This template contains the following sections, which should be prepared roughly in the order in which they appear (to avoid spending too much time on preparation of proposals that are unlikely to be approved):

1. Case for Support
   - to be supplied by the proposer and shown to the BoS Academic Secretary prior to preparation of an in-depth course description
   1a. Overall contribution to teaching portfolio
   1b. Target audience and expected demand
   1c. Relation to existing curriculum
   1d. Resources

2. Course descriptor
   - this is the official course documentation that will be published if the course is approved, ITO and the BoS Academic Secretary can assist in its preparation

3. Course materials
   - these should be prepared once the Board meeting at which the proposal will be discussed has been specified
   3a. Sample exam
   3b. Sample coursework
   3c. Sample tutorial/lab sheets
   3d. Any other relevant materials

4. Course management
   - this information can be compiled in parallel to the elicitation of comments for section 5.
   4a. Course information and publicity
   4b. Feedback
   4c. Management of teaching delivery

5. Comments
   - to be collected by the proposer in good time before the actual BoS meeting and included as received
   5a. Year Organiser Comments
   5b. Degree Programme Co-Ordinators
   5c. BoS Academic Secretary


1. Case for Support
   [This section should summarise why the new course is needed, how it fits with the existing course portfolio, the curricula of our Degree Programmes, and delivery of teaching for the different years it would affect.]

1a. Overall contribution to teaching portfolio
   [Explain what motivates the course proposal, e.g. an emergent or maturing research area, a previous course having become outdated or inappropriate in other ways, novel research activity or newly acquired expertise in the School, offerings of our competitors.]

1b. Target audience and expected demand
1c. Relation to existing curriculum
[This section should describe how the proposed course relates to existing courses, programmes, years of study, and specialisms. Every new course should make an important contribution to the delivery of our Degree Programmes, which are described at http://www.drps.ed.ac.uk/12-13/dpt/drps_inf.html. Please name the Programmes the course will contribute to, and justify its contribution in relation to courses already available within those programmes. For courses available to MSc students, describe which specialism(s) the course should be listed under (see http://www.inf.ed.ac.uk/student-services/teaching-organisation/taught-course-information/year-guides/taught-postgraduate-year-guide/degree-requirements/specialist-areas), and what its significance for the specialism would be. Comment on the fit of the proposed course with the structure of academic years for which it should be offered. This is described in the Year Guides linked from http://www.inf.ed.ac.uk/student-services/teaching-organisation/taught-course-information/year-guides.]

1d. Resources
[While course approvals do not anticipate the School's decision that a course will actually be taught in any given year, it is important to describe what resources would be required if it were run. Please describe how much lecturing, tutoring, exam preparation and marking effort will be required in steady state, and any additional resources that will be required to set the course up for the first time. Please make sure that you provide estimates relative to class size if there are natural limits to its scalability (e.g. due to equipment or space requirements). Describe the profile of the course team, including lecturer, tutors, markers, and their required background. Where possible, identify a set of specific lecturers who have confirmed that they would either like to teach this course apart from the proposer, or who could teach the course in principle. It is useful to include ideas and suggestions for potential teaching duty re-allocation (e.g. through course sharing, discontinuation of an existing course, voluntary teaching over and above normal teaching duties) to be taken into account when resourcing decisions are made.]

2. Course descriptor
[This is the official course descriptor that will be published by the University and serves as the authoritative source of information about the course for students. Current course descriptions in the EUCLID Course Catalogue are available from http://www.star.euclid.ed.ac.uk/ipp/cx_sb_infr.htm.]

Course Title:
[Name of the course.]

SCQF Credit Points:
[The Scottish Credit and Qualifications Framework specifies where each training component provided by educational institutions fits into the national education system. Credit points per course are normally 10 or 20, and a student normally enrolls for 60 credits per semester. For those familiar with the ECTS system, one ECTS credit is equivalent to 2 SCQF credits. See also http://www.scqf.org.uk/The%20Framework/Credit%20Points.]

SCQF Credit Level:
[These levels correspond to different levels of skills and outcomes, see http://www.scqf.org.uk/The%20Framework/Level%20Descriptors. At University level, Year 1/2 courses are normally level 8, Year 3 can be level 9 or 10, Year 4 10 or 11, and Year 5/MSc have to be level 11. MSc programmes may permit a small number (up to 30 credits overall) of level 9 or 10 courses.]
Normal Year Taken: 1/2/3/4/5/MSc
While a course may be available for more than one year, this should specify when it is normally taken by a student. “5” here indicates the fifth year of undergraduate Masters programmes such as MInf.

Appropriate for the following Degree Programmes:
Please list all programmes from http://www.drps.ed.ac.uk/12-13/dpt/drps_inf.htm for which the course would be appropriate. Some courses may be specifically designed for non-Informatics students, please describe this here if appropriate.

Subject Area and Specialism Classification:
Any combination of Computer Science, Artificial Intelligence, Software Engineering and/or Cognitive Science as appropriate. For courses available to MSc students, please also specify the relevant MSc specialisms (to be found in the online MSc Year Guide), distinguishing between whether the course should be considered as “core”, “recommended”, or “optional” for the respective specialism.

Timetabling Information:
Provide details on the semester the course should be offered in, specifying any timetabling constraints to be considered (e.g. overlap of popular combinations, other specialism courses, external courses etc).

School Acronym: INF-??-??
This can be provided by the Informatics Teaching Organisation.

Short Course Description:
Provide a brief official description of the course, around 100 words. This should be worded in a student-friendly way, it is the part of the descriptor a student is most likely to read.

Pre-Requisite Courses:
Specify any courses that a student must have taken to be permitted to take this course. Pre-requisites listed in this section can only be waived by special permission from the School's Curriculum Approval Officer, so they should be treated as "must-have". By default, you may assume that any student who will register for the course has taken those courses compulsory for the degree for which the course is listed in previous years.

Co-Requisite Courses:
Specify any courses that should be taken in parallel with the existing course. Note that this leads to a timetabling constraint that should be mentioned elsewhere in the proposal.

Prohibited Combinations:
Specify any courses that should not be taken in combination with the proposed course.

Other Requirements:
Please list any further background students should have, including, for example, mathematical skills, programming ability, experimentation/lab experience, etc. It is important to consider that unless there are formal prerequisites for participation in a course, other Schools can register their students onto our courses, so it is important to be clear in this section. If you want to only permit this by special permission, a statement like "Successful completion of Year X of an Informatics Single or Combined Honours Degree, or equivalent by permission of the School." can be included.

Available to Visiting Students: Yes/No
Provide a justification if the answer is No.
Summary of Intended Learning Outcomes:
[List the learning outcomes of the course, emphasising what the impact of the course will be on an individual who successfully completes it, rather than the activity that will lead to this outcome. Further guidance is available from http://www.ssdd.bcu.ac.uk/outcomes/.

A student who has successfully completed this course should be able to:

1.
2.
3.
...

Assessment Information
[Provide a description of all types of assessment that will be used in the course (e.g. written exam, oral presentation, essay, programming practical, etc) and how each of them will assess the intended learning outcomes listed above. Where coursework involves group work, it is important to remember that every student has to be assessed individually for their contribution to any jointly produced piece of work.]

Assessment Weightings:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Examination</td>
<td>??%</td>
</tr>
<tr>
<td>Assessed Assignments</td>
<td>??%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>??%</td>
</tr>
</tbody>
</table>

[Weightings up to a 70/30 split between exam and coursework are considered standard, any higher coursework percentage requires a specific justification. The general expectation is that a 10-point course will have an 80/20 split and include the equivalent of one 20-hour coursework assignment (although this can be split into several smaller pieces of coursework. You should not expect that during term time a student will have more than 2-4 hours to spend on a single assignment for a course per week. Please note that it is possible, and in many cases desirable, to include formative assignments which are not formally assessed but submitted for feedback, often in combination with peer assessment.]

Academic description:
[A more technical summary of the course aims and contents. May include terminology and technical content that might be more relevant to colleagues and administrators than to students.]

Syllabus:
[Provide a more detailed description of the contents of the course, e.g. a list of bullet points roughly corresponding to the topics covered in each individual lecture/tutorial/coursework. The description should not exceed 500 words but should be detailed enough to allow a student to have a good idea of what material will be covered in the course. Please keep in mind that this needs to be flexible enough to allow for minor changes from year to year without requiring new course approval each time.]

Relevant QAA Computing Curriculum Sections:
[Please see https://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/computing07.asp to check which section the course fits into.]

Transferrable skills:
[Include any transferrable skills that are explicitly taught in the proposed course. It is not necessary to include skills that are indirectly learned in any course as a side-effect of successful completion.]
Reading List:
[Provide a list of relevant readings. See also remarks under 3d.]

Study Abroad:
[Only to be included if part of a study abroad programme.]

Study Pattern:

?? lecture hours and ?? tutorial hours each week, with ?? coursework assignments.

Lectures
Tutorials
Timetabled Laboratories
Coursework Assessed for Credit
Other Coursework / Private Study
Total

[These should be listed in hours, with the total being 10 x course credits. Assume 10 weeks of lectures slots and 10 weeks of tutorials, though not all of these need to be filled with actual contact hours. As a guideline, if a 10-pt course has 20 lecture slots in principle, around 15 of these should be filled with examable material, the rest should be used for guest lectures, revision sessions, introductions to assignments, etc.]

Keywords:
[A list of searchable keywords.]

3. Course materials

3a. Sample exam
[A sample exam with model answers to the individual questions should be provided. A justification of the exam format should be provided where the suggested format non-standard. The online list of past exam papers gives an idea of what exam formats are most commonly used and which alternative formats have been http://www.inf.ed.ac.uk/teaching/exam_papers/]

3b. Sample coursework
[Provide a sample assignment with an estimate of effort against each sub-task, a solution sketch, and a description of marking criteria.]

3c. Sample tutorial/lab sheets
[Provide a list of tutorial questions and answers and/or samples of lab sheets.]

3d. Any other relevant materials
[Include anything else that is relevant, possibly in the form of links. If you do not want to specify a set of concrete readings for the official course descriptor, please list examples here.]

4. Course management

4a. Course information and publicity
Describe what information will be provided at the start of the academic year in which format, how and where the course will be advertised, what materials will be made available online and when they will be finalised. Please note that University and School policies require that all course information is available at the start of the academic year including all teaching materials and lecture slides.

4b. Feedback
Provide details on feedback arrangements for the course. This includes when and how course feedback is solicited from the class and responded to, what feedback will be provided on assessment (coursework and exams) within what timeframe, and what opportunities students will be given to respond to feedback. The University is committed to a baseline of principles regarding feedback that we have to implement at every level, these are described at http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Feedback_Standards_Guiding_Principles.pdf. Further guidance is available from http://www.enhancingfeedback.ed.ac.uk/staff.html.

4c. Management of teaching delivery
Provide details on responsibilities of each course staff member, how the lecturer will recruit, train, and supervise other course staff, what forms of communication with the class will be used, how required equipment will be procured and maintained. Include information about what support will be required for this from other parties, e.g. colleagues or the Informatics Teaching Organisation.

5. Comments
This section summarises comments received from relevant individuals prior to proposing the course.

5a. Year Organiser Comments
Year Organisers are responsible for maintaining the official Year Guides for every year of study, which, among other things, provide guidance on available course choices and specialist areas. The Year Organisers of all years for which the course will be offered should be consulted on the appropriateness and relevance on the course. Issues to consider here include balance of course offerings across semesters, subject areas, and credit levels, timetabling implications, fit into the administrative structures used in delivering that year.

5b. Degree Programme Co-Ordinators
Degree Programme Co-Ordinators are responsible for maintaining the official Degree Programme Specifications and Degree Programme Table for a given subject area which, among other things, specify the content of courses taken in a Degree Programme. The Degree Programme Co-Ordinators of the relevant subject areas that the course is proposed for should comment on the fit with the current curriculum of the relevant Degree Programmes. Issues to consider here are dependencies arising from pre-, co-requisites, and forbidden combinations, balance of different topics in a Degree Programme, etc.

5c. BoS Academic Secretary
Any proposal has to be checked by the Secretary of the Board of Studies prior to discussion at the actual Board meeting. This is a placeholder for their comments, mainly on the formal quality of the content provided above.