in such programmes.	
<input type="checkbox"/>	(ii) Outline how the capacity of a student to undertake the programme will be determined.	
<input type="checkbox"/>	(iii) Describe the advisement and instructional support arrangements.	
	V	Programme of Study
		<i>This section outlines the curriculum, which must be developed within accepted UWI procedures.</i>
<input type="checkbox"/>		1. Append a complete outline of the programme of study, including:
<input type="checkbox"/>	(i) Requirements and credit hours,	
<input type="checkbox"/>	(ii) Indicate when and how often each course will be offered.	
<input type="checkbox"/>	(iii) For existing courses, include a description or a copy of the relevant Faculty Handbook.	
<input type="checkbox"/>	(iv) For a new course, include a syllabus, noting pre- and co-requisites.	
<input type="checkbox"/>	(v) For certificate programmes, name the degree programmes to which the certificate could be applied, if any.	

<input type="checkbox"/>	2. Append brief biodata of current faculty members who will implement the programme, and/or describe the qualifications of the staff members to be hired, indicate whether the post(s) is/will be full-time or part-time and identify the programme director/coordinator.
<input type="checkbox"/>	3. Describe the library/laboratory resources presently available for use in the programme and plans for making available any additional resources needed. (see AQA 1-5)
<input type="checkbox"/>	4. For an internship/fieldwork experience, describe the duration, the responsibility and qualifications of supervising personnel and course grading requirements.
	VI Academic Quality Assurance
	<i>This section outlines the process of academic quality assurance through assessment and, where possible, through external validation.</i>
<input type="checkbox"/>	1. Describe how the academic quality of the proposed programme will be monitored.
<input type="checkbox"/>	2. For professional programmes for which accreditation is to be sought, state the accrediting agency and a timetable for completing the accreditation process.
	VII Costs And Resources
	<i>This section documents the projected cost of the programme and identifies sources of funds, both capital and operating.</i> <ul style="list-style-type: none"> • The Dean must be consulted for approval of any funds allocated to a new or revised programme as these decisions may impact on a Faculty's budget.
<input type="checkbox"/>	1. The form, "Projected Expenditures for Proposed Programme" (see AQA1-4), along with any necessary narratives describing the source of funds, capital and other special needs, would be required to complete the proposal. This projected expenditure <u>must be prepared by the Bursary</u> in collaboration with the Head of Department and approved by the Dean of Faculty.
<input type="checkbox"/>	2. For proposed programmes requiring reallocation of existing campus or University resources, a <i>redeployment of resources</i> plan should be prepared. This reallocation or redeployment of resources <u>must be prepared by the Bursary</u> in collaboration with the Head of Department and approved by the Dean of Faculty.

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**UNDERGRADUATE PROGRAMME COVER SHEET
DESCRIPTION TEMPLATE**

1. Campus(es)	Specify campus or campuses, if relevant. If joint with another institution, specify institution.			
2. Programme code:				
3. Proposed programme title				
4. Course Type	<input type="checkbox"/> Core	<input type="checkbox"/> Elective	<input type="checkbox"/> Co-curricular	
5. Proposed award				
6. Total credit hours	Includes teaching, study time and any preparation for classes			
7. Academic Unit(s) that will be offered				
8. Programme provider	List faculty and all departments involved in the teaching of the programme.			
9. Proposed beginning date				
10. Programme summary	As an attachment to this cover, describe in 250 words or fewer, the purpose, content, and structure of the proposed programme			
11. Projected enrolments	Year 1	Year 2	Year 3	Other year(s)
<u>Full-time students</u>				
<u>Part-time students</u>				
<u>Evening-University</u>				
12. Will programme lead to certification of licensure? (Yes/No)				
<u>If Yes</u> , by what field or speciality?				
13. Will special accreditation be sought? (Yes/No)				
<u>If Yes:</u> By what group?				
By what date?				
14. Will the programme or any constituent courses be offered off-campus? (Yes/No)				
<u>If Yes:</u> Where?				

	How much?	(specify number of course and related credits)
15. Via the Open Campus? (Yes/No)		
If Yes, to what location(s)		
<u>16. Academic staff member who may be contacted for more information:</u>		
Name:	Telephone:	Fax:
Title:	E:mail:	
Faculty:	Department:	
Date & Minutes of approval from Faculty Board:		
Signature of Department Head:		Date:
Signature of Dean:		Date:
Date & Minutes of approval from Academic Board:		
Date of authorisation from the Board for Undergraduate Studies and referenced Minutes:		
Signature of Department Head:		Date:
Signature of Dean:		Date:

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**TEMPLATE - PROJECTED EXPENDITURES/RESOURCE IMPLICATIONS FOR
PROPOSED UNDERGRADUATE COURSE/PROGRAMME**

(To be completed by the Bursar in consultation with the Head of Department with final approval by Dean)

Expenditures	1st Year Academic year¹	Estimated Cost for entire Duration (e.g. 3 year period)
Personnel Internal reallocation ² New funds ³ Additional academic staff/support staff (instructors, professional support, administrative and support staff) Total		
Equipment⁴ Internal reallocation ² New funds ³ (e.g. for consumables) Usage of computer equipment Total		
Library Acquisitions Internal reallocation ² New funds ³ (e.g. books, journals, online resources, space) Usage of library Total		
Capital Expenditures⁵ Internal reallocation ² New funds ³ Total		
Start-up Costs Advertising, printing, equipment, preparation of teaching material Total		
Grand Total		

Based on the resources identified for this programme, state if this would impact on:

- (a) Other Departments/Centres:

(b) Other University activities:

Please attach additional information (e.g. Department business plan) a necessary

Approval by Bursar (please sign):	Date:
Approval by the Head of Department (please sign):	Date:
Approval by Dean (please sign):	Date:
Date of approval from Campus F&GPC and referenced Minutes (<i>only if self-financed</i>):	
Date of approval from University F&GPC and referenced Minutes (<i>only if self-financed</i>):	
Date of letter from the ACTT acknowledging of programme into its register:	
Date of approval letter from GATE:	

¹ Specify the academic year.

² Internal reallocation means that campus or University resources will be moved or redeployed from a current area of expenditure to support the new programme.

³ New funds means expenditures engendered specifically by the proposed programme that the institution would meet from other sources.

⁴ Include here equipment which is not a capital expenditure.

⁵ Include here a new facility (or laboratory), or renovation or renewal of an existing building.

Notes:

1. That in the planning and consideration of resources, oftentimes the venue for teaching is overlooked and the assumption is that the space will just be there; there should be a discussion with the person responsible for timetabling to determine the most appropriate venue given the type of programme and frequency of teaching.
2. That before a self-financed programme can be offered on the Campus, the programme must receive both BUS and University F&GPC approvals via Academic Board and Campus F&GPC respectively.
3. That the proposal for self-financed programmes must include, the projected incomes, expenditures and the breakeven figure;
 - The cost of the course/programme should be clearly identified, whether per annum or for the entire programme, and the period of delivery should be clearly stated.
4. While there is nothing stopping the St. Augustine Campus from advertising any programme that has been approved at the highest level of The UWI, if the Campus would like students to access GATE funding, for a given self-financed undergraduate programme, the following action will be required:
 - (a) Submission to be made by the Campus Registrar to ACTT for entry of new programmes into ACTT's register.
 - (b) Submission to be made by the Campus Bursar to the GATE Office for GATE approval of undergraduate programme (see checklist); the submission to include fee structure/schedule of fees together with the ACTT letter (*an acknowledgement of entry of the undergraduate programme into its register*).
5. Even though UGC funded programmes would not each go to University F&GPC for approval however for GATE approval, the fee structure/schedule of fees together with the ACTT letter for each programme must be submitted by the Campus Bursar to the GATE Office.

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AQA1-5

LIBRARY IMPACT STATEMENT

AVAILABILITY OF LIBRARY RESOURCES

[In consultation with the Campus Librarian, explain whether library resources are available to support the proposed award course. If new library resources are required, detail these and give an estimate of the annual cost.]

At its meeting on 17 March 2006 the Academic Quality Assurance Committee acting on behalf of the Academic Board, St. Augustine Campus, agreed to advise faculties that the University Library should be allowed to make assessments of proposals for new and/or major changes to courses/programmes.]

Library Impact Statement

I have examined the Library needs related to the proposal and certify that existing Library holdings, staffing, services and accommodation are, or will be, **adequate/inadequate** to cover the demands that are inherent in it.

[If there are any concerns about library holdings, please address these.]

.....
For the Campus Librarian

.....
Date

Further comments:

Holding:

Services/Staffing:

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CENTRE FOR EXCELLENCE IN TEACHING & LEARNING

REVIEW OF PROPOSAL BY THE CENTRE FOR EXCELLENCE IN TEACHING & LEARNING

[The Director, Centre for Excellence in Teaching & Learning (CeTL), to review the course/programme proposal. The proposer to:

- Submit and to discuss the proposal with the Director, *Centre for Excellence in Teaching & Learning (CeTL)*.
- Follow-up on any recommendations made through these consultations with the CeTL.

*At its meeting on 17 March 2006 the Academic Quality Assurance Committee acting on behalf of the Academic Board, St. Augustine Campus, agreed to advise Faculties that **the former** Instructional Development Unit (IDU), **now** Centre for Excellence in Teaching & Learning (CeTL), be allowed to review proposals and make recommendations during the development of new and/or major changes to courses/programmes.]*

CeTL Review Statement

I have examined the course /programme proposal and note that this **has** / **has not** been prepared in accordance with the guidelines provided by the Academic Board, such that:

- The structure, method and modes of delivery **do** / **do not** allow for a steady progression of learning outcomes
- The teaching/learning and strategies/activities **are** / **are not** congruent with the stated objectives.
- The validity of assessment **is** / **is not** congruent with the stated objectives.
- The course/programme proposal **is** / **is not** ready for the next level of approval/circulation.

[If there are any further concerns, please address these.]

.....
For the Director, *Centre for Excellence in Teaching & Learning*

.....
Date

Further comments:

THE UNIVERSITY OF THE WEST INDIES
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**GUIDELINES FOR SUBMISSION OF A NEW UNDERGRADUATE ACADEMIC
COURSE PROPOSALS**

Title: Approval of New Undergraduate Courses

Document No: AQA2-1

Issue Version: 3.0

Antecedents: The Board for Undergraduate Studies Guidelines for Submissions of Undergraduate Academic Programme Proposals (1997/1998); Academic Board, 23 February, 2006, Minute 331; AQAC, 17 March 2006, minute 4.7 – 4.9; Office for the Board for Undergraduate Studies, Course Outline format for all UWI Courses - May 2006, AQAC Version 1 (2006); A Clarification of the Roles of BUS/Academic Boards in Relation to Approval of UWI Undergraduate Programmes (2007); Policy on Monitoring Course Outlines and Assessment at UWI -BUS P.11 (2007/2008); Roles and Responsibilities of the BUS – BUS P.16 (2008/2009); IDU - Course Design Template; Strategic Plan 2007-2012; [Strategic Plan 2012–2017](#); [CeTL Course Template 2013-2014](#).

I. SCOPE

1. These procedures apply to all credit-bearing courses.
2. These guidelines not only provide a starting point for reflection on approaches to course design, but also promote good practice in design for consistency and repeatability of intended learning outcomes. In this regard, the course developer is encouraged to consider:
 - (i) How each course will connect to the overall programme, and with the other courses in the programme as well.
 - (ii) How to link the learning objectives for the course to one or more of the 8 desirable attributes as prescribed by The UW I Strategic Plan (2012-2017), so as to enable our students' potential and provide support for the transformation that will be required for them to become the 'distinctive UWI graduate of the 21st century.'
 - (iii) Where possible, to include illustrations to regional context across the course in relation to I.2(ii) above. This expectation is well supported by the Board for Undergraduate Studies on regional content and orientation in academic programming.....

“The work of the Board for Undergraduate Studies, in setting policy on the structure of programmes and mechanisms for the approval of programmes, is seen as a way of preserving and strengthening the regional content and orientation of the degree programmes of the University (BUS P.16 (2008/2009)).”
 - (iv) How the teaching and learning strategies support the achievement of the learning objectives.
 - (v) How the type(s) assessment will reveal the outcomes of learning based on the stated objectives.
 - (vi) How to bring close alignment of the learning objectives, teaching and learning strategies

and assessment of a course, so as to provide maximum impact for achievement of outcomes of learning.

3. Where courses are being developed as part of a new programme of study, this statement should be read in conjunction with **AQA1-2** Template for a new Undergraduate Programme Proposal.
 - (vii) From a quality assurance standpoint and consistency in its delivery, a course outline needs to give:
 - (a) A clear idea of the nature of the course.
 - (b) Students a clear indication of the kinds of knowledge, competencies and skills to be developed from studying the course – the objectives of the course.
 - (c) The depth of examination and exploration required.
 - (d) The texts and readings to be consulted.
 - (e) A frame of reference to:
 - Judge course assessment founded on well written learning outcomes that use action verbs that are observable, measurable, appropriate and fair.
 - Guide equivalency and/or credit transfer/articulation where required.

II. PROCEDURES

1. When developing a new course, the Faculty must ensure that the assessment criteria test the learning outcomes.
2. The Academic Quality Assurance Committee will consider course proposals based on the recommendation of the respective Faculty Board.
3. The Academic Quality Assurance Committee will require the following information:
 - (i) Course outlines in the templates for submission for course proposals, **AQA2-2**.
 - (ii) Details of any resource implications, **AQA1-4** and any other supporting documents (inclusive of **AQA1-5** and **AQA1-6**).
4. Each Faculty Board is responsible for ensuring that:
 - (i) During the development of the course consultation takes place with the Director, Instructional Development Unit.
 - (ii) The Campus Library is consulted on new course proposals, to determine what further resources (if any) may be required.
 - (iii) Substantial resource implications have been discussed with the Campus Bursar.
 - (iv) Other institutional issues that may impact on due process of general services provided should be discussed with the relevant Faculty or service department.
5. Once the course proposal is completed, following the above-mentioned guidelines, it is sent to the Academic Quality Assurance Committee for review and discussion with the respective course developer.
6. Once vetted as robust by the Academic Quality Assurance Committee, the course proposal is forwarded to Academic Board for approval.

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TEMPLATE FOR A NEW UNDERGRADUATE COURSE PROPOSAL

1. Course title:	
2. Course code:	To be provided by Banner Student Administration.
3. Course Provider:	e.g. which Department/School will have responsibility for the course
4. Course Type	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Co-curricular
5. Level:	e.g. <u>first</u> , <u>second</u> and/or <u>final</u> year course
6. Semester in which it will be offered :	e.g. Semester I or II. If provided across Departments/Faculties, please indicate.
7. No. of credits:	
8. Total study hours:	Includes: <ul style="list-style-type: none"> • teaching time • study time • a student's preparation time for classes
9. Course Description	Give a brief description of the course: <ul style="list-style-type: none"> • What the course is about- <i>an overview of course material.</i> • How is the course organised? • What are the approaches to teaching/learning • What are the approaches to assessment • Credit weightings e.g. theory credits versus practical credits • How the course integrates into the overall programme of the Dept. and the University
10. Course Rationale:	Give a brief rationale for the course. <ul style="list-style-type: none"> • Why the course exist • How the course fits into the overall programme • For whom it was designed • How will it benefit students when they participate • How it fits in with the mission of the Dept. and the University
11. Letter to the student	A welcome letter.
12. Goals/Aims	Aims are broad general statements about what you would like to see achieved. They often refer to outcomes, which are not likely to be achieved in just one semester, and are almost philosophical statements of what you would ideally like to see achieved in the course.
13. General Objectives	General Objectives can be considered as steps you the teacher will take throughout the course to achieve the course aims.

<p>14. Learning Outcomes:</p>	<p>These must be stated in terms of expected student behaviours at the end of the course. <i>An example is as follows:</i> <i>At the end of this course students will be able to interpret chemical data.</i></p> <p>Learning outcomes provide course leaders with an opportunity to think about “the whole picture” and to provide specific details of measurable competencies and to consider how to enable achievement of attributes defined for the distinctive UWI graduate (The UWI Strategic Plan 2012-2017). The focus is on what the students will be able to do and how they will show that they know.</p> <ul style="list-style-type: none"> • More specifically identify the: <ul style="list-style-type: none"> ➤ Knowledge you want the student to have by the end of the course ➤ Skills you want the student to master by the end of the course ➤ Attitudes you want students to demonstrate at the end of the course. • Use Bloom’s taxonomy and others to help you organize the learning outcomes guide.
<p>15. Content:</p>	<p>This elaborates the topics, outlining the various ideas, concepts, themes, issues, procedures etc. to which students will be exposed.</p>
<p>16. Teaching Approaches/Strategies</p>	<ul style="list-style-type: none"> • This should give an indication of the teaching approaches/strategies and methods to be used to facilitate learning during the course. • Example - e.g. Lectures / Active learning / Discussion / Practicals / Oral Presentations/ Online Activities / Projects / Other....Specify
<p>17. Assignment</p>	<ul style="list-style-type: none"> • Description of assignments • Due dates of assignments. • What marks will be awarded
<p>18. Assessment</p>	<ul style="list-style-type: none"> • <i>A variety of assessment methods should be employed. These are to be designed to demonstrate achievement of learning outcomes (such as knowledge, skills and attitudes) and to facilitate student development and acquisition of knowledge competencies and attitudes. The contribution of marks from each method of assessment to the overall course mark must be indicated.</i> What are the assessment methods • Will these be / how will they be related to the final mark • Note: the assessments should relate to both your objectives and teaching/learning strategies • Indicate the weighting of the assessment strategies • How long will be the final exam be • Assessment schedule.
<p>19. Estimated Study Hours</p>	<p>Hours / week:</p> <ul style="list-style-type: none"> • Lectures • Tutorials • Homework / revision • Online assessment • Total number of assessments

Assessment (weightings, time and schedule)	
<i>The nature of the task depends on the learning objectives. In this regard, the written exam <u>does not have to be lower</u> than the coursework; thus a rationale should be provided for whatever weighting is to be implemented.</i>	
	i) Assessed coursework <i>(Number of projects: report, essay, poster presentations etc and percentage toward final mark)</i> e.g. 3000 word report or essay: 35%, and Poster presentation 20%
	ii) Practical classes <i>(Percentage toward final mark)</i> e.g. laboratory reports: 15%
	iii) Written examinations <i>(number of exams, length of time, percentage toward final mark)</i> e.g. 1x 2 hours: 30% <i>The nature of the tasks depends on the learning objective, and the written exams do not have to be lower than the course work. However, a rationale should be provided for whatever weighting is selected.</i>
	iv) Oral examinations
	v) Other, please specify
20. Evaluation	<ul style="list-style-type: none"> Describe how and when you would use feedback about students experiences during the course Describe how you will use feedback to improve the course and its implementation.
21. Grading System	<ul style="list-style-type: none"> Description of the grading system of The UWI Grading policy
22. Required Reading	<i>The basic texts as well as other books, journals, articles etc. which students are expected to read/refer to must be documented in an acceptable referencing format. Internet sources can also be properly referenced and included.</i> <ul style="list-style-type: none"> Expected readings Chapters Completion dates
23. Resources	<ul style="list-style-type: none"> Essential and /recommended textbooks Journals and other readings Equipment and apparatus Internet URLs?
24. Course Calendar	<ul style="list-style-type: none"> Weekly schedule Order of topics and associated readings Due dates of assignments
25. University Policies	<ul style="list-style-type: none"> Attendance Plagiarism Regulations Accountability Statement
26. How to study for this Course	Suggestions for effective studying for this course.

Relationship to other courses (irrespective of programme of study)

27. Pre-requisites	<p>Does the student have to pass a pre-requisite for this course?</p> <ul style="list-style-type: none"> If yes, state the pre-requisite What knowledge is the student expected to have as a result of successfully passing this pre-requisite? Are there alternative ways to assess the pre-requisite knowledge or prior learning, if a student does not have this pre-requisite course?
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28. Co-requisites	Is there a co-requisite to this course? If yes, state the co-requisite course that must be read concurrently with this course
29. Post-requisites	Is there a course which must be taken after this course?
30. Forbidden combinations	Is there a course which must not be taken with this course?

31. Academic staff member who may be contacted for more information:		
Name:	Telephone:	Fax:
Title:	E:mail:	Office hours:
Faculty:	Department:	
Date & Minutes of approval from Faculty Board:		
Signature of Department Head:		Date:
Signature of Dean:		Date:
Date & Minutes of approval from AQAC:		
Date & Minutes of approval from Academic Board:		