Course **A**nd **P**rogramme
Information **S**ystem

New course proposal procedure using CAPIS

(Version 0.4 February 2015)

Contents

Introduction

The Course and Programme Information System (CAPIS) is new to the School and was first introduced in 2012-13. One of its main purposes is to simplify the updating or modifying of existing course information. Another important function is to facilitate the proposal procedure for new courses for consideration by the Undergraduate Studies Sub-Committee, Graduate Studies Sub-Committee and Research Degrees Sub-Committee.

In order to get maximum benefit from the system, please take a moment to understand the different levels of access the system grants people. For staff members completing a course proposal, there are three levels to consider:

Who (roles)	Access	
TQARO (Teaching Quality Assurance and Review Office)	- Access all areas - All functions - Port of call for initial enquiries	TQARO is the overall administrator of the system and has full access to all courses and all possible functions.
(Departmental) CAPIS Manager	- Editing rights - Add course proposers and course proposal editors - Create course proposals	"CAPIS Manager" is a role assigned by TQARO and can be held by any nominated person(s) within an academic department. The role does not have to be filled by the actual Departmental Manager. Changes to this role are administered by TQARO.
Course Proposer / Co-course proposer / Course proposal Editor / Teacher(s) Responsible	- Access to a specific course or set of courses depending on their role within a given department. - Editing rights to a specifically assigned course or set of courses.	"Course Proposer" is a role assigned by TQARO or by a department's CAPIS Manager(s). Course proposers can add "co-proposers" and also "course proposal editors". The "Teacher Responsible" role is assigned during a course proposal process and can be changed by proposers and editors during the annual review.

There are three committees which consider new course proposals submitted via CAPIS:

USSC - Undergraduate Studies Sub-committee

GSSC – Graduate Studies Sub-committee

RDSC – Research Degrees Sub-committee

Further information about the committees can be found here:

https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Committees

Colleagues from other support units will also have access to view course proposals in CAPIS as part of the pre-committee approval process:

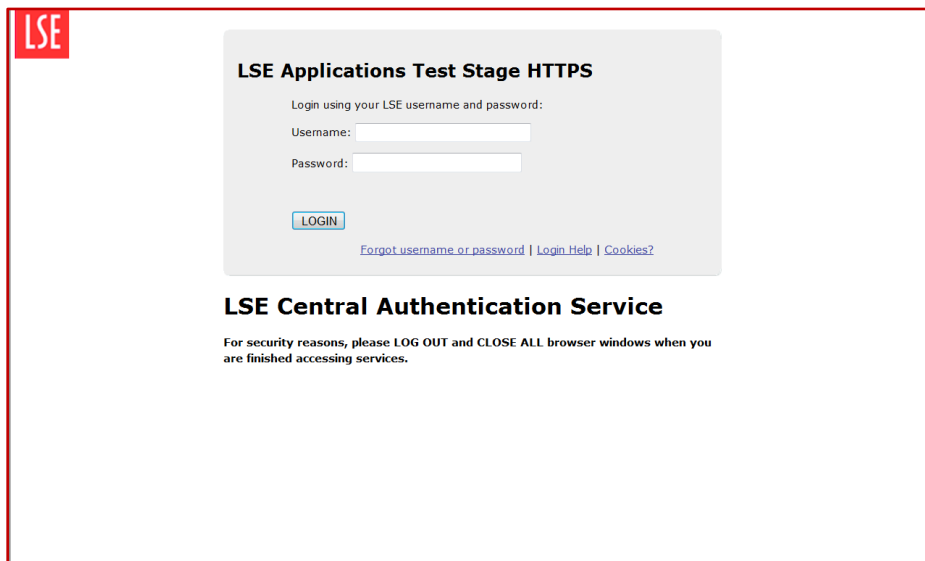APRC - Academic Planning and Resources Committee

Timetables

Library

Information Management and Technology division
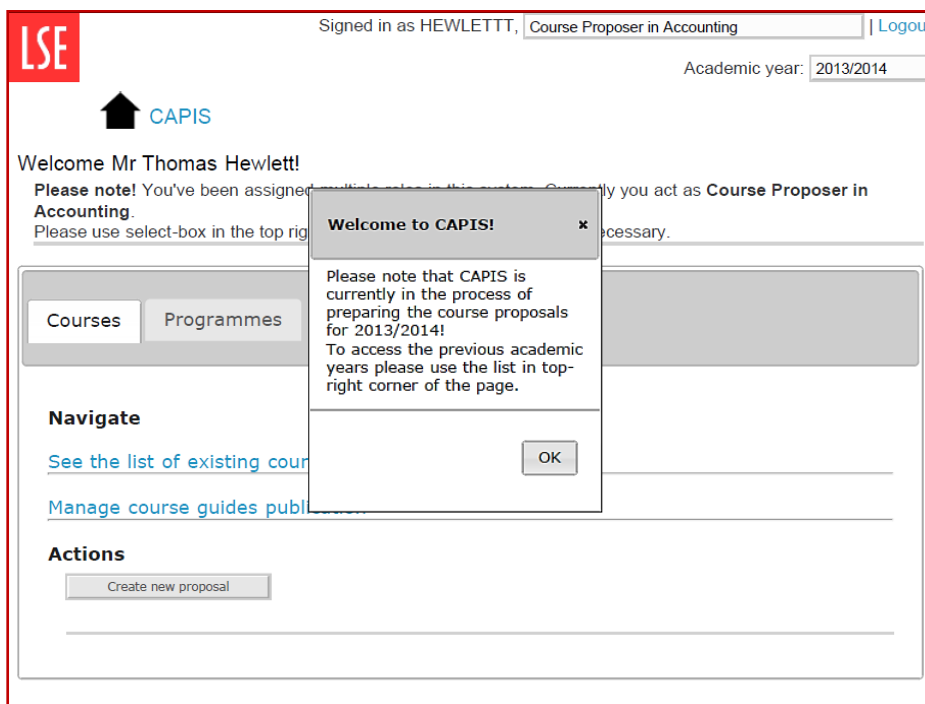
How to create a course proposal

Log in

Login at https://apps.lse.ac.uk/capis/

Your usual LSE credentials are used here.

You may see a welcome note explaining that the system has been carried forward for the following academic session. This will depend on the time of year when you use the system and will only appear the first time you log in. Press **OK** to accept.

Actions

Under the heading **Actions** select

Create new proposal

Important: Please create your new proposal in the 'working' academic year in CAPIS (as detailed in the top right-hand corner of the screen) and not the year in which the course will be first taught. As a guide, during MT and early LT, this will be the current academic year. After the system has been carried forward in preparation for the following year (week 4 or 5 of LT) the working year will also roll forward to next year.

(Select *See the list of existing courses and proposals* if you want to search for a proposal you have already created.)

This will create a new blank proposal in the **Data entry process**.

The proposal will be given a proposal code starting CP plus a number, in this case 'CP-207'.

You can use this code to search for the proposal in future. To search for an existing proposal you should select the *See the list of existing courses and proposals* option from the **Navigate** section on the CAPIS home page as highlighted above.

At the top of the screen you will see that the **Data entry process** is divided into seven tabs:

1. General
2. Demand
3. Content (6 sub-tabs)
4. Management
5. Resources (4 sub-tabs)
6. Skills
7. Consultation

All the questions on each of the seven tabs should be considered in order to complete a new course proposal. Compulsory fields are marked with a * and you will not be able to submit the proposal until all the required information has been entered.

Data entry process

Tab 1: General

1 General	2 Demand	3 Content (0/6)	4 Management	5 Resources (0/4)	6 Skills	7 Consultation

1.1) Title of the Course: Consideration should be given to the course title in the context of existing provision of taught courses by all academic departments in the School. Proposers and editors should cross-check proposed titles with the list of available courses in the Calendar and consult with colleagues as necessary, especially if a course with a similar or closely related title already exists. This is to ensure that no significant overlap or duplication occurs. *

1.2) Departments/institutes/groups *

Department *	Is this the lead department? *	

Click to add a row...

1.3) Unit value (1 = full-unit, 0.5 = half-unit, 0 = non-assessed / non-degree language course) *

1.4) What level is the course? *

Select One...

1.5) Proposed academic session in which course is first to be taught *

Select One...

1.6) Will this course be taught over 1 or 2 academic sessions? *
○ 1 year ○ 2 years

1.7) Please specify for how many years this course will run (not specified means indefinitely)?

1.8) If this course shares teaching with another course, please provide the course title or code below by searching in the box below.

Course name / code *	

Click to add a row...

1.9) Pre-requisites: Please indicate any specific requirements students will need in order to take this course. Courses listed in this table will be displayed in the course guide as being required pre-requisites. If multiple courses are listed, they will be displayed as "course 1 **and** course 2" in the course guide.

Course name / code *	

Click to add a row...

1.10) Pre-requisites - additional content for the Course Guide. If general pre-requisites are required, or if a combination of courses is required that should be displayed in the course guide as "course 1 **or** course 2" or "course1 or equivalent" for example, please enter the text here. Please write references to specific courses using the following format: '*Course Title* (course code)'.

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1.11) General notes for colleagues when considering this proposal (for example, you may wish to propose a code for this course)

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Cancel   Save as draft   Save and complete

Remember to: **Save as draft** – to continue work on the proposal later;
Save and Complete – if no further edits are required.

Tab "**1 General**" contains some basic information about the course:
1.1) Title
1.2) Department/Institute/group : this will be automatically populated depending on your CAPIS role. It can also be edited by selecting *Click to add a row…*
1.3) Unit value
1.4) Level: e.g. 'undergraduate 1' = first year undergraduate
1.5) Proposed academic session in which course is first to be taught, e.g. 2014/15
1.6) Over how many sessions the course will be taught – this will normally be "1 year";
1.7) Number of years the course will run. Often left blank, but could be "1" year if the course will be taught by a visiting academic.
1.8) Shared teaching – not always applicable, but you can add a course by selecting *Click to add a row…* and entering the course code.
1.9) and 1.10) ask for any prerequisites. You can again add specific courses by selecting *Click to add a row…* and entering the course code. Or add free text in 1.10) if this is more appropriate. Information in 1.9 and 1.10 **will appear in the course guide**.

1.11)   Provides the opportunity to add additional information, if required, for consideration by the relevant approval committee.

Saving changes

After entering data into a tab you have two options:
Save as draft – to continue work on the proposal later;
Save and Complete – if no further edits are required.

Note: All pages must be 'saved and completed' before the proposal can be submitted. Before moving to another tab, you should either save as draft or save and complete. Moving tab without saving will result in you losing the data you have entered on that tab. A warning message will appear if you do not save before selecting another tab.

You will also get a message in the moment you '**Save and complete**' to confirm the status of the tab.

Completed tabs will appear at the top of the screen **in green with a tick** next to them. Any tabs where information is **not complete** will be **shown in grey** (see left).

If any of the compulsory questions have not been answered the proposer will not be able to save a tab as completed. The tabs shown in grey will need to be completed before the proposal can be submitted.

Adding comments

At any time after a tab has been saved, either as a draft or when completed, a proposer has the option to add comments as necessary. Additional edits can also be made to the information entered, even after saving the tab as completed. Comments can be added or edits made by any person who has access to the proposal, including proposers, co-proposers and editors. Comments may be added as a reminder to do something or as a note to TQARO to explain why certain information has been included or omitted. There is a comments box at the bottom of every page.   Write your comment and then press *Add comment* to save the text, as shown below.

Remember: add comments only after the tab has been saved. If you add a comment without saving the data you have entered, you will lose your changes.

Be aware:

- Comments are not editable nor can they be deleted once added;
- Comments **will not** be included in the proposal submitted to the sub-committee;
- All comments will appear in the **events history** for ease of reference.

Moving on

Once you have saved the tab you are working on and added comments if necessary, you will need to select the next tab you would like to work on. The data entry process is set out in numerical order, tabs 1 – 7, but **you do not have to complete it in order**. You can manually select any tab in any order. You will not be taken to the next tab automatically after saving.

Tab 2: Demand

Tab "**2 Demand**" asks for some background information:

2.1) Why is the course being proposed? How does it complement and/or extend existing provision within the programme(s) it will be taught on? *

You can enter text here to explain why the course is being proposed.

2.1) why the course is being proposed;

2.2) Please identify any existing course(s) to be discontinued by the introduction of this course

Course name / code *

Click to add a row...

2.2) whether any existing courses will be discontinued as a result of the introduction of the new course;

2.3) Please give expected approximate number of full-time students of the course over the next five years (n.b. the maximum number class/seminar size is 15 students per group) *

Term *	Number of students *
Year 1	
Year 2	Enter the numbers here by typing in the figures or by using the +/- arrows
Year 3	
Year 4	
Year 5	

2.3) the expected approximate numbers of full-time students over the next five years;

2.4) How many seminar/class groups will be offered (n.b. the maximum class/seminar class is 15 students per group)? Additional information about the School's policy on seminar and class size limits can be accessed here. *

Term *	Number of groups *
Year 1	
Year 2	Enter the numbers here by typing in the figures or by using the +/- arrows
Year 3	
Year 4	
Year 5	

2.4) You are also asked to confirm how many seminar/class groups you plan to run; and

2.5) Please explain the basis of above approximated figures

2.5) provide an explanation for what the approximated figures are based on. This might be on the basis of market research undertaken by Student Recruitment, for example.

Cancel   Save as draft   **Save and complete**

Remember to:
Save as draft – to continue work on the proposal later;
Save and Complete – if no further edits are required.

Tab 3: Content

Tab "**3 Content (0 / 6)**" is broken down into six sub-tabs:

3.1 Course content	3.2 Availability	3.3 Teaching	3.4 Summative assessment	3.5 Formative coursework
	3.6 Reading list			

3.1 Course Content

3.1.1) Course content - please provide a short outline of the content of the course. This text will be included in the 'course content' section of the course guide published in the online Calendar. *

Space used: 1 %

Cancel   Save as draft   **Save and complete**

3.1.1) asks for a short outline of the content of the course.

This will appear in the course guide.

Remember to: **Save as draft** or **Save and Complete**

3.2 Availability

3.2.1) Please identify programmes on which course is to be listed

Programme	Programme stream	Compulsory	Paper number	Year	
BA in History (UB...		yes	1	1	remove

Click to add a row...

You must also enter whether the course is a **Compulsory** course on the selected programme (yes / no); the **Paper number** where the course will appear in the programme regulations; and the **Year** in which it will be taken (undergraduate: years 1, 2 or 3, taught masters: year 1 or 2 etc.).

Programme stream is an optional field and is only relevant to certain types of programme that offer distinct pathways towards completion. Please type the stream name if relevant.

3.2.2) Will this course be available to General Course Student? (for UG courses only) *
○ yes, this course is freely available   ○ yes, this course is available with permission   ○ no

3.2.3) Will this course be available as an outside option or to students in other departments? *
○ yes, this course is freely available   ○ yes, this course is available with permission   ○ no

3.2.4) Availability - additional content for the Course Guide

3.2.5) Some graduate courses are designated as 'controlled access' due to limited places and/or prerequisites that are required in order to study the course. Students will need to apply to the teaching department for permission to take the course in LSE for You before being allowed to register for it. Will you control access to this course? *
○ yes   ○ no

3.2.6) On the LSE for You course choice system for **undergraduate** students some courses are labelled as 'capped'. As soon as the number of students registered reaches the capped number, the status of these courses will change to "full" and no one else will be able to select them. They are managed on a first come first served basis. If you intend to cap your course, what is the maximum number of students you will be able to teach?

Cancel   Save as draft   **Save and complete**

Which existing programmes or proposed programmes will the course be available on?

3.2.1) Add a programme by selecting *Click to add a row*… Start typing the name of the programme. Note the format of the programme name e.g. BSc in Accounting, MSc in …..
Select the correct programme from the drop-down list.

3.2.2) and 3.2.3) refer to whether the courses is available to General courses students (UG courses only) and/or as an outside option.

Note: The selection here creates **automated text in the course guide**.

Any additional information on availability included at 3.2.4 will also **appear in the course guide**.

3.2.5) refers to whether access will be controlled in LSE for You, meaning students need to request permission for a place on the course (PGT courses only).

3.2.6) asks for the maximum number of students, i.e. if a cap will be enforced such as max. 30 students (two groups of 15)

Remember to: **Save as draft** or **Save and Complete**

1 General ✔	2 Demand ✔	3 Content (2/6)	4 Management	5 Resources (0/4)	6 Skills	7 Consultation

3.1 Course content ✔	3.2 Availability ✔	3.3 Teaching	3.4 Summative assessment	3.5 Formative coursework

| | | 3.6 Reading list | | |

Please note that as you **save and complete** each tab, the title will appear at the top of the screen in green with a tick next to it.
The heading will also show the number of completed sub-tabs as you progress.

3.3 Teaching

3.3.1) Teaching: Please state the number of hours of teaching each term by lecture and seminar/class teaching hours. Please click here for additional guidance about teaching. Please note that it is the responsibility of the department to ensure that the information in the timetable and the course guide matches.

Type	AT sessions	WT sessions	ST sessions	
Lecture	? x ? min	10 x 60 min	? x ? min	remove

Click to add a row....

3.3.2) Information included here will appear in the course guide. Please add further information about core teaching detailed in 3.3.1 if necessary. If you will provide structured learning activities as part of this course (i.e. activities the department makes available to students during a Week 6 reading week that do not form part of the core teaching but which would benefit students' learning experiences), please provide details here. Please click here for additional guidance about teaching.

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Add text here to describe the learning outcomes for the course.

3.3.1) lists details of the lectures/classes/seminars etc. for the course. This example includes 10 sessions in the Winter Term lasting 90 minutes each.

Use *Click to add a row* and *Remove* to edit the table as required.

Any additional information on teaching should be included under 3.3.2. **This will appear in the course guide.**

3.3.3) Learning outcomes: please provide details of the learning outcomes for the course. Please click here for additional guidance about learning outcomes. *

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3.3.4) Teaching and learning methods: please describe how the teaching and learning methods help students attain the learning outcomes. *

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3.3.3) refers to the intended learning outcomes for the course

3.3.4) refers to the teaching and learning methods.

3.3.5) Please provide a rationale for the course assessment (both formative and summative assessment). You should consider the Teaching and Learning Centre guidance notes on broadening student assessment (PDF). Please click here for additional guidance about assessment. *

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3.3.5) asks for a rationale for the course assessment (both formative and summative assessment).

3.4 Summative assessment

This section asks for details of summative assessment elements. In this example, we have included 3 *types* of assessment: **examination** (80%), **essay** (10%), and **continuous assessment** (10%).

Different assessment types are available for 'Coursework' and 'Other'. Each assessment element includes different details such as timing of submission or word length for essays.

Note that the **Weight total** is confirmed as **100%**. The system will not allow you to save the page with a total weight of more than or less than 100%.

This will appear in the course guide.

Some courses offer students more than one assessment pathway. In such cases students may be able to choose an examination **or** a piece of written coursework for example.

To add an additional assessment pathway, use the *Add new assessment group* button. Then enter the assessment details as explained above for the new assessment group.

The two distinct assessment options will appear as separate entries in the course guide.
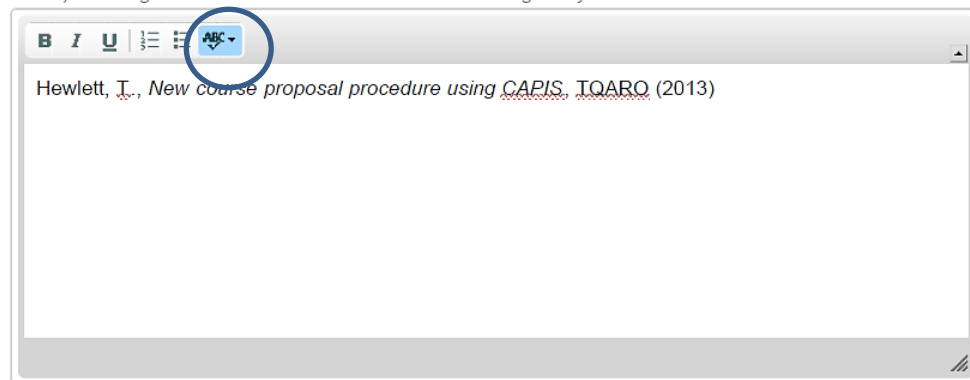
3.5 Formative coursework

Formative coursework can be entered here in tabular format. Use *Click to add a row* and *Remove* to edit the table as required. These details will appear as automated text in the course guide.

3.6 Reading list

3.6.1) Reading list: this should list 5-10 essential readings only.

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Hewlett, T., *New course proposal procedure using CAPIS*, TQARO (2013)

Please include details of essential reading for the course. This list will be assessed by the Library as part of the approval process.

The information entered here will be included in the course guide, so please use the spellcheck function before saving.

Please enter the reading list as continuous text, separated by a semi-colon between entries.
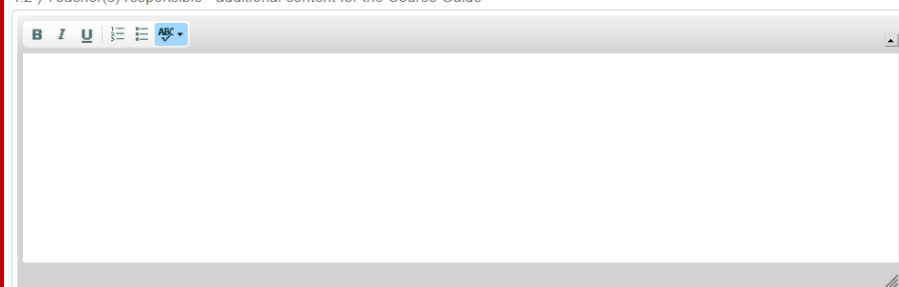
Tab 4: Management

4.1) Teacher(s) responsible

Person *	Room	
Hewlett, Thomas (HEWLETTT)	TW2 6.01	remove

Click to add a row...

4.2) Teacher(s) responsible - additional content for the Course Guide

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4.1 Teacher(s) responsible. Please list the teacher(s) responsible for the course. The teacher(s) will appear on the course guide.

Use *Click to add a row* and *Remove* to edit the table as required. Search for a member of staff by typing their surname in the 'Person' column.

Note: the information available using the search function is taken from the School's Human Resources database.

Important

After selecting a teacher and saving the details, please ensure you 'Preview the course guide' to ensure the person selected appears with the correct title and displaying the correct name in the course guide. Not all staff members use their given name (as recorded in the database) and on occasion their title may not be up to date.

New staff members who have not yet started employment with the School or guest teachers for example may not be included in this search function.

If, for either of these reasons, it is not possible to use section 4.1 to enter teacher details, you can enter the information as free text in section 4.2. For data quality and reporting reasons please do enter teacher information in section 4.1 wherever possible.

Remember to:
Save as draft – to continue work on the proposal later;
Save and Complete – if no further edits are required.

Tab 5: Resources

As with tab 3, tab "**5 Resources (0 / 4)**" is broken down into 4 sub-tabs:

| 5.1 Staffing | 5.2 Teaching and accommodation | 5.3 Library | 5.4 IT Services |

5.1 Staffing

5.1.1) Will the introduction of the course require any net addition to department teaching resources? In other words will your department need to put a bid to APRC for additional resource in order for this course to be delivered? *

○ yes   ○ no

5.1.2) Academic

Number *	Level/grade *	Source of funding *	
1	7	MSL	remove

Click to add a row...

5.1.3) Part-time

Number *	Level/grade *	Source of funding *	

Click to add a row...

5.1.4) Technical support

Number *	Level/grade *	Source of funding *	

Click to add a row...

If additional human resources will be required in order to employ additional academic or support staff in order to run the proposed course please include the details in section 5.1.1 - 5.1.4.

If no additional human resources will be requested and the course will be taught by existing staff and from previously allocated funds, simply select "no" for section 5.1.1 and 'Save and Complete'

5.2 Teaching and accommodation

5.2.1) Are the lecturers shared with other courses? *

○ yes   ⦿ no

5.2.2) The maximum size for a class/seminar is 15 students. Only under exceptional circumstances will a course receive exemption from this rule. Does this new course require permanent exemption from the rule? *

○ yes   ⦿ no

If yes please provide the reasons why and estimate the number of students in each class/seminar group.

> Please enter details here if class/seminar sizes are planned to exceed the standard School maximum of 15 students per group. Please note that permanent exemptions are now granted for an initial period of three years before being reviewed.

5.2.3) Will any additional teaching space be required? *

○ yes   ⦿ no

The information here will help Timetables assess the proposal as part of the initial approval process.

Please answer each section accordingly, supplying additional information for 5.2.2 if needs be.

5.3 Library

5.3.1) Is the new course in a subject that falls outside the main social sciences already taught/researched at the LSE? *

○ yes   ○ no

5.3.2) Does the new course require material in languages outside those already collected by the Library? *

○ yes   ○ no

If you have answered "yes" please provide further information below.

5.3.3) Does the new course require significant recurrent expenditure on print/electronic journals/datasets? *

○ yes   ○ no

If you have answered "yes" please provide further information below.

The information here will help the Library assess the proposal as part of the initial approval process.

Please answer each section accordingly, supplying additional information for 5.3.2 and 5.3.3 if needs be.

5.4 IT Services

5.4.1) Does the proposed course require use of computer software other than word processing and spreadsheet applications for front of house (teacher's computer in a classroom)? *

○ yes   ○ no

If you have answered "yes" please provide further information below.

5.4.2) Does the proposed course require use of computer software other than word processing and spreadsheet applications for student classroom computers? *

○ yes   ○ no

If you have answered "yes" please provide further information below.

5.4.3) Is this a joint course with other institutions where access to electronic resource at the LSE is required for students physically based at another institution? *

○ yes   ○ no

If you have answered "yes" please provide further information below.

5.4.4) Does the currently installed software and hardware described here meet your course requirements? *

○ yes   ○ no

5.4.5) Will students need to be taught in a PC classroom? *

○ yes   ○ no

5.4.6) Will lecture capture be required? *

○ yes   ○ no

5.4.7) Will any teaching occur outside normal working hours (0900-1800) or at weekends? *

○ yes   ○ no

The information here will help the Library assess the proposal as part of the initial approval process.

Please answer each section accordingly, supplying additional information for 5.4.1 – 5.4.3 if needs be.

Tab 6: Skills

6.1 PDAM

Please define which personal development skills have the potential to be enhanced by the experiences gained by attending this course by selecting **yes/no** under "**Includes**". Add the **justification** (optional) in the text box provided, remembering to Save the text before moving on.

This information will be carried forward into the student's **Personal Development Aide Memoire** (PDAM). More than one category can be defined for each course. For information describing each personal development category, please refer to the [Appendix](#) at the end of this document.

6.2 JACS

The **Joint Academic Coding System** (JACS) is used to provide a standard classification for all higher education courses across the UK.

Please enter the relevant JACS code(s) by selecting *Click to add a row…*

For further information regarding code allocation, please contact the Planning Unit or read more here:

http://www.hesa.ac.uk/index.php/content/view/1776/296/
http://www.hesa.ac.uk/content/view/1787/281/

Remember to: **Save as draft** or **Save and Complete**

Tab 7: Consultation

7.1) Has this proposal been discussed and endorsed at a departmental/institute meeting? *
○ yes ○ no   date of meeting: [_____]   (where it was or will be discussed)

If no internal consultation has taken place within your department, please provide a brief explanation as to why:

[text area]

7.2) Has this proposal been discussed at a staff/student meeting? *
○ yes ○ no   date of meeting: [_____]   (where it was or will be discussed)

If no consultation has taken place at a staff/student meeting, please give an explanation as to why this was deemed not to be necessary:

[text area]

7.3) Has this proposal been discussed with the Teaching and Learning Centre? *
○ yes ○ no   date of meeting: [_____]   (where it was or will be discussed)

7.4) Colleagues with related interests in other departments/institutes will need to have been consulted. You might find it useful to refer to the LSE Experts information. The Sub-Committee Secretaries are happy to provide individual advice on who to consult with.

Person *	Department/Instit...	Consultation date *	Notes	Were any objectio...	
Thomson, Mark (T...		01/09/2014			remove

Click to add a row...

Provide details of when and where the new course has been discussed:

7.1) department or institute

7.2) staff/student meetings

7.3) discussion with Teaching and Learning Centre

7.4) colleagues from other academic departments who were consulted during the proposal's development

Please add any 'notes' as necessary if concerns were raised.

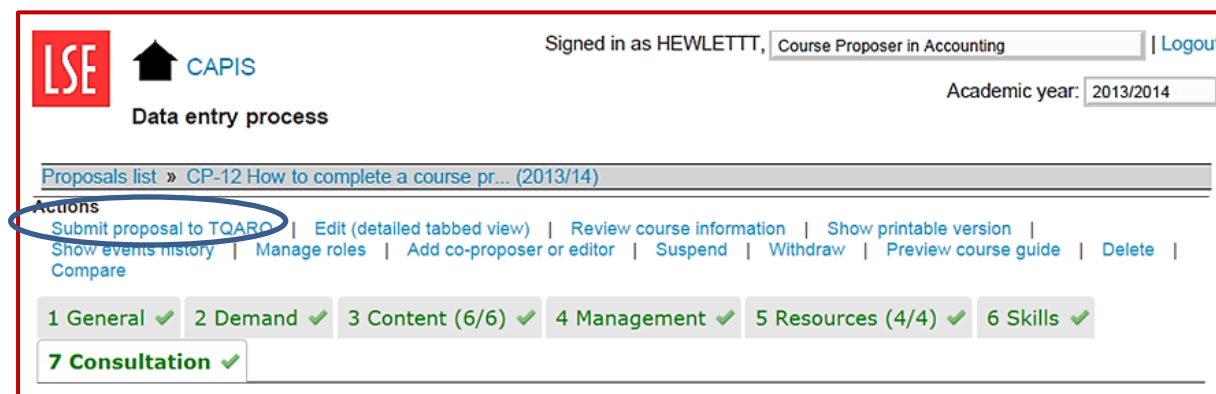Remember to: **Save as draft** or **Save and Complete**

16

Submission

Once all sections of the course proposal have been completed you are ready to submit the proposal to the Teaching Quality Assurance and Review Office (TQARO). TQARO is responsible for servicing two of the three committees responsible for considering course proposals and acts as administrator for CAPIS.

Please be aware, once submitted you will not have access to edit the proposal further. Please therefore make sure you are 100% happy with the finished proposal.

You will see a *Submit proposal to TQARO* option in the **Actions** menu at the top of the screen.

If this option does not appear please check to make sure all seven tabs are displaying with the **green title** and **tick** to denote 'complete'. If some tabs appear with grey text and without the tick, return to the tab and "**save and complete**" it.

IMPORTANT:	Please ensure that all the necessary changes have been made to the proposal and that they are correct/accurate before submitting. Once your proposal is submitted you will not be able to make further edits.

The committee process is initiated from this screen. As mentioned, the proposal will be considered by Timetables, the Library and the Academic Planning and Resources Committee (APRC) and then the relevant Sub-Committee.

If you are happy that all the information is correct and accurate please select *Submit to TQARO*

A confirmation page saying your course proposal has been submitted will appear.

You can return to the course summary page by clicking on the course title at the top of the page.

Proposals list

How to complete a course proposal for the Accounting Department

Lead department:	Accounting
Course level:	Undergraduate 1
Code:	CP-12 (temporary)
Proposed by:	Mr Thomas Hewlett

This course explains how to produce a course proposal using CAPIS.

Proposal:	TQARO decides
Completed:	Yes
Resources approval	
Timetables:	Pending
IT Services:	Pending
Library:	Pending
APRC:	Pending
Committee:	Pending
Chairs action:	Pending

Submitted by Mr Thomas Hewlett on 13/09/13.
Last modified by Mr Thomas Hewlett on 15:34:41, 14/10/13

On the summary page the Proposal will now include an updated status and condition.

The next steps will remain pending and will be updated by TQARO as the proposal progresses, firstly for resources approval and then Committee approval.

Chair's action will only be updated if changes are made after the committee has approved the course.

Actions
Show printable version
Show events history
Add co-proposer or editor
Preview course guide
Compare

To the right of the summary page there is an **Actions** menu:

Show a printable version of the proposal – to print or copy for distribution. You can use the Print option in your web browser and select the PDF Creator as the printer to then save and distribute a PDF of the proposal;

Show the events history summarising the different stages of the proposal's creation. This also includes any and all 'comments' that have been added to the proposal (at the bottom of each page);

Add co-proposers or editors – to allow colleagues to access the proposal online;

Preview the course guide – the data that will be included in the published guide includes: teacher responsible, availability, pre-requisites, course content, teaching, formative coursework, indicative reading and assessment;

Compare one version of a course to a previous year (only relevant for existing courses).

Appendix

This is a working document and details to be added here as required.

Personal Development Aide Memoire – Categories

Each student achievement and experience is categorised according to the areas of personal development that it relates to. A student will achieve the best learning outcome by ensuring a breadth of experience across all categories.

Category	Description
Self-management	Your ability to show readiness to accept responsibility, act with integrity, show flexibility, develop personal resilience, show initiative, demonstrate appropriate assertiveness, practice effective time management, demonstrate ability to improve your own performance based on feedback and reflective learning.
Team working	Your ability to recognise the strengths of a team and the value of a team being more than a sum of its parts; ability to make specific contributions to achieve a common goal; show respect to others, be sensitive to and respectful of difference and diversity, co-operate, persuade, demonstrate your awareness of interdependence with others.
Leadership	Your ability to manage other people, develop strategy, negotiate with others, set goals and enable others to achieve them, provide positive supervision, give and receive feedback, motivate others, act as coach or mentor.
Commercial awareness	Your ability to show understanding of the key drivers for business success, your ability to create ideas and identify opportunities, understanding of competition in the business environment identifying your competitors and knowing your market, your awareness of the importance of customer satisfaction and how to build customer loyalty, your awareness of risk in relation to business decisions.
Problem solving	Your ability to analyse facts and circumstances to determine the cause of problems, identify alternative appropriate solutions, evaluate the alternatives, implement a solution and assess its impact on the original problem.
Communication	Your ability to construct coherent and persuasive arguments – orally, in writing, through electronic/visual means; structure your argument logically and support it with relevant evidence; plan and deliver engaging and well-argued presentations that coherently addresses both question and audience; listening showing respect to others' position, question and respond to others taking into account context, audience, and purpose; explain complex or detailed specialist information to both the specialist and general audiences.
Application of numeracy skills	Your ability to use and understand statistical information, and the difference between correlation and causality, your ability to read and evaluate quantitative and qualitative data output, and undertake collection, analysis and presentation of data using appropriate software packages.
Application of information skills	Your ability to find and access information, making use of good research principles and techniques; evaluate information sources, distinguishing scholarly sources from other content and critically assessing information from internet and other sources; manage information – and reduce information overload – using online and other resources as well as appropriate citing and referencing techniques; select and use appropriate information technology tools for day to day processes (word processing, databases, spread sheets, social media).

Category	Description
Specific skills	Your specific skills that have been developed both within your programme of studies and as part of extra-curricular learning. For example computer skills including programming, language proficiency, legal understanding/skills. Regarding social science research skills (both quantitative and qualitative); your ability to evaluate and interpret evidence of different types, including documentary and other qualitative sources as well as statistical data, your ability to explain the respective roles of, and interaction between, questions, theories, evidence and explanations in the social sciences, your ability to identify the role of counterfactuals in social science explanations, and your ability to analyse a contemporary social problem using theoretical perspectives from more than one social science discipline.