Course Proposal Guidance

The following information is intended to assist you in the completion of your [Course Proposal Form](https://uoe.sharepoint.com/:w:/r/sites/hss/hca/curriculum/SiteAssets/SitePages/Proposing%20a%20New%20or%20Revised%20Course/Course%20Proposal%20Form%20V.5.docx?d=wb640524532aa433a8cea2cd48647a0c2&csf=1&e=uWfnbL).  If you have any questions that are not addressed below, please feel free to contact the CQA team on hca-cqa@ed.ac.uk.

**Case for Support:**

This is an opportunity to introduce the academic rationale for the course and to outline what the course will bring to the curriculum.  You may wish to highlight how the course content connects to broader societal issues and what skills you expect the students to gain.

You can also use this space to indicate any of the following:

* Any non-standard resource requirements (for example, in terms of providing additional GH tutor support; equipment or Computer Software; teaching space)
* Any specific requirements for students with learning adjustments (required if you are following a non-standard format i.e. not just lecture/seminar/tutorial model)
* Any innovative ways the course offers feedback, teaching or learning.

The second box asks you to reflect on the ways in which you have considered matters of Equality and Diversity within your course proposal.  This could involve the inclusion of a diverse range of authors within the reading list, or highlighting a variety of perspectives or geographical regions you intend to cover within the course material.

Extract from '[Promoting Gender Equality in UK History](file:////sites/hss/hca/curriculum/SiteAssets/Forms/AllItems.aspx%3fid=/sites/hss/hca/curriculum/SiteAssets/SitePages/Course%2520Proposal%2520Guidance/Extract%2520from%2520RHS_Gender_Report_2018.pdf&parent=/sites/hss/hca/curriculum/SiteAssets/SitePages/Course%2520Proposal%2520Guidance)' - Royal Historical Society, November 2018 [(Full Document](https://5hm1h4aktue2uejbs1hsqt31-wpengine.netdna-ssl.com/wp-content/uploads/2018/11/RHS_Gender_Report_2018.pdf))  
Extract from '[Race, Ethnicity & Equality in UK History](file:////sites/hss/hca/curriculum/SiteAssets/Forms/AllItems.aspx%3fid=/sites/hss/hca/curriculum/SiteAssets/SitePages/Course%2520Proposal%2520Guidance/Extract%2520from%2520RHS%2520Report%2520-%2520Race%252c%2520ethnicity%2520%2526%2520equality.pdf&parent=/sites/hss/hca/curriculum/SiteAssets/SitePages/Course%2520Proposal%2520Guidance)' - Royal Historical Society, October 2018 [(Full Document)](https://5hm1h4aktue2uejbs1hsqt31-wpengine.netdna-ssl.com/wp-content/uploads/2018/10/RHS_race_report_EMBARGO_0001_18Oct.pdf)

**Course Title, Summary Description, Course Description:**

Title: This is the means by which you attract students to your course.  Honours and Postgraduate students may be choosing from an extensive course list so it is recommended that courses have an engaging title that contains enough information to give students a sense of the course content. Meaningful titles are also beneficial to academics from other fields who may be reviewing a former student's transcript in the future.  It is worth avoiding titles that are too long (maximum 10 words).  **Online courses:**Please include (online) after the course name.

Summary: A short paragraph that gives a catchy overview of the course content.  Two or three lines are ideal and it is helpful to include reference to locations or terms that are accessible to current students and may be familiar to a wider audience.

Course Descriptor: The Course Descriptor is an opportunity to provide more context and information about topics covered.  You may wish to consider matters of Equality and Diversity within your choice of topics (see above).  It can expand on the information provided in the summary however the **same text should not be used in both** as they often appear together.  It is recommended that you avoid specific references to course delivery or content that may not be possible to deliver.  Anything outlined in the course description must be delivered, any subsequent changes that materially affect the content may require Board of Studies approval.  The course LEARN page can be used to provide detailed information to students.

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| **Examples:**Courses with engaging titles, summary and course descriptions  [London Life in the Eighteenth Century](http://www.drps.ed.ac.uk/19-20/dpt/cxecsh10091.htm)  [The Kings in the North: Scotland in the Early Middle Ages](http://www.drps.ed.ac.uk/19-20/dpt/cxhist10428.htm)  [Revolutionary America, 1763-1815](http://www.drps.ed.ac.uk/19-20/dpt/cxhist10416.htm)  [Monsters, Murder and Mayhem: Biography in the Ancient World](http://www.drps.ed.ac.uk/19-20/dpt/cxcltr10014.htm) |

It is also important to highlight any skills taught during the course that may be valuable to future employers.  This does not require any fundamental redesign of course content, but you may wish to reflect on how some of the key skills, themes and topics within the course are appropriate/transferable to contexts outside the University, or include relevant career destinations that may interest students in taking the course.

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| ***Good Example:*** *“The course addresses the development of the practices, institutions, and instruments of financial capitalism starting in the Early Modern period, the periodic crises that punctuated this development, and the accompanying debates that surrounded both. It should be of equal interest to aspiring economic, social and intellectual historians, being particularly well suited to interdisciplinary study.”* **From***- Innovations and crises: the rise and tribulations of financial capitalism, c. 1600-1914* |

For advice on embedding employability into course design: [Course Design Factsheet](file:////:b:/r/sites/hss/hca/curriculum/SiteAssets/SitePages/Course%2520Proposal%2520Guidance/Course%2520design%2520factsheet.pdf%3fcsf=1&e=K6gHpZ) - Azwa Shamsuddin, PhD Researcher

**Breakdown of Learning and Teaching Hours**

This is the total number of contact hours that one student will have over the duration of the course.  The standard breakdown for an honours course with an exam would be 22 Seminar/Tutorial hours and 2 Summative Exam Hours.  Coursework hours are not included here as they do not constitute contact time.  Only whole numbers can be used so if you intend to give each student an additional 15 minutes of feedback then this unfortunately cannot be represented in the Feedback/Forward Hours.

For courses taught online: Seminar/Tutorial hours reflect on-campus activities only. Synchronous and asynchronous seminars and lectures should be captured under VLE/Scheduled Online Hours.

**Graduate Attributes/Indicative Weekly Schedule/Reading List**

Graduate Attributes:

'State essential skills that would help in successfully completing the course (include skills from prerequisite courses if relevant); what key skills students gain; and/or what skills useful in connected courses. Ideally, state how these skills are pertinent to the working world or subject-related career(s). Long lists of GAs should be avoided.'  [Course Design Factsheet](file:////:b:/r/sites/hss/hca/curriculum/SiteAssets/SitePages/Course%2520Proposal%2520Guidance/Course%2520design%2520factsheet.pdf%3fcsf=1&e=K6gHpZ) - Azwa Shamsuddin, PhD Researcher

[University Graduate Attributes](https://www.ed.ac.uk/files/atoms/files/graduate_attributes.pdf)

[Archaeology Benchmark Statement](https://uoe.sharepoint.com/:b:/r/sites/hss/hca/curriculum/SiteAssets/SitePages/Course%20Proposal%20Guidance/sbs-archaeology-14.pdf?csf=1&e=91EdYo)

[Classics Benchmark Statement](https://uoe.sharepoint.com/:b:/r/sites/hss/hca/curriculum/SiteAssets/SitePages/Course%20Proposal%20Guidance/subject-benchmark-statement-classics-and-ancient-history-including-byzantine-studies-and-modern-greek.pdf?csf=1&e=HT8KAp)

[History Benchmark Statement](https://uoe.sharepoint.com/:b:/r/sites/hss/hca/curriculum/SiteAssets/SitePages/Course%20Proposal%20Guidance/subject-benchmark-statement-history.pdf?csf=1&e=JlrmJ3)

Indicative Weekly Schedule: This does not appear in Euclid and is instead intended to provide further information for the Subject Area and the Board.  You may wish to consider matters of Equality and Diversity within your choice of topics (see above) and you may also wish to highlight any employability skills that are linked to specific topics covered.  The [University Graduate Attributes](https://www.ed.ac.uk/files/atoms/files/graduate_attributes.pdf) includes a list of skills that you may wish to adapt.

Reading List: A maximum of 12 key texts/resources can be listed here.  This list will appear in Euclid, however an extended list can be provided to the students via learn.  You may use initials or full names when listing the authors but consistency is important as far as possible.  You may wish to consider matters of Equality and Diversity within the chosen authors and range of topics (see above).

Online courses: Please note that all texts for online courses must be available electronically.  For further information or advice, please contact our School Librarian, Caroline Stirling (caroline.stirling@ed.ac.uk)

**Learning Outcomes**

You can include a maximum of five learning outcomes.  We are aiming to diversify the language used in learning outcomes and integrate subject/specific content with the graduate skills gained.  We would recommend that your learning outcomes following the structure below:

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| Graduate Outcome | Subject specific skills/knowledge | Form of assessment/class/  seminar activity |

All learning outcomes follow on from the generic stem 'On completion of this course, the student will be able to ...'

Graduate outcome: This should start with an 'active verb' (e.g. analyse, evaluate) that is appropriate for the level of study (see page 3 of the short guide below) and focus on the skill you would like the student to attain.

Subject specific skills/knowledge: Specify what is to be learned

Form of assessment/class/seminar activity: The method by which this outcome will be assessed

The learning outcomes should include reference to specific skills that would be valuable to employers.  This does not need to be included in every learning outcome and does not require a course redesign, it is simply an opportunity to make explicit the specific skills that your students will gain through your course.

[Short guide to writing intended learning outcomes for courses](https://www.ed.ac.uk/files/atoms/files/shortloguide.pdf) - Catherine Bovill, Senior Lecturer in Student Engagement, Institute for Academic Development, September 2018

For advice on embedding employability into learning outcomes: [Course Design Factsheet](file:////:b:/r/sites/hss/hca/curriculum/SiteAssets/SitePages/Course%2520Proposal%2520Guidance/Course%2520design%2520factsheet.pdf%3fcsf=1&e=K6gHpZ) - Azwa Shamsuddin, PhD Researcher

**Assessment Information/Exam Information/Feedback**

Assessment Information: The first box contains the exact wording that will appear on Euclid.  This should contain general information only as a specific information on essay topic may change from year to year and would therefore require subsequent approval by the Board of Studies.  The assessment information should be written using the following structure:

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| Assessment Type: Details including word count/exam length (Weighting)  For example:  *Coursework: 3,000 word essay (60%)*  *Exam: 2 hour paper (40%)* |

The information in the second box will not appear on Euclid and will allow you to provide more detailed information on your intentions to the Subject Area and the Board of Studies.  This information can be communicated to the students via LEARN.

For information on varied assessments that incorporate employability skills: [Course Design Factsheet](file:////:b:/r/sites/hss/hca/curriculum/SiteAssets/SitePages/Course%2520Proposal%2520Guidance/Course%2520design%2520factsheet.pdf%3fcsf=1&e=K6gHpZ) - Azwa Shamsuddin, PhD Researcher  
For information on innovative methods of assessment: [Student Assessment and Feedback](https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment), Institute for Academic Development

The History Subject Area has agreed that all Special Subjects and Postgraduate courses must adhere to the Assessment Models to ensure that assessment is equitable across courses.

[History Special Subject Assessment Models](file:////sites/hss/hca/curriculum/SiteAssets/SitePages/Proposing%2520a%2520New%2520or%2520Revised%2520Course/Special%2520Subjects%2520Assessment%2520Models.pdf)   
[History MSc Assessment Models​](file:////:b:/r/sites/hss/hca/curriculum/SiteAssets/SitePages/Proposing%2520a%2520New%2520or%2520Revised%2520Course/History%2520MSc%2520Assessment%2520Models.pdf%3fcsf=1&e=4JxkUH)

Exam Information: This information does not appear on Euclid but is used to assist the Course Administrator when creating the course instance.

* Archaeology honours courses hold exams in the same semester as the course runs
* Classics honours courses hold exams in the April/May diet
* History allows Course Organisers to determine which exam diet the exam will be held if the course runs in Semester 1, please note here if you would prefer the exam to take place in December or May in the event of a Semester 1 run.
* History Special Subject exams always take place in April/May
* Postgraduate courses generally do not have exams

Feedback: Two standard feedback texts are included.  All courses require a feedforward event so that students can improve from feedback given in earlier work.  As most courses contain at least two pieces of assessment e.g. essay and exam, the essay acts as the feedforward event.  For courses that have a single piece of assessed coursework, most common in Postgraduate courses, a feedforward event must be specified and therefore the second text should be used.  An example of a feedforward event would be feedback provided on a draft essay structure.

**Additional Course Details**

Home Subject Area: This will determine the first 4 characters of the course code, i.e. Ancient History gives a code commencing ANHI.  Please note that all postgraduate courses should be flagged in the postgraduate home subject area and that the code will commence PGHC.

Other Subject Area: Use this box if you would like your course to appear in the Course Catalogue for another school/subject area.  Please note that internally we use curated collections so this isn't necessary, however it is useful if you would like to course to appear in a degree programme in Divinity (for example).

Collections: Your course may appear in a range of collections depending on the subject area.  This determines which degree programmes your course appears in.  Please tick as many boxes as are applicable, please also note that courses may appear across subject areas e.g. an Archaeology course may appear in Scottish History.  The collection allocation may be discussed at the Subject Area meeting and a decision may be taken to change the allocation.

**Pre-requisites, Co-requisites, Prohibited Combinations, Other requirements, Visiting Student Pre-requisites**

Pre-requisites: All History Year 2 courses have a compulsory pre-requisite of The Historian's Toolkit.  However, they must also all include a caveat to take account of the Economic and Social History programmes which don't require Historian's Toolkit to be taken.

Classics Honours courses usually specify relevant Year 2 courses that students should have passed (including course codes where possible).  You should state whether this is compulsory or a recommendation and it must be expressed using an and/or sentence i.e. Course A and Course B/Course A or Course B.  As this isn't a free-text box, Euclid is unable to accommodate pre-requisites such as 'One of the following three courses'.  If you wish to include a more flexible pre-requisite, this should be included in the 'Other requirements' box below.

Co-requisites: This is rarely used in HCA but is relevant to any course where it is compulsory or recommended to take the course in conjunction with another.

Prohibited Combinations: This is used where the course content is sufficiently similar that we would wish to prevent students taking the courses in combination.  This should include any jointly taught course e.g. UG/PG jointly taught Archaeology courses.  It can also be used for the particularly popular courses in History where we do not wish students to take both courses e.g. Russian/German 20th century European History.

Other requirements: This is a free-text box in Euclid to detail the more general requirements.  The following text is commonly used:

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| History Year 2 (caveat) | A pass in any first level course achieved no later than August of the previous academic year.  Students on the degrees listed below do not require the compulsory pre-requisite 'The Historians' Toolkit': Economic History (MA Hons) Politics and Economic and Social History (MA Hons) Social Anthropology with Social History (MA Hons) Social Policy and Social and Economic History (MA Hons) PLEASE NOTE: The pre-requisite is still compulsory for ALL OTHER DEGREE PROGRAMMES |
| History Electives | A pass or passes in 40 credits of first level historical courses or equivalent and a pass or passes in 40 credits of second level historical courses or equivalent.  Before enrolling students on this course, Personal Tutors are asked to contact the History Honours Admission Administrator to ensure that a place is available (Tel: 504030). |
| History Special Subject | A pass in 40 credits of third level historical courses or equivalent.  Before enrolling students on this course, Personal Tutors are asked to contact the History Honours Admission Administrator to ensure that a place is available (Tel: 504030). |
| Classics Honours courses (if no specified pre-reqs) | The course is available to all students who have progressed to Honours. |
| Classic Honours courses | If you use 'recommended' in the Pre-requisites above, you may wish to include the following sentence here :  A pass in Ancient History 2A and 2B or at the discretion of the course organiser. |
| Archaeology Honours Courses | Pre-requisites: Archaeology 2A and 2B, or Honours entry to degrees in Classics, or equivalent. |

Visiting Student Pre-requisites: Use one of the three text included in the Course Proposal Form (delete the text not applicable)