**CSG Process Stage 1 Guidance Document (amended November 2017)**

**Before launching a new course, the following should be considered, please use these headings and submit your proposal to** [**s.gibbon@worc.ac.uk**](mailto:s.gibbon@worc.ac.uk) **for consideration by CSG1.**

* **Strategy** – how does this course fit in with the University / Institute overall academic strategy? Alternatively, is it opportunism?
* **Market size and growth rate** – What evidence is available to suggest that the course will be popular now? Is it a growing market? Would it attract a predominantly local interest or wider student interest?
* **Competition** – who offer competing courses? How have those courses fared over recent years?
* **Projected student numbers** – perhaps split into three bandings (Maximum envisaged cohort, ‘Realistic’ mid-range assessment of recruitment, Minimum student numbers required to make the course viable)
* **Student applications** – to what extent will the new course generate incremental new students or will it cannibalise other courses already offered?
* **Staffing requirements** – will the course utilise predominantly existing staff? If so, how and what work will they have to stop doing? Will it require new staff (permanent or HPL?) and when would they have to be recruited (and at what cost?), are there other staff requirements? (e.g. if the course requires a lot of lab time does that require another lab technician, or if there are placements then is another admin person required?)
* **Staff dependencies** – is the course so specialised that a single member of staff (or maybe two) are so vital to running the course that without them it would be very difficult to provide a viable course?
* **Specialist room requirements** – does the course require specialist facilities? If so, an assessment of what will be required and whether capacity for the new course exists within the current facility. This will include consideration of ‘ideal’ teaching size (i.e. in 16’s for Plinth work; or 30-40 for general teaching)
* **Other facilities implications** – e.g. if new staff required then where will their offices be?
* **Course venue** – e.g. at UoW or at Partner Colleges or other facilities (perhaps overseas)?
* **Library resources** – especially in expensive specialist areas
* **Fee structure and any discounts / bursaries** – what prices do other institutions charge for similar courses? What can we offer to attract more students (e.g. bursaries, field trips, course materials)? Money set aside for widening participation as per Access Agreement?
* **Capital equipment requirements (if any)** – This might include computer equipment requirements
* **Other additional costs** (e.g. lab coats, injections, field trips, induction, travel to visit students on placements, conferences, professional fees, IT equipment, payments to placement providers, etc.)
* **Timescales** of launching / developing / growing the course (including Open Day timetable, UCAS cycle, etc.)
* **Marketing artefacts** – entry on website, prospectus, flyers, special recruitment campaign, etc.
* **Entry grade targets** (thinking about effect on league tables)
* **Indicative course structure / content –** modules, levels, specific course titles, etc.
* **Professional accreditation**, and the cost of this
* **Interaction with other courses** – what opportunities are there for interdisciplinary collaboration, shared modules, is joint honours a viable option and are there any potential cost savings?
* **Research potential** – will the course complement any existing Research activity or support the development of new research (If so, at what cost?)
* **Project owner** – i.e. all new courses should be treated as a Project and have a lead sponsor to make sure that it is successful, recruits well, launches on time, etc.
* **Commercial structure** – If in collaboration with another party, who collects fees, do we need to offer library/IT, who registers students? Any VAT implications? What is the partner share?  Who sets the fee and how is our share decided?  Who is doing the teaching, who pays for the room hire, etc.?
* **International issues** – are there Agency fees / commissions or Tier IV visa implications?

**CSG Guidance Document: Partnerships**

In addition to above, for courses intended to be designed and delivered in collaboration with a partner, the following should be considered:

* **Strategy** – how does this course fit in with the partner’s HE strategy? What progression routes (into the University of Worcester) will the proposal facilitate?
* **Staff / Staff Development** – Is the staff base appropriate to support the proposal (i.e. a consideration of the HE experience and academic specialisms of the proposed staff team)? If not, what staff appointments or staff development plans are in place?
* **Learning resources** – will appropriate learning resources (i.e. library facilities, journals and specialist teaching facilities) be available and accessible to students based at the partner institution?
* **Student experience** – what is the partner’s track record in delivering higher education (perhaps evidenced through reviews, NSS, etc.)? Will students experience a genuine HE learning environment?