

LTC16D118

**Title:** Category One low risk course proposal - changes to the HSC Advanced Professional Practice programme

**Author:** Julia Jones

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**Circulation:** Learning and Teaching Committee

**Agenda:** 10 May 2017

**Version:** Final

**Status:** Open

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### Issue

To receive the CP1 and CP4 forms for the low risk course proposal for changes to the HSC Advanced Professional Practice programme (merging of MSc / PG Dip Advanced Practitioner and MSc Leading Innovation for Clinical Practitioners programmes)

### Recommendation

None.

### Resource Implications

Not applicable.

### Risk Implications

Not applicable.

### Equality and Diversity

Not applicable.

### Timing of decisions

Not applicable.

### Further Information

Contact details: Julia Jones, Learning and Teaching Coordinator, telephone 01603 593528, email: [julia.jones@uea.ac.uk](mailto:julia.jones@uea.ac.uk) for enquiries about the content of the paper.

### Background

Not applicable.

### Discussion

Not applicable.

**UEA Course Approval Process**  
**Course Proposal Outline guidance notes**  
*for Taught Programmes only*



**Stage 1**

The **Course Proposal Outline (CP1)** is designed to articulate the initial proposition in a standard format. The Academic Lead should complete the form, summarising the idea underpinning the proposal and identifying potential resource implications. Once approved by the Head of School, the completed, signed form (using an electronic signature) should be forwarded electronically (in Word Format) to the Senior Faculty Manager (SFM) to take forward for consideration by the relevant Associate Dean(s), copying in LTS Coordinator who supports the School. The Associate Dean (L&T) will consider the outline proposal and assign a level of risk\*.

For **Category 1 (low risk)** proposals the SFM will notify both the Secretary to FLTQC and the LTS Coordinator for the School. The latter will work with the Academic Lead to complete the relevant sections of the **Academic Design (CP4)** before reporting the approved case to FLTQC, via the FLTQC secretary. For **Category 2 (standard risk)** proposals the SFM will notify the relevant School Manager who will complete a **Business Case (CP2)**, supported by a **Finance Plan (CP3)** prepared by the Finance Manager. Once completed these should be returned to the SFM who will forward the full proposal to ARM Executive, via the ARM PA, for comments and recommendations to be recorded and reported to Faculty Executive(s). Once considered and approved by the relevant Faculty Executive(s), the SFM will notify the outcome to the Secretary to FLTQC and the LTS coordinator for the School. The latter will work with the Academic Lead to complete the Academic Design (CP4) before progressing to FLTQC (via the FLTQC secretary) and finally UEA LTC for consideration, recommendations and/or approval.

\*Guidance on risk categories. This is an indicative list; if there is any doubt please consult the Head of LTS.

Category One – Existing Content (Low risk proposals)	Category Two – New Content or Courses (Standard risk proposals)
<p>Variant to an existing degree (excluding Year Abroad where the overseas marks count for degree classification)            Cross-school proposals, where less than 25% of the programme is in another Faculty            Proposals that involve a placement component where the planned placement activity is already offered within the faculty. e.g. Year in Industry            Amendments to a course where existing teaching content is re-organised into new modules            Change in degree course title, where no more than 20% of the content of the programme is new or changing            Change in school of registration            Proposals whereby existing programmes are being merged into one            New course arising from separation of pathways within an existing course            Changes to existing courses with PSRB accreditation where the accrediting body is content.</p>	<p>Year Abroad variants where the overseas marks count for degree classification            Cross-school proposals, where more than 25% of the programme is in another Faculty            Proposals that involve a placement component where the planned placement activity is not already offered within the faculty. e.g. Year in Industry            Amendments to a course where more than 20% of the content of the programme is new or changing            New course proposals, or amendments to an existing course, that have significant resource implications            Proposals in a new subject area (new market)            Proposal involving collaboration with an external partner            Proposals that require Professional, Statutory &amp; Regulatory Body (PSRB) accreditation            Proposals that include a non-standard mode of delivery e.g. online            Proposals where some or all of the delivery will be delivered off campus            New award not previously offered by the University</p>

**Course update** To ensure that we can manage cohorts of students appropriately when changes are made, the low-risk NCP process will be used to record Course Update changes falling into Category One above. Depending on the nature of the change, not all of CP1 will be required; please put 'n/a' in the box if it is not appropriate for the box to be completed. For some minor changes to the course as a result of Course Update a new version of the course is not required, for example when changing the optional modules available (adding, removing and/or swapping) or reclassifying a compulsory module as optional. In these cases this CP1 form does not need to be completed at all.

## Course Proposal Outline Form (CP1) for Taught Programmes only



Course proposal reference number	CPHSC03042017
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Please fully complete and forward electronically to the Senior Faculty Manager, copied to the LTS coordinator for the School and the secretary to FLTQC.

Title of course (including award)	<ul style="list-style-type: none"> <li>MSc Advanced Professional Practice (APP)</li> <li>PG Certificate Advanced Professional Practice</li> <li>PG Diploma Advanced Professional Practice</li> </ul> <p>PLEASE NOTE this is presented for consideration as a <i>course update</i> whereby two established programmes are being merged: MSc Advanced Practitioner and MSc Leading Innovation for Clinical Practitioners</p>
Date of first student intake/year of implementation	September 2017
Duration of degree	<p>PG Cert: up to 1 year part time</p> <p>PG Diploma: up to 2 years part time</p> <p>MSc: 1 year full time or up to 3 years part time</p>
School(s) of Study	HSC (potential use of MED option modules)
Proposer (Lead Academic)	Emma Sutton

### Part 1 – Description of proposal

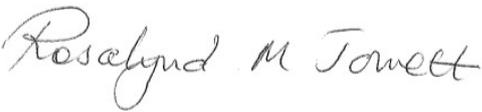
1.1.1	Provide a brief description of the proposal	<p>This proposal reflects the outcome of a project of work undertaken over the past academic year. Its objective was to review, refresh and reconfigure the current postgraduate ‘Advanced Practitioner’ provision within the School of Health Sciences and provide an updated flexible curriculum template.</p> <p>The culmination of this project is the proposed MSc Advanced Professional Practice, a suite of provision which has merged two existing programmes (with multiple route codes) into a streamlined and accessible template of level 7 learning options.</p> <p>The existing programmes merged (and therefore to be replaced) include MSc Advanced Practitioner (PG Diploma Advanced Practitioner) and MSc Leading Innovation for Clinical Practitioners (LICP)</p>
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		<p>The 'new' curriculum template will facilitate increased opportunities for shared learning of <i>core</i> modules across the programme followed by two differentiated pathways: CLINICAL and LEADERSHIP. Each pathway comprises pathway optional modules some of which are '<i>open</i>' to all applicants, some of which are '<i>restricted</i>' by nature of external or practical requirements to support completion. It is proposed that a third PROFESSIONAL pathway be scoped for delivery from S18 to accommodate a broader range of student directed, research or education focussed options. All previous <i>core</i> modules from the two merged programmes programmes are either facilitated in their original format or as an updated equivalent thereby supporting the achievement of previous course level outcomes.</p>
<p><b>1.1.2</b></p>	<p>What are the unique selling points of the course?</p>	<p>Interdisciplinary working and systematic scoping activity led to the development of core principles which have informed the design of this programme and are summarised below:</p> <ul style="list-style-type: none"> <li>○ Contemporary, design utilizing mixed delivery methodologies</li> <li>○ Discrete range of provision 'showcasing' our strengths and reducing duplication</li> <li>○ Available as full or part time options</li> <li>○ Flexibility in module choice, progression and delivery</li> <li>○ Transparent and simple structure easy to accommodate future developments</li> <li>○ Multidisciplinary and accessible to a widened range of Health and Social care applicants</li> <li>○ Not reliant on fixed roles/ practice settings (unless PSRB constraints @ module level)</li> <li>○ Built around a foundation of 'core' modules + differentiated pathways</li> <li>○ Accessible to international/ non-conventional markets</li> <li>○ Informed by and responsive to external stakeholders</li> <li>○ Accommodating of discrete packages of learning (module only; exit routes @ PG Cert, PG Dip + top-up options)</li> </ul> <p>The redesigned template has prompted consideration of historical and practical barriers to recruitment leading to a modernised view of who our potential students might be, and how they might access post-registration education which is compatible with the current workforce landscape.</p> <p>The reconfiguration of delivery allows for the potential of greater module choice, interdisciplinary student groups, widened admissions criteria and the potential for international recruitment.</p>

		<p>Students will be supported to study either full or part time with the option of PG Certificate, Diploma or full Masters outcomes.</p> <p>The opportunity to undertake a Certificate or Diploma qualification and return at a later point to complete a Masters will also be facilitated, a feature highly valued by employers and self-funding applicants.</p>
<b>1.1.3</b>	How does the course complement the existing School/Faculty/ University portfolio of courses?	<p>This programme is motivated by recognition of the Faculty and School strategic objectives to provide flexible, inclusive and marketable post-registration provision.</p> <p>Accessibility to a diverse workforce is at the forefront of this initiative with a 'second wave' of enhancement anticipated to increase the use of <i>at distance</i> and blended provision, and to explore the potential of 'exposure' placement opportunities for international applicants as an enhancement to the <i>core</i> Service improvement project.</p> <p>Developments are closely allied to the Schools CPD strategy and Health Online agendas with recognition of the complimentary nature of these aspects of provision.</p> <p>The pathway approach inherent in the design of this curriculum provides a framework fit for future modification and enhancement through the insertion of additional module pathway options as desired by the market or the development of additional pathways. The potential of a duplicate template at an 'Enhanced' level (L6) for co-teaching of viable modules is also under consideration presenting a coherent post-registration offer.</p> <p>The potential of accommodating emerging professional educational developments allied to the Higher Apprenticeship agenda is factored into the design and flexibility of this programme.</p> <p>A motivating factor in this project has been to maximise efficiencies in provision thereby reducing overlap and duplication of delivery.</p> <p>Once obligations to continuing students have been accommodated it is anticipated that the current arrangement of multiple outings of modules will be eliminated and co-teaching will be maximised.</p>
<b>1.1.4</b>	How does the course join up with the School Plan (including Admissions, Teaching, Employability and Research)?	See above.
<b>1.1.5</b>	Please provide an estimate of additional student numbers to be included in	The ambition in the first year is to sustain or achieve modest growth in numbers (up to 30) In the context of a diminishing funding stream, acute financial pressures in the sector and

	the School student numbers targets (up to and including steady state)	<p>the expectation of increased self-funding activity, this will be a positive outcome.</p> <p>In subsequent years a broader interdisciplinary student cohort is anticipated with growth in numbers arising from <i>at distance</i> learning and a widened offer (e.g. HCPC accreditation of NMP)</p> <p>It is further anticipated that international recruitment will be actualised with an initial ambition to recruit five students in the first year.</p>
1.1.6	Please include details of market intelligence/market scanning to support the proposal	<p>The principles, core content and design were <i>tested</i> in two engagement and fact finding stakeholder events. One was hosted for internal academic and administrative colleagues, and a second for external partners and representative student groups convened in October and December 2016 respectively.</p> <p>The proposed template design and pathway model has been presented at an external CPD event hosted by HSC and showcased to international agents via a webinar delivered in March 2017.</p> <p>Feedback has been consistently positive.</p> <p>BIU were approached as part of the scoping activity undertaken, but have been unable to provide any data to this point.</p>
1.1.7	Does the proposal involve collaboration with another School within the University, or another provider external to the UEA?	No
1.1.8	Will the programme require accreditation from a professional, statutory or regulatory body?	No. The proposal is a variant and accommodating of existing routes and accredited modules/ elements. No changes have been made to the modules leading to professional recognition (RCN/NMC)
1.1.9	Will there be any impact on existing teaching patterns, and will any new modules be required or existing modules changed. If so please detail?	<p>Within the template all viable (and therefore recently delivered) module options have been retained and additional flexibility afforded with a wider range of option slots facilitated for the leadership within the template than in the previous course.</p> <p>The design of the template has led to some module updating including movement of teaching slots for a small number; content update to reflect an inter-professional context; and the development of a <i>theory-only</i> derivative of a clinical module to increase accessibility.</p> <p>All update activity has been considered with current Course Directors, Module Organisers and shared with LTS colleagues throughout the design process.</p> <p>All students working towards a full Masters award will complete a final <i>core</i> Service Improvement Project thereby integrating two previously duplicated dissertation modules.</p> <p>The updated programme makes use of two <i>new</i> modules of study:</p>

		<ul style="list-style-type: none"> <li>✓ a core module <i>Using evidence to advance and lead practice</i> developed through consultation and updating of the previous 'Introduction to Research' module;</li> <li>✓ a <i>Professional recognition portfolio</i>, an open option module, providing a facilitated credit bearing framework through which students can consolidate professional learning; seek independent validation from professional bodies or map for credentialing purposes.</li> </ul>
1.1.10	Outline any key features of the programme and any associated resource implications	Resource has been invested by HSC in the project management supporting this development. It is anticipated (as outlined above) that once established this programme reduces the duplication of delivery, maximises potential for co-teaching and reduces administrative burden of supporting multiple programmes and route codes.
1.1.11	Will any existing degree programmes be affected by this course proposal e.g. change in title, pathways changed, merged or closed? If so please detail.	The MSc Advanced Professional Practice, is the result of merging existing programmes: MSc Advanced Practitioner, PG Diploma Advanced Practitioner and MSc Leading Innovation for Clinical Practitioners (LICP) See detail outlined above.

Head of School Support/Authorisation	
 <b>Professor Rosalynd Jowett</b> Head of School name and signature	Date 04/04/2017

On completion of the above, please forward to **Senior Faculty Manager**

<b>Office Use Only – For completion by Associate Dean L&amp;T in consultation LTS Coordinator (who supports the school) and Associate Dean -Admissions</b> Please refer to the table on Page 1 to assign a risk category and indicate agreed category below			
Risk category 1 (low risk)	<b>LOW RISK</b>	Risk category 2 (standard risk)	
<b>For risk category 1 only</b> CP4 (Academic Design) required <b>Y/N</b> . If <b>Y</b> , please detail <u>which sections need to be completed</u> . If <b>N</b> , proceed directly to completion of CP5 (Notification of Approval and set up – <u>for LTS use</u> )			
The following elements of CP4 will be completed: <b>PART 1:</b> 1 – 14; 17, 19, 20. New Integrated Programme Specification to be updated following approval by the Programme Director <b>PART 2:</b> 4.2.1; 4.2.2; 4.2.4; 4.2.9; 4.2.10			
Associate Dean (Admissions) Support/Authorisation			
 <b>Katrina Emerson</b> Associate Dean (Admissions)		Date: 04/04/2017	
Additional comments from Associate Dean (Admissions) <b>in consultation with ARM.</b>			

Associate Dean (Learning & Teaching) Support/Authorisation	
 <b>Emma Sutton</b> Associate Dean (Learning & Teaching)	Date 04/03/2017

For risk categories 2 only. Upon completion of Business Plan (CP2) and Financial Plan (CP3):

<b>Office Use Only – For completion by Senior Faculty Manager, in consultation with ARM Executive and Faculty Executive</b>	
Comments and recommendations from <b>ARM Executive</b> , made to Faculty Executives upon full proposal made.	
Comments and recommendations from SFM, made to Faculty Executives upon proposal made.	
 Mark Hitchcock Senior Faculty Manager	Date: 04/04/2017
Where applicable, comments made by the Faculty Executive on the proposal	
Approved by Faculty Executive (Yes, No, N/A)	Date

## Course Proposal – Stage 3 Academic Design (CP4)



### Summary

The Academic Design (CP4) is completed for all standard risk (Category 2) proposals, and, for low risk proposals, only the relevant parts of the form will need to be completed, and only if the academic content is changing (The sections will have been identified on the CP1).

The CP4 consists of three parts:

Part 1 is the Programme Specification, which will be published on the LTS website post approval. Please note that the Course Profile is now a link to the Admissions course pages, which will be set up after approval.

Part 2 is additional information regarding the academic content of the programme which will help inform the approval decision by the bodies considering the academic case. This includes details of the modules forming the academic content of the course.

Part 3 is the log of considerations and sign-off/approval by the relevant executives/committees.

Although instructions are integrated into the form, these additional guidance notes aim to give roleholders more detail of the process of completion and what is expected at each stage.

### Completion of the Form

The form should be completed by the Academic Lead with support and advice from the LTS Coordinator supporting the School.

1. Part 1, the Programme Specification, should be straightforward to complete for standard courses. The Coordinator can advise on the regulations (for sections 6 to 13). If a new award is required, this should be flagged to the Finance, Governance and Planning Office at an early stage.
2. Cognate courses can share a Programme Specification. If this is the case, this can be picked up by the LTS Team Leader post approval, and should be recorded in the Post-approval actions section at the end of Part 1, the Programme Specification.
3. The Course Profile will not be required for Part 1 – after approval, this will be available on the Admissions pages, and internally through eVision.
4. The Programme Specification includes information on the Board of Examiners and placement information (including a period of study abroad), however, further details will be required to help inform the approval consideration. These should be recorded in Part 2.
5. Part 2, the additional information required to consider approval, should be completed by the Lead Academic. The LTS team (normally the Team Leader) can help with section 4.2.1, the Course Profile, and can advise on timetabling and defined choice constraints if necessary. The Lead Academic should discuss the inclusion of modules from other Schools with the appropriate Teaching Director, and agree any slotting requirements, pre-requisites, cap on numbers etc.
6. The LTS Coordinator/Team Leader should check with the Lead Academic that:
  - a. There is an even spread of modules across the academic year;

- b. It is clear which modules can and which cannot clash;
  - c. Where relevant, other Schools are aware and support the inclusion of their modules in the Course Profile and that there are no restrictions.
  - d. Where new modules are being proposed, a completed Module Outline is included, or hyperlinked to. The Team Leader can provide a new code when approval for the module has been given.
  - e. Section 4.2.7 provides the outcome of the discussions of any placement activity with the appropriate service: Study Abroad Office for periods of study abroad, Local Support and Careers Service for year in industry or LTS Placements for professional placements.
7. There is no need for further consultation at this stage, unless it has been expressly raised as a condition in the approval of CP2/3. The LTS Coordinator and Lead Academic should check CP2/3 to ensure that there is no outstanding issues to resolve, and all parts are complete (this should have been checked/resolved by the School Manager at Stage 2, so this is a safety check; nothing should be going to LTC with missing or unresolved issues).
8. Once parts 1 and 2 are complete the LTS Coordinator supporting the School should ensure that the CP4 is completed appropriately, that 4.3.1 is completed, and then should forward it, along with CP1, 2 and 3, to the secretary to the FLTQC for its consideration.
9. Following approval at FLTQC, the secretary to the FLTQC should forward the case to the secretary of LTC for final consideration and approval.
10. Following approval by LTC, the secretary to LTC notifies the secretary to FLTQC, who starts off the completion of CP5 before passing all the documents to the Student Records Office for setting up the course on the system and keeping the master copy of the documents for the approved course.

## CP4 Part 1 - PROGRAMME SPECIFICATION for an award of the University of East Anglia

**New Course Proposal Reference Code** CPHSC03042017

The 'Programme Specification' section below will be published on the web post-approval.

PROGRAMME SPECIFICATION for an award of the University of East Anglia				
1	<b>Title</b>	MSc Advanced Professional Practice PG Dip Advanced Professional Practice PG Cert Advanced Professional Practice		
2	<b>Course Code</b>	TBC		
3	<b>School (s)</b>	HSC		
4	<b>Faculty</b>	FMH		
5	<b>Date of first student intake</b>	September 2017		
6	<b>Award</b>	MSc , PG Diploma, PG Certificate		
7	<b>Interim Award/ degree title</b>	Standard	Certificate of Higher Education and Diploma of Higher Education (UG); Postgraduate Certificate or Postgraduate Diploma (PG).	X
		Non- standard (detail)		
8	<b>Level</b>	Level 6 FHEQ (Bachelors)		
		Level 7 FHEQ (Masters/Integrated Masters)		X
		Other (specify)		
9	<b>Award Regulatory Framework</b>	Bachelors and Integrated Masters		
		Common Masters Framework		X
		Other (specify)		
		Award Regulations are published in the <a href="#">Calendar</a>		
10	<b>Course-specific regulatory requirements</b>	As with former Advanced practitioner. Some individual PSRB requirements apply to restricted modules within the CLINICAL pathway. These are available as restricted options to those that meet entry requirements (e.g. Non-Medical Prescribing)		
11	<b>Length of course</b>	PG Cert: up to 1 year part time PG Diploma: up to 2 years part time MSc: 1 year full time or up to 3 years part time		
12	<b>Board of Examiners</b>	<b>Not required - as per original merged provision</b>  External Examiners' reports <a href="#">link</a> .		

13	<b>Mode of Attendance</b>	Full-time	x	Part-time	x	Other	
14	<b>Professional Accreditation details</b>	As with former advanced practitioner. Opportunities for accreditation (RCN / NMC) or student led credentialing activity are available with specified pathway combinations or module choice.					
15	<b>Placement information</b>	<b>Not required - as per original merged provision</b>					
		Professional placement					
		Year Abroad					
		Year in Industry					
		Semester Abroad					
		Other					
		None					
16	<b>Relevant Subject Benchmark</b>	<b>Not required - as per original merged provision</b>					
17	<b>Course Description</b>	<p><b>Extracted from CP1:</b></p> <p>This proposal reflects the outcome of a project of work undertaken over the past academic year. Its objective was to review, refresh and reconfigure the current postgraduate ‘Advanced Practitioner’ provision within the School of Health Sciences and provide an updated flexible curriculum template.</p> <p>The culmination of this project is the proposed MSc Advanced Professional Practice, a suite of provision which has merged two existing programmes (with multiple route codes) into a streamlined and accessible template of level 7 learning options. The existing programmes merged (and therefore to be replaced) include MSc Advanced Practitioner (PG Diploma Advanced Practitioner) and MSc Leading Innovation for Clinical Practitioners (LICP)</p> <p>The ‘new’ curriculum template will facilitate increased opportunities for shared learning of core modules across the programme followed by two differentiated pathways: CLINICAL and LEADERSHIP. Each pathway comprises pathway optional modules some of which are ‘open’ to all applicants, some of which are ‘restricted’ by nature of external or practical requirements to support completion. It is proposed that a third PROFESSIONAL pathway be scoped for delivery from S18 to accommodate a broader range of student directed, research or education focussed options.</p> <p>All previous core modules from the two merged programmes programmes are either facilitated in their original format or as an updated equivalent thereby supporting the achievement of previous course level outcomes.</p> <p>Interdisciplinary working and systematic scoping activity led to the development of core principles which have informed the design of this programme and are summarised below:</p> <ul style="list-style-type: none"> <li>○ Contemporary, design utilizing mixed delivery methodologies</li> <li>○ Discrete range of provision ‘showcasing’ our strengths and reducing duplication</li> <li>○ Available as full or part time options</li> <li>○ Flexibility in module choice, progression and delivery</li> <li>○ Transparent and simple structure easy to accommodate future developments</li> </ul>					

		<ul style="list-style-type: none"> <li>○ Multidisciplinary and accessible to a widened range of Health and Social care applicants</li> <li>○ Not reliant on fixed roles/ practice settings (unless PSRB constraints @ module level)</li> <li>○ Built around a foundation of 'core' modules + differentiated pathways</li> <li>○ Accessible to international/ non-conventional markets</li> <li>○ Informed by and responsive to external stakeholders</li> <li>○ Accommodating of discrete packages of learning (module only; exit routes @ PG Cert, PG Dip + top-up options)</li> </ul> <p>The redesigned template has prompted consideration of historical and practical barriers to recruitment leading to a modernised view of who our potential students might be, and how they might access post-registration education which is compatible with the current workforce landscape.</p> <p>The reconfiguration of delivery allows for the potential of greater module choice, interdisciplinary student groups, widened admissions criteria and the potential for international recruitment.</p> <p>Students will be supported to study either full or part time with the option of PG Certificate, Diploma or full Masters outcomes.</p> <p>The opportunity to undertake a Certificate or Diploma qualification and return at a later point to complete a Masters will also be facilitated, a feature highly valued by employers and self-funding applicants.</p> <p>Within the template all viable (and therefore recently delivered) module options have been retained and additional flexibility afforded with a wider range of option slots facilitated for the leadership within the template than in the previous course. The design of the template has led to some module updating including movement of teaching slots for a small number; content update to reflect an inter-professional context; and the development of a theory-only derivative of a clinical module to increase accessibility.</p> <p>All update activity has been considered with current Course Directors, Module Organisers and shared with LTS colleagues throughout the design process.</p> <p>All students working towards a full Masters award will complete a final core Service Improvement Project thereby integrating two previously duplicated dissertation modules.</p> <p>The updated programme makes use of two new modules of study:</p> <ul style="list-style-type: none"> <li>✓ a core module Using evidence to advance and lead practice developed through consultation and updating of the previous 'Introduction to Research' module;</li> <li>✓ a Professional recognition portfolio, an open option module, providing a facilitated credit bearing framework through which students can consolidate professional learning; seek independent validation from professional bodies or map for credentialing purposes.</li> </ul>
18	<b>Course Profile details</b>	<p>Details of all courses currently offered by the University are available at <a href="https://www.uea.ac.uk/study/undergraduate/degrees">https://www.uea.ac.uk/study/undergraduate/degrees</a> and <a href="https://www.uea.ac.uk/study/postgraduate/taught-degrees">https://www.uea.ac.uk/study/postgraduate/taught-degrees</a></p>
19	<b>Learning Outcomes</b>	<p>Learning Outcomes of the Advanced Professional Practice programme are a composite of previous provision as reflected in the core study requirements. The Leadership and Clinical pathways provided accommodate the studies undertaken by students in the two previous programmes offered.</p>

		As such the merger of existing provision, and utilisation of established modules, ensures the learning outcomes from the Advanced Practitioner and LICP programmes will be addressed 'as usual' i.e. students undertaking the leadership pathway will complete the updated modules and learning outcomes of the former LICP. Similarly outcomes are unchanged for students taking the combination of modules comprising the former advanced practitioner course in the clinical pathway.	
20	<b>Graduate Attributes and Employability Skills</b>	Not required - as per original merged provision	
21	<b>Assessment and Feedback Strategy</b>	Not required - as per original merged provision	
22	<b>Additional course-specific costs that students should expect to meet</b>	Not required - as per original merged provision	
<b>For Office Use</b>			
		<b>Programme Specification Update Record</b>	
<b>Faculty</b>	<b>FMH</b>	<b>School</b>	<b>HSC</b>
<b>Course Code(s)</b>	-	<b>Degree Award</b>	
<b>Course Title(s)</b>	MSc / PG Dip Advanced Practitioner MSc Leading innovation for clinical practitioners  To be merged and renamed:  <b>MSc in Advanced Professional Practice</b> <b>PG Diploma in Advanced Professional Practice</b> <b>PG Cert in Advanced Professional Practice</b>		
<b>Log of annual review - Version and date of production/ revision</b>	1) Significant review and integration project: 2016/17 2) Changes to be implemented September 2017 3) Programme Director to be appointed April 2017 to complete 'version 1' detailed programme specification for the newly named award		
<b>Review Date</b>	<b>Course Director sign off</b>		

<b>Last active academic year</b>		
<b>Date archived</b>		

<b>For Office Use: Admin Action (post-approval publication and annual review)</b>	<b>Date</b>	<b>Name</b>
<b>Course Profile updated on eVision (Team Leader)</b>		
<b>Programme Specification placed in shared drive folder (Team Leader)</b>		
<b>Web link to External Examiner information added (LTS Web administrator)</b>		
<b>Programme Specification uploaded onto website (LTS Web administrator)</b>		
<b>Planning Office informed of upload of Programme Specification onto website (LTS Web administrator)</b>		

## CP4 Part 2 - Additional information required to consider approval

4.2.1

### Course Profile

Please also refer to the attached template.

Stage	Module Range	Module Code	Module Title	Credits	Period	Timetabling info/slot/ <u>notes*</u>
M	Core	HSC-7026D	Managing Yourself & Leading Others	20	T1	
M	Core	NEW	Using Evidence to lead & Advance Practice	20	T1	
M	Option	NEW	Professional recognition portfolio	20	T1 & T3 intake	Self-directed (1x event)
M	Core	HSC-7006X	Service Improvement Project	40	T1 & T2 intake	Change of title/credits
M	Clinical Option	tbc	Diagnostic Interpretation	20	T1	
M	Leadership core	HSC-7027E	Creating a culture for innovation and change	20	T2	Change of title
M	Leadership core	HSC-7029X	Strategic change management for advancing practice	20	T2	Change of title
M	Leadership core	HSC-7031D	Service operation management for advancing practice	20	T2	Change of title
M	Clinical option	HSC-7016E	Pathophysiology	20	T2	
M	Clinical option	HSC-7007D	Long term conditions	20	T2	
M	Clinical option	HSC-7039E	Foundations of end of life care	20	T2	Change of credits
M	Clinical option	tbc	Minor Illness: see and treat	20	T2	Update of existing
M	Clinical option	HSC-7034D	Minor injuries	20	T2	
M	Clinical option	HSC-7011X	Independent and supplementary prescribing	40	T2/T3	
M	Clinical option	HSC-7064G	Acute and critical care	40	T2/T3	
M	Clinical option	HSC-7018E	Newborn and infant physical examination	40	T2/T3	20 credit derivative potential
M	Clinical option	HSC-7062X	Advanced critical care	20	T3	

M	Clinical option	HSC-7014F	Enhanced clinical assessment	20	T3	
M	Clinical option	HSC-7037X	Paediatric examination and assessment	20	T3	Change of title/ update
M	Open option	HSC-7086E	Advanced Decision Making	20	T3	Change of title
M	Open option	NEW	Advanced Communication	20	T3	
4.2.2	<b>New Modules</b>	<p>The updated programme makes use of three new modules of study currently under development:</p> <ul style="list-style-type: none"> <li>✓ a core module <i>Using evidence to advance and lead practice</i> developed through consultation and updating of the previous 'Introduction to Research' module;</li> <li>✓ a <i>Professional recognition portfolio</i>, an open option module, providing a facilitated credit bearing framework through which students can consolidate professional learning; seek independent validation from professional bodies or map for credentialing purposes.</li> <li>✓ an open option module, <i>Advanced Communication</i> building on the nationally recognised CPD activity currently delivered</li> </ul> <p>Two further clinical pathway options are being considered for implementation in September 2018: stoma care; and hyperacute stroke care as derivatives from CPD activity.</p> <p>Due to the dynamic and responsive ambitions of this curriculum further optional modules are also being considered for development in response to external requests (e.g. Dementia care; Older persons care; Mental distress)</p>				
4.2.3	<b>External comment</b>	Addressed within project plan via scoping and stakeholder engagement activity cited above.				
4.2.4	<b>Consultation with existing students</b>	<p>Potential, current and former students were invited to attend the stakeholder events hosted as part of this project design.</p> <p>The HSC student Representation and Opportunities Coordinator (Liv Grosvenor) and Student Union Post-graduate Officer (Maddie Colledge) also attended and contributed to this consultation activity.</p>				
4.2.5	<b>Board of Examiners</b>	<b>Not required - as per original merged provision</b>				
4.2.6	<b>Cross-Schools delivery details</b>	<b>Not applicable</b>				
4.2.7	<b>Additional learning resources</b>	<b>Not required - as per original merged provision</b>				
4.2.8	<b>Placement detail</b>	<b>Not required - as per original merged provision</b>				

<b>4.2.9</b>	<b>Course Director</b>	Programme Director to be appointed (interviews scheduled 28/04/2017)
<b>4.2.10</b>	<b>Deputy Course Director</b>	Pathway Leads to be appointed (interviews scheduled 28/04/2017)
<b>For office use only – for completion by LTS Coordinator supporting the School</b>		
<b>LTS Coordinator's name, signature and date</b>		Robbie Meehan

<b>Part 3 - Approval of the academic case</b>			
		<b>Name</b>	<b>Date of meeting/ decision</b>
<b>4.3.1</b>	<b>School (Teaching Director on behalf of the Teaching Committee/Executive)</b>	<b>Zoe Butterfint</b>	<b>06.04.17</b>
	Additional School approval (for cross-School delivered courses), if applicable		
<b>4.3.2</b>	<b>Faculty (Associate Dean on behalf of the Faculty Learning, Teaching and Quality Committee)</b>	<b>Emma Sutton</b>	<b>19.04.2017</b>
	Additional Faculty approval, if applicable		
<b>4.3.3</b>	<b>University (PVC-Academic on behalf of the Learning and Teaching Committee – category 2)</b>		
<b>4.3.4</b>	<b>Comments</b>		

Title: MA Modern History Minor Course Proposal  
Author: Dawn Goff  
Date: 28<sup>th</sup> April

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### **Recommendation**

Recipients are invited to note minor course changes for:

MA Modern History Minor Course Proposal

### **Resource Implications**

None

### **Risk Implications**

None

### **Equality and Diversity**

None

### **Timing of decisions**

N/A

### **Further Information**

Dawn Goff, Coordinator & HUM LTQC Secretary, Arts Hub. Tel: 01603 592157, email: d.goff@uea.ac.uk

### **Background**

N/A

### **Discussion**

N/A

### **Attachments**

Minor Changes Course Proposal Forms

**Course Proposal Outline Form (CP1) for Taught programmes only**



Course proposal reference number	<b>CPHIS041116 - MA in Modern History</b>
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**Please fully complete and forward electronically to the <insert Faculty> Senior Faculty Manager, <insert name> at <insert email address>, cc the LTS coordinator for the School**

Title of course (including award)	MA in Modern History
Date of first student intake/year of implementation	2017/18
Duration of degree	One year full-time / Two year part-time
School(s) of Study	History
Proposer (Lead Academic)	Camilla Schofield

**Part 1 – Description of proposal**

**1a** Provide a brief description of the proposal

**Summarise, in basic terms, the main highlights of the course**

The MA in Modern History will be structured around (1) a core seminar in which students are introduced to the key debates within the field of 20<sup>th</sup> century history, (2) professional skills training and (3) small tutors which support (4) independent dissertation research. We have developed our MA offering, based on student feedback, to explicitly embed professional skills training throughout the year. This prepares students for both further PGR research and non-academic careers.

**1b** What are the unique selling points of the course?

**Include here what it is that makes this course unique and how it will give UEA a competitive advantage, and how this will attract student to the course.**

The MA in Modern History gives students the opportunity to work with one of the largest groups of modern historians in the United Kingdom. Distinct areas of specialisation include the history of Central and Eastern Europe in the 19<sup>th</sup> and 20<sup>th</sup> centuries; historical approaches to nationalism; the social, cultural and political history of modern Britain; and international diplomatic history. The vast majority of our MA students continue into postgraduate education after a UEA undergraduate degree. Currently, we have 14 students taught in our modern MA seminars (students in the MA in Modern British History and MA in Modern European history currently have the exact same course profile). Evidence from our Staff-Student Liaison Committee meetings indicates that recruitment would not be negatively effected by renaming this ‘modern’ rather than ‘modern Britain’ and ‘modern European’ history. UEA UG students whose postgraduate interests have not been catered for in the past--with our previous focus largely on the history of Russia, Germany and Britain--have sought out MA programmes at other institutions.

**1c** How does the course complement the existing School/Faculty/University portfolio of courses?

**Explain how this course will fit in with the School’s current course offering, and how the course proposed will “add value”. Explain also how this course will complement that of the wider Faculty and University, and outline where there might be an overlap in provision.**

This MA amalgamates teaching already offered in the MA in Modern British History and MA in Modern European History and expands the core seminar ‘Nationalism and Violence in the Twentieth Century’ (currently titled ‘Nationalism and Violence in Twentieth-Century Europe’) to potentially include contributions from academic staff who teach the history of the Modern Middle East (Johan Franzen), the History of Modern Japan (Nadine Willems) and international diplomatic history

(Thomas Otte and David Milne). These staff members currently have no effective means to develop potential PGR students through our MA programme. The core seminar on 'Nationalism and Violence' is currently team-taught and built around theories of nationalism and political violence via case studies: it is therefore flexible, research-led and *can easily include weeks beyond the bounds of Europe*. Further, both in 2015/16 and 2016/17, the students in the MA programmes in Modern Europe and Modern Britain have been taught together, in the same seminars. The MA in Modern British history attracted only 2 students in 2015 and 2016. Therefore, this move to consolidate is an effort to rationalise already existing teaching, effectively cutting one of our courses.

**1d** How does the course join up with the School Plan (including Admissions, Teaching, Employability and Research)?

**Reference should be made to league table performance of the School, and how this proposal will assist in strengthening both the Schools position, and offering. Consult with the BIU office and refer to KIS data, if required.**

This MA will further support the School of History's research culture. We have recently developed a seminar series in Global and Transnational History. This postgraduate teaching will effectively align with our current research portfolio.

One of most popular UG modules is 'The Modern Middle East', recruiting over 60 students. In 2017/18, we will introduce a UG module on modern Japan. This MA will allow for a pathway for UEA UG to pursue postgraduate work in these areas.

The MA in Modern History will include professional skills training with a focus on employability, which will be embedded throughout the year in the Historical Research Skills module. This module is already running (with 24 students). Wendy Woolery of the careers service has worked closely with Camilla Schofield HIS PGT Director to develop this aspect of the MA programme. The module includes the development of a career portfolio, training in the National Archives, workshops on oral presentations and conferences, support for PGR and grant applications, as well as workshops on the peer review process and academic publications.

**1e** Please provide an estimate of additional student numbers to be included in the School student numbers targets (up to and including steady state)

**Please include phasing of any growth in student numbers, by year. Care should be taken to consider if the additional students FTE's will not result in reductions elsewhere, if so only the net increase should be recorded. Should the proposal not anticipate any increase in student number target, please clarify the reason.**

This proposal will not lead to any increase in student number targets. Fourteen students currently are taught in our modern MA programmes. This is a re-naming/consolidation rather than an addition of a course. This will allow for greater flexibility in our teaching (incorporating a number of staff who currently have no means to teach at the MA level). We intend to continue to the healthy recruitment of our teaching of modern history at the MA: our UG modules in modern history continue to attract the most students and serve as the most effective means of PGT recruitment.

**1f** Please include details of market intelligence/market scanning to support the proposal

**Along with any applicable JACS/HECoS codes. Provide a summary and evidence of competitor institutions offering to support the proposal. Evidence may be in the form of hyperlinks to competitor's course pages. This will be required for all new courses proposed, and variants of, or any proposal that could impact our ability to market/recruit to courses. For example, changes in course titles or a new course arising from separation of pathways within an existing course. (NB The Business Intelligence Unit (BIU) has pre-purchased certain UCAS application data that might provide additional market intelligence or evidence of unmet demand to support the initial proposal being made. Please contact [g.fincham@uea.ac.uk](mailto:g.fincham@uea.ac.uk) for further details). Early discussion with the Head of Business Intelligence is advised.**

There is an abundance of MA programmes across the country with the title 'MA in Modern History'. Some focus on Modern Britain and Europe, some are slightly more wide-ranging but all remain heavily focused on Britain/Europe. A few include early modern history but most are focused on the mid18th century to the present.

1. Kings College, London - 'MA Modern History': This MA focuses on European and British history from the mid18th century. Offers an 'innovative comparative approach' to British and Continental European history.

<http://www.kcl.ac.uk/study/postgraduate/taught-courses/modern-history-ma.aspx>

2. University of Kent - 'Modern History MA' - Focuses on period 1500-1900.

<https://www.kent.ac.uk/courses/postgraduate/74/modern-history>

3. University of Warwick - 'MA in Modern History' - Like our proposed MA, this MA relies on a theoretical core seminar. 'This MA introduces you to the advanced study of the history of the

<p>modern world, investigating historical change within a broader conceptual and theoretical framework.’ <a href="http://www2.warwick.ac.uk/study/postgraduate/courses/depts/history/taught/modern-history/">http://www2.warwick.ac.uk/study/postgraduate/courses/depts/history/taught/modern-history/</a></p> <p>4. University of Leeds - ‘Modern History MA’ : This programme introduces students to ‘a broad approach to African, Indian, Russian, American, Canadian and European history from the early modern period to the 21st century.’ Their core module is a Research Skills module. <a href="http://courses.leeds.ac.uk/23559/MA_Modern_History">http://courses.leeds.ac.uk/23559/MA_Modern_History</a></p> <p>3. York University – ‘MA in Modern History’: Similarly offers a core theoretical module ‘Approaches to Modern History’ <a href="https://www.york.ac.uk/history/postgraduate/taught-ma/ma-modern/">https://www.york.ac.uk/history/postgraduate/taught-ma/ma-modern/</a></p>
<p><b>1g</b> Does the proposal involve collaboration with another school within the University, or another provider external to the UEA?</p>
<p><b>If not, enter no. If yes, please provide information here, along with contact details</b></p> <p>No</p>
<p><b>1h</b> Will the programme require accreditation from a professional, statutory or regulatory body?</p>
<p><b>If not, enter no. If yes please provide details.</b></p> <p>No</p>
<p><b>1i</b> Will any new modules be required or existing modules changed, and if so please detail?</p>
<p><b>If not, enter no. If yes, please list (including what resources are required e.g. library, specialist software), and the number of credits, by stage. Early discussion with the Library Director is advised.</b></p> <p>The core seminar (60 credits) ‘Nationalism and Violence in Twentieth-Century Europe’ will be renamed ‘Nationalism and Violence in the Twentieth Century.’ This module begins with a few weeks on theoretical approaches to histories of nationalism and political violence. Each week then proceeds with (research-led) case studies. It will therefore be straightforward to incorporate histories outside of Continental Europe. This module consistently receives excellent student feedback. The module organiser has enthusiastically endorsed this reform of the core seminar module.</p>
<p><b>1j</b> Will any existing degree programmes be affected by this course proposal e.g. change in title, pathways changed, merged or closed? If so please detail. For course closures, please complete a <b>Course Closure Form (CC1)</b> and include with this form.</p>
<p><b>If not, enter no, if yes, please detail. Detail also those courses which might be affected which are outside of the school, or within another faculty. NB Where a course closure is linked to the creation of a new course, please complete and include a signed a Course Closure Form - CC1 (using electronic signatures) – section 1 only. This should be forward electronically (in Word format), at the same time as the completed CP4 form (Academic Design), to the Senior Faculty Manager.</b></p> <p>The courses MA in Modern European History and MA in Modern British History will no longer run. CC1 forms will be submitted with the CP4 form. (NB: it may be more efficient to rename one of these MA to the ‘MA in Modern History’ rather than starting from scratch, as the course profile will be almost exactly the same as the current course).</p>
<p><b>1k</b> Outline any key features of the programme e.g. Year Abroad, Year in Industry, placement requirements (including requirement for DBS), off campus delivery, eLearning, outline how this will be delivered and what resource implications are anticipated?</p>
<p><b>Please detail and provide information on key features of the course e.g. Year Abroad, Year in Industry, placement required (including requirement for DBS), off campus delivery or eLearning, further information on how this will be delivered and what resource implications are anticipated. This will help to determine what University departments need to be consulted with as part of the proposal being made. For all proposals which involves any form of placement, early discussion with careers service is advised</b></p> <p>N/A</p>

<p>Head of School Support/Authorisation</p>	
<p>Head of School name and signature</p>	<p>Date</p>

On completion of the above, please forward to **Senior Faculty Manager**

<b>Office Use Only – For completion by Associate Dean L&amp;T in consultation LTS Coordinator and Associate Dean -Admissions</b> Please refer to UEA course proposal and approval process guidance notes to assign a risk category. Risk category agreed, please tick the box below			
Risk category 1 (low risk)		Risk category 2 (high risk)	
<b>For risk category 1 only</b> CP4 (Academic Design) required Y/N. If Y, please details <u>which sections</u> . If N, proceed direct to completion of CP5 (Notification of Approval and set up – <u>for LTS Associate Dean (Learning &amp; Teaching) to decide if a completed CP4 form is required, and if so, what sections require completion.</u>			
Associate Dean (Admissions) Support/Authorisation			
Associate Dean (Admissions) name and signature		Date	
Additional comments from Associate Dean (Admissions) <b><u>in consultation with ARM.</u></b>			
Associate Dean (Learning & Teaching) Support/Authorisation			
Associate Dean (Learning & Teaching) name and signature		Date	

**For risk categories 2 only. Upon completion of Business Plan (CP2) and Financial Plan (CP3):**

<b>Office Use Only – For completion by Senior Faculty Manager, in consultation with ARM Executive and Faculty Executive</b>	
Comments and recommendations from <b>ARM Executive</b> , made to Faculty Executives upon full proposal made.	
Comments and recommendations from <b>SFM</b> , made to Faculty Executives upon proposal made.	
Senior Faculty Manager name and signature	Date
Where applicable, comments made by the Faculty Executive on the proposal	
Approved by Faculty Executive (Yes, No, N/A)	Date

**CP4 Part 1 - PROGRAMME SPECIFICATION for an award of the University of East Anglia**

<b>4.1.0</b>	<b>Reference Code</b>	CPHIS041116					
<b>4.1.1</b>	<b>Title</b>	MA in Modern History					
<b>4.1.2</b>	<b>School (s)</b>	School of History					
<b>4.1.3</b>	<b>Faculty</b>	Arts and Humanities					
<b>4.1.4</b>	<b>Date of first student intake</b>	September 2017 (there are however a number of part-time students who need to be transferred)					
<b>4.1.5</b>	<b>Award</b>	MA					
<b>4.1.6</b>	<b>Interim Award/ degree title</b>	Standard	Certificate of Higher Education and Diploma of Higher Education (UG); Postgraduate Certificate or Postgraduate Diploma (PG).				X
		Non- standard (detail)	Enter the detail here, where there is a PSRB requirement to have a different title for a named exit award from the intended award, state the title (eg the MB BS exit award is 'medical studies')				Tick here if <u>not</u> standard
<b>4.1.7</b>	<b>Level</b>	Level 6 FHEQ (Bachelors)					
		Level 7 FHEQ (Masters/Integrated Masters)					X
		Other (specify)					
<b>4.1.8</b>	<b>Award Regulatory Framework</b>	Bachelors and Integrated Masters					
		Common Masters Framework					X
		Other (specify)					
<b>4.1.9</b>	<b>Course-specific regulatory requirements</b>	n/a					
<b>4.1.10</b>	<b>Length of course</b>	One year full-time / two years part-time					
<b>4.1.11</b>	<b>Board of Examiners</b>	Existing External Examiner for the MA programmes in Modern European and Modern British History will continue for the merged programme. It's Dr Steven Morewood from the University of Birmingham.					
<b>4.1.12</b>	<b>Mode of Attendance</b>	Full-time	X	Part-time	X	Other	Provide detail if 'other'
<b>4.1.13</b>	<b>Professional Accreditation details</b>	N/A					
<b>4.1.14</b>	<b>Placement information</b>						
		Professional placement					

		Year Abroad	
		Year in Industry	
		Semester Abroad	
		Other	
		None	X
4.1.15	<b>Relevant Subject Benchmark</b>	There is no QAA subject benchmark for MA programmes in History. However, the relevant document for UG history degrees (2014) has been taken into account: <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-history-14.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-history-14.pdf</a>	
4.1.16	<b>Course Description</b>	The MA in Modern History gives students the opportunity to work with one of the largest groups of modern historians in the United Kingdom. Distinct areas of specialisation include the history of Central and Eastern Europe in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries; historical approaches to nationalism; the social, cultural, and political history of modern Britain; and international diplomatic history. The MA programme will be structured around (1) a core seminar in which students are introduced to the key debates within the field of 20 <sup>th</sup> century history; (2) professional skills training; (3) small group tutorials; and (4) independent dissertation research. We have developed our MA offering, based on student feedback, to explicitly embed professional skills training throughout the year. This prepares students for both further PGR research and non-academic careers.	
4.1.17	<b>Course Profile details</b>	Details of all courses currently offered by the University are available at <a href="https://www.uea.ac.uk/study/undergraduate/degrees">https://www.uea.ac.uk/study/undergraduate/degrees</a> and <a href="https://www.uea.ac.uk/study/postgraduate/taught-degrees">https://www.uea.ac.uk/study/postgraduate/taught-degrees</a>	
4.1.18	<b>Learning Outcomes</b>	<p>Students will develop and improve the following knowledge and skills:</p> <ul style="list-style-type: none"> <li>- To gain a good understanding of modern British, European and international history</li> <li>- To understand the problems posed by primary documentation</li> <li>- To relate primary sources to secondary interpretations</li> <li>- To understand, synthesise, and analyse more complex historical theories and concepts</li> <li>- To test hypotheses against more detailed examples and case studies</li> <li>- To discriminate between conflicting interpretations and perspectives</li> <li>- To communicate finding in a sustained and lucid manner, both in in discussion and in prose</li> </ul> <p>Please see also QAA Subject Benchmark Statement History (December 2014), pp. 9-10, 19-20.</p>	
4.1.19	<b>Graduate Attributes and</b>	On completion of this course, students will have considerably improved their knowledge and understanding of modern and international history, with a particular focus on Britain and Europe	

	<b>Employability Skills</b>	<p>the 20<sup>th</sup> century. They will have been introduced to some of the key concepts, theories, and methodological approaches in the field of modern history and shown the capacity to carry out independent research. In addition to transferable problem-solving skills, they will have developed and demonstrated self-discipline and time management, the ability to work with others, as well as good oral and writing skills.</p> <p>Please see also QAA Subject Benchmark Statement History (December 2014), pp. 9-10, 19-20.</p>
<b>4.1.20</b>	<b>Assessment and Feedback Strategy</b>	<p>Summative assessment is based primarily on coursework (essays, ranging from 1,500 – 4,000 words in length). Students can choose from a number of questions and suggest their own essay topics, too. The Historical Research Skills module requires students to submit a skills portfolio (including a CV and a cover letter, as well as a third option, such as a book review, museum report, conference report, PhD proposal). The core piece will be a dissertation of 14-16,000 words.</p> <p>Formative assessment includes oral presentations, class exercises and discussions (e.g. focusing on primary source material or recent historiographical debates), as well as draft bibliographies and essay outlines.</p> <p>Students will receive oral feedback in class, during office hours and dedicated meetings (e.g. supervision of MA dissertations), as well as detailed written feedback on their coursework.</p>
<b>4.1.21</b>	<b>Additional course-specific costs that students should expect to meet</b>	It is intended to do one common study trip abroad during the summer. This will be optional.
<b>For Office Use:</b>		
<b>4.1.22</b>	<b>Log of annual review - Version and date of production/ revision</b>	<p>The Programme Spec should be reviewed annually and the review logged here:</p> <ol style="list-style-type: none"> <li>1) If there is no change, no new version is required.</li> <li>2) If there are any changes, the version number should be incremented, and a summary of the changes recorded here. This should include a summary of any course profile changes.</li> </ol>
<b>Example</b>	<b>7/11/16</b>	V1, new course proposal
	<b>Jan 2017</b>	Reviewed, no change
	<b>Jan 18</b>	Reviewed, changes to accreditation details and course profile (options in Year 3).
<b>4.1.23</b>	<b>Last active academic year</b>	n/a

<b>4.1.24</b>	<b>Date archived</b>	n/a
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		March 2017. Students and applicants consider it primarily a ‘cosmetic’ change, as the modules on offer remain basically the same.
4.2.5	<b>Board of Examiners</b>	Dr Steven Morewood has been the external examiner for the separate MA programmes in Modern British and Modern European History.
4.2.6	<b>Cross-Schools delivery details</b>	n/a
4.2.7	<b>Additional learning resources</b>	n/a
4.2.8	<b>Placement detail</b>	n/a
4.2.9	<b>Course Director</b>	Dr Ben Jones
4.2.10	<b>Deputy Course Director</b>	n/a
<b>For office use only – for completion by LTS Coordinator supporting the School</b>		
<b>LTS Coordinator’s name, signature and date</b>	Dawn Goff 7 <sup>th</sup> April 2017	

<b>Part 3 - Approval of the academic case</b>			
		<b>Name</b>	<b>Date of meeting/ decision</b>
4.3.1	<b>School (Teaching Director on behalf of the Teaching Committee/Executive)</b>	<b>Dr Jessica Sharkey</b>	<b>20 April 2017</b>
	Additional School approval (for cross-School delivered courses), if applicable		
4.3.2	<b>Faculty (Associate Dean on behalf of the Faculty Learning, Teaching and Quality Committee)</b>	 <b>Prof Nick Selby</b>	<b>27/iv/2017</b>
	Additional Faculty approval, if applicable		
4.3.3	<b>University (PVC-Academic on behalf of the Learning and Teaching Committee – category 2)</b>		
4.3.4	<b>Comments</b> <i>Any comments regarding approval/refusal of approval to be documented here</i>		

## UEA Course Approval Process

### Course Proposal Outline guidance notes for Taught programmes only



#### Stage 1

##### Summary and outline of process

The **Course Proposal Outline (CP1)** is designed to articulate the initial proposition in a standard format. The Academic Lead should complete the form, summarising the idea underpinning the proposal and identifying potential resource implications.

Once approved by the Head of School, the completed, signed form (using an electronic signature) should be forwarded electronically (in Word Format) to the **Senior Faculty Manager (SFM)** to take forward for consideration by the relevant Associate Dean(s), copying in LTS coordinator for the School(s).

The Associate Dean (L&T) will consider the outline proposal and assign a level of risk. Once done, the **Senior Faculty Manager (SFM)** will forward the **Associate Dean for Admissions** for consideration and approval in consultation with ARM, before the **Associate Dean for L&T** either approves or declines the proposal (using an electronic signature)

All proposals categorised as level 1 (low risk) will progress straight to stage 3 before being actioned by LTS. The SFM will notify the Secretary to FLTQC, and LTS Coordinator for the School of the outcome. The relevant LTS coordinator will work with the academic lead to complete the **Academic Design (CP4)** (as required), before reporting the approved case to FLTQC, via the FLTQC secretary.

All proposals categorised as level 2 (standard risk) require both a **Business Case (CP2)** and a **Financial Plan (CP3)** to be completed, before being returned to the SFM. The SFM will forward the full proposal to **ARM Executive**, via the **ARM PA** for comments and recommendations to be recorded and reported to Faculty Executive(s).

Once considered and approved by the relevant Faculty Executive(s), the SFM will notify the Secretary to FLTQC, the LTS coordinator for the School of the outcome. The relevant LTS coordinator will work with the Academic Lead to complete the **Academic Design (CP4)** (as required), before progressing to FLTQC (via the FLTQC secretary) and finally UEA LTC for consideration, recommendations and/or approval.

These guidance notes have been designed as an aide memoire for the Academic Lead in completion of the **Course Proposal Outline (CP1)**. All boxes must be fully completed in Part 1 by the proposer, to enable business case to be developed.

**Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.**

**Course Proposal Outline Form (CP1) for Taught programmes only**

Course proposal reference number	<b>CPPPL070317 BA in Society, Culture and Media</b>
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**Please fully complete and forward electronically to the <insert Faculty> Senior Faculty Manager, <insert name> at <insert email address>, cc the LTS coordinator for the School**

Title of course (including award)	BA in Society, Culture and Media
Date of first student intake/year of implementation	2017-18
Duration of degree	3 years
School(s) of Study	PPL
Proposer (Lead Academic)	John Street

**Part 1 – Description of proposal**

<b>1.1.1</b>	Provide a brief description of the proposal	The proposal is to make two changes to Year 1 of the existing degree programme
<b>1.1.2</b>	What are the unique selling points of the course?	This programme has proved successful throughout its existence at UEA, recruiting 20+ students pa. It is distinctive in that it locates the study of media and culture in a social science context, in which the concern is with how media and culture affect the distribution and location of power and in which issues of social science research method are paramount.
<b>1.1.3</b>	How does the course complement the existing School/Faculty/University portfolio of courses?	This programme is already an established part of the School's offering, and highlights the distinctive elements within the PSI department (Politics, IR and Media & Culture), and within the School (especially Communication Studies). The course also draws on contributions from AMA, while offering a social science-related alternative to the BA in Media Studies
<b>1.1.4</b>	How does the course join up with the School Plan (including Admissions, Teaching, Employability and Research)?	This programme is a long-standing part of the School's offering and of future planned resourcing. It is closely allied with three MA programmes: Media, Culture and Society; Media and Cultural Politics; and Broadcast and Online Journalism. These represent the overwhelming majority of MA recruitment in PSI.
<b>1.1.5</b>	Please provide an estimate of additional student numbers to be included in the School student numbers targets (up to and including steady state)	There are no anticipated changes to student numbers. SCM is one of the top three recruiting programmes in the PSI portfolio, despite the internal competition introduced by the BA in Media Studies. We do not anticipate any changes in the immediate future.
<b>1.1.6</b>	Please include details of market intelligence/market scanning to support the proposal	We are making two changes to Year 1. We do not anticipate that these will make any significant difference to our market appeal.

1.1.7	Does the proposal involve collaboration with another school within the University, or another provider external to the UEA?	It is not a joint degree, but one of the changes was made on the advice of the Course Director for media in AMA, Dr Brett Mills.
1.1.8	Will the programme require accreditation from a professional, statutory or regulatory body?	No
1.1.9	Will there be any impact on existing teaching patterns, and will any new modules be required or existing modules changed. If so please detail?	<p>There will no new modules, specific to this degree programme, caused by the changes outlined here. We are proposing the following two changes to the compulsory element of the Year 1 programme:</p> <ol style="list-style-type: none"> <li>1. Replacing 'Analysing Film' with 'Analysing Television' because the latter is a more appropriate preparation for the AMA and PPL modules taken in Years 2 and 3;</li> <li>2. Making 'Social and Political Theory' a compulsory module (it was previously optional), and making 'Interrogating Culture' optional (it was previously compulsory). There are two reasons for this. SPT adds to the distinctiveness of the programme and provides important background to the approach that we adopt. Changes to content in other compulsory modules has increased overlap with IC.</li> </ol>
1.1.10	Outline any key features of the programme e.g. Year Abroad, Year in Industry, placement requirements (including requirement for DBS), off campus delivery, eLearning, outline how this will be delivered and what resource implications are anticipated?	<ol style="list-style-type: none"> <li>1. Opportunities to study a language in Years 1 &amp; 2</li> <li>2. Opportunities to study abroad in Semester 2, year 2</li> <li>3. Opportunities to take practical-oriented modules: 'Journalism' (Year 2) and 'Activist Campaigning' (Year 3). These are not exclusive to SCM.</li> </ol>
1.1.11	Will any existing degree programmes be affected by this course proposal e.g. change in title, pathways changed, merged or closed? If so please detail.	No

Head of School Support/Authorisation	
<p><i>Lee Marsden</i></p> <p>Head of School name and signature Lee Marsden</p>	<p>Date 7/3/2017</p>

On completion of the above, please forward to **Senior Faculty Manager**

<b>Office Use Only – For completion by Associate Dean L&amp;T in consultation LTS Coordinator (who supports the school) and Associate Dean -Admissions</b> Please refer to UEA course proposal and approval process guidance notes to assign a risk category. Risk category agreed, please tick the box below			
Risk category 1 (low risk)		Risk category 2 (standard risk)	
<b>For risk category 1 only</b> CP4 (Academic Design) required <b>Y/N</b> . If <b>Y</b> , please details <u>which sections</u> . If <b>N</b> , proceed direct to completion of CP5 (Notification of Approval and set up – for LTS use only)			

<b>Associate Dean (Learning &amp; Teaching) to decide if a completed CP4 form is required, and if so, what sections require completion.</b>	
Associate Dean (Admissions) Support/Authorisation	
Clare Connors	28.4.17
Associate Dean (Admissions) name and signature	Date
Additional comments from Associate Dean (Admissions) <b>in consultation with ARM.</b>	
Associate Dean (Learning & Teaching) Support/Authorisation	
Nick Selby	28.4.17
Associate Dean (Learning & Teaching) name and signature	Date

**For risk categories 2 only. Upon completion of Business Plan (CP2) and Financial Plan (CP3):**

<b>Office Use Only – For completion by Senior Faculty Manager, in consultation with ARM Executive and Faculty Executive</b>	
Comments and recommendations from <b>ARM Executive</b> , made to Faculty Executives upon full proposal made.	
Comments and recommendations from SFM, made to Faculty Executives upon proposal made.	
Senior Faculty Manager name and signature	Date
Where applicable, comments made by the Faculty Executive on the proposal	
Approved by Faculty Executive (Yes, No, N/A)	Date

# Course Profile for 2017/8

Course: Society, Culture And Media (U1LP33303)

School: Politics, Philosophy, Language and Communication Studies

Director: Professor John Street

## Year 1U

### Compulsory Modules ( 60 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
<a href="#">PPLM4054A</a>	MEDIA POWER	CW	20	SEM1	C7*C2, C3/D4/D5/D6/A4/A5/A7
<a href="#">AMAM4010A</a>	ANALYSING TELEVISION	CW	20	SEM1	B1,B3*E4/C1*C2/C3*D4/D5*D6
<a href="#">PPLX4051A</a>	SOCIAL AND POLITICAL THEORY	CW	20	SEM1	E4*C6,D1/D2/B4/E1/E2/E3/A4/A5/A6

### Options Range A

Students will select 60 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
<a href="#">AMAA4004B</a>	FORM AND FUNCTION	CW	20	SEM2	B4*C4
<a href="#">AMAM4030B</a>	INTERROGATING CULTURE	EX	20	SEM2	B1,B3/E4/C5/C2/D4/D5/D6
<a href="#">DEV-4008B</a>	HUMANITARIAN COMMUNICATION	CW	20	SEM2	"C6*C8,U"
<a href="#">PPLB4015B</a>	BEGINNERS' FRENCH I - A1 CEFR (SPRING START)	CW	20	SEM2	B3*E4/C1*C2,D7/D8,E5*E6
<a href="#">PPLB4024B</a>	BEGINNERS' SPANISH I - A1 CEFR (SPRING START)	CW	20	SEM2	C5*C6/C1*C2,E2/C7/E1,U
<a href="#">PPLB4033B</a>	INTRODUCTION TO BRITISH SIGN LANGUAGE I (SPRING START)	CW	20	SEM2	B1*B2*B3/D1*D2*A3,U

Module	Description	Assessmen t	Credit s	Perio d	Sub-slot
<a href="#">PPLB4042B</a>	BEGINNERS' JAPANESE I (SPRING START)	CW	20	SEM2	B1*B2/B3*E4/C7*C8/C1*C2/C3*C4/D7* D8, A4/D2/A3/B4/E2/A7/A8
<a href="#">PPLB4045B</a>	BEGINNERS' ARABIC I (SPRING START)	CW	20	SEM2	D5*D6,A3/D3
<a href="#">PPLB4047B</a>	BEGINNERS' GERMAN I (SPRING START) - A1 CEFR	CW	20	SEM2	E2,D6,D2
<a href="#">PPLB4051B</a>	BEGINNERS' CHINESE I (SPRING START)	CW	20	SEM2	B1*B2,D6/E2
<a href="#">PPLC4012B</a>	LANGUAGE, CULTURE AND INTERPERSONAL COMMUNICATIO N	PR	20	SEM2	E2,E1/C7/C8/D8
<a href="#">PPLH4004B</a>	AN INTRODUCTION TO POPULAR CULTURE IN LATIN AMERICA	CW	20	SEM2	D7*D8
<a href="#">PPLI4055B</a>	GLOBAL POLITICS 2	WW	20	SEM2	C4, A1/A5/A8/B3/D3/B1
<a href="#">PPLM4001B</a>	INTRODUCTION TO POLITICAL COMMUNICATIO N	CP	20	SEM2	C7*C8,C1/C2/C3/D4/D5/D1/D2
<a href="#">PPLP4063B</a>	MODERN READINGS IN PHILOSOPHY	WW	20	SEM2	E4*D4,D2,U
<a href="#">PPLP4065B</a>	RADICAL PHILOSOPHY	CW	20	SEM2	D6*A6,B6,U
<a href="#">PPLP4067B</a>	FOUNDATIONAL TEXTS OF THE GREAT CIVILISATIONS	CW	20	SEM2	B4*A4,C4,U

## Year 2U

### Compulsory Modules ( 20 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
<a href="#">PPLX5047A</a>	METHODS OF SOCIAL RESEARCH	CW	20	SEM1	E3/A5/A6/B6, A7*A8/B7*B8/D3*C4

### Options Range A

Students will select 20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
<a href="#">PPLM5002A</a>	GENDER AND POWER	CW	20	SEM1	B3, E1*E2/E3*A4/A1*A2
<a href="#">PPLM5053A</a>	DIGITAL MEDIA AND SOCIETY	CW	20	SEM1	D4,E1*E2/A6*A7

### Options Range B

You must take 20 credits from this option range unless you are taking PPLX5049B: Study Abroad from Option Range D.

Students will select 0-20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
<a href="#">PPLM5001B</a>	POLITICS AND MEDIA	WW	20	SEM2	C4*B5,E4/B9/C5
<a href="#">PPLM5003B</a>	MEDIA, GLOBALISATION AND CULTURE	CW	20	SEM2	A6, C8*C9/D7*D8/A8*D9
<a href="#">PPLM5042B</a>	THE MEDIA AND IDENTITY	CP	20	SEM2	C3, D5*D6/D7*D8/E1*E2
<a href="#">PPLX5159B</a>	POWER AND SOCIETY	CW	20	SEM2	C5, C7/C8

### Options Range C

You may only take 20 credits from this options range unless you take the module Journalism: Contemporary Professional Practice (PPLM5051Y - 40 credits). You will not be able to take PPLX5049B: Study Abroad if you take this module.

Students will select 20-40 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
<a href="#">AMAM5020A</a>	CONTEMPORARY MEDIASCAPES	CW	20	SEM1	D1,D2/A3/B4
<a href="#">AMAM5024A</a>	ANIMATION	CP	20	SEM1	C9*C10*BY,E1*E2/E3*A4/A5*A6/A1*A2
<a href="#">AMAM5047A</a>	THEORISING TELEVISION	CW	20	SEM1	C3,D5/D6
<a href="#">AMAS5023A</a>	AMERICAN MUSIC	CW	20	SEM1	D7*D8/D1*D2

Module	Description	Assessment	Credits	Period	Sub-slot
<a href="#">DEV-5015A</a>	COMMUNICATION FOR DEVELOPMENT	CW	20	SEM1	"D1*D2, U"
<a href="#">PPLB4034A</a>	BEGINNERS' CHINESE I	CW	20	SEM1	C1*C2/D7*D8,E3/A4
<a href="#">PPLF5174A</a>	NON, NON ET NON! DISSENTING VOICES IN FRANCE	CW	20	SEM1	D7*D8
<a href="#">PPLL5170A</a>	LANGUAGE AND SOCIETY	PR	20	SEM1	D3*C4
<a href="#">PPLM5002A</a>	GENDER AND POWER	CW	20	SEM1	B3, E1*E2/E3*A4/A1*A2
<a href="#">PPLM5051Y</a>	JOURNALISM: CONTEMPORARY PROFESSIONAL PRACTICE	CP	40	YEAR	B2*B3*E4
<a href="#">PPLM5053A</a>	DIGITAL MEDIA AND SOCIETY	CW	20	SEM1	D4,E1*E2/A6*A7
<a href="#">PPLT5176A</a>	TECHNOLOGICAL TOOLS FOR MEDIA ACCESSIBILITY (LEVEL 5)	CP	20	SEM1	C7*C8/D7*D8

### Options Range D

You must take 40 credits from this option range unless you are taking PPLX5049B: Study Abroad or PPLM5051Y. If you are taking PPLM5051Y you should only take one module from this options range. Students will select 20-60 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
<a href="#">AMAA5090B</a>	ART IN THE CONTEMPORARY WORLD	CP	20	SEM2	D4*A4,E4/C1/C2/C5
<a href="#">AMAM5049B</a>	PROMOTIONAL CULTURE	CW	20	SEM2	C5*C6/E3*A4/A5*A6
<a href="#">LDCD5025B</a>	POLITICAL THEATRE	CW	20	SEM2	B6*B7*B8
<a href="#">PPLH5155A</a>	LATIN AMERICA IN FILM	CW	20	SEM1	D5*D6
<a href="#">PPLM5001B</a>	POLITICS AND MEDIA	WW	20	SEM2	C4*B5,E4/B9/C5
<a href="#">PPLM5003B</a>	MEDIA, GLOBALISATION AND CULTURE	CW	20	SEM2	A6, C8*C9/D7*D8/A8*D9
<a href="#">PPLM5042B</a>	THE MEDIA AND IDENTITY	CP	20	SEM2	C3, D5*D6/D7*D8/E1*E2

Module	Description	Assessment	Credits	Period	Sub-slot
<a href="#">PPLX5049B</a>	STUDY ABROAD MODULE	PR	60	SEM2	U

### Options Range G

Students will select 0-20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
<a href="#">PPLB4014B</a>	BEGINNERS' FRENCH II - A2 CEFR	CW	20	SEM2	B1*B2/B5*B6,C3/C5,E5*E6
<a href="#">PPLB4015B</a>	BEGINNERS' FRENCH I - A1 CEFR (SPRING START)	CW	20	SEM2	B3*E4/C1*C2,D7/D8,E5*E6
<a href="#">PPLB4023B</a>	BEGINNERS' SPANISH II - A2 CEFR	CW	20	SEM2	C5*C6/B1*B2,E2/C7/C8,U
<a href="#">PPLB4024B</a>	BEGINNERS' SPANISH I - A1 CEFR (SPRING START)	CW	20	SEM2	C5*C6/C1*C2,E2/C7/E1,U
<a href="#">PPLB4035B</a>	BEGINNERS' CHINESE II	CW	20	SEM2	C3,A5*A6
<a href="#">PPLB5032B</a>	INTERMEDIATE FRENCH II - A2/B1 CEFR	CW	20	SEM2	C1*C2,A7*A8
<a href="#">PPLB5034B</a>	INTERMEDIATE SPANISH II - A2/B1 CEFR	CW	20	SEM2	E3*A4,B3

## Year 3U

### Options Range A

If you take PPLX6042Y: Dissertation from this option range you cannot take it from Option Range B. Students will select 30 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
<a href="#">PPLM6037A</a>	POLITICS AND POPULAR CULTURE	CW	30	SEM1	A5*A6,A8/D9/A7
<a href="#">PPLM6043A</a>	INTERNATIONAL COMMUNICATION	CP	30	SEM1	E2*E3, A4/A5
<a href="#">PPLX6042Y</a>	DISSERTATION MODULE	PR	30	YEAR	B2, B3/C2

### Options Range B

If you take PPLX6042Y: Dissertation from this option range you cannot take it from Option Range A. Students will select 30 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
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<b>Module</b>	<b>Description</b>	<b>Assessment</b>	<b>Credits</b>	<b>Period</b>	<b>Sub-slot</b>
<a href="#">PPLM6061B</a>	CONSUMER CULTURE AND SOCIETY	CW	30	SEM2	B2,B3*E4
<a href="#">PPLM6074B</a>	ANALYSING MEDIA DISCOURSES	CW	30	SEM2	E1*E2
<a href="#">PPLX6042Y</a>	DISSERTATION MODULE	PR	30	YEAR	B2, B3/C2

### Options Range C

Students will select 30 credits from the following modules:

<b>Module</b>	<b>Description</b>	<b>Assessment</b>	<b>Credits</b>	<b>Period</b>	<b>Sub-slot</b>
<a href="#">AMAM6032A</a>	MAGAZINES	CW	30	SEM1	E1*E2*E3/A5*A6*A7
<a href="#">AMAM6087A</a>	JAPANESE FILM: NATIONAL CINEMA AND BEYOND	CW	30	SEM1	D9*D10*CY, A1*A2*D3
<a href="#">PPLL6137A</a>	LANGUAGE AND GENDER	CW	30	SEM1	A5*A6*A7
<a href="#">PPLM6037A</a>	POLITICS AND POPULAR CULTURE	CW	30	SEM1	A5*A6,A8/D9/A7
<a href="#">PPLM6043A</a>	INTERNATIONAL COMMUNICATION	CP	30	SEM1	E2*E3, A4/A5
<a href="#">PPLX6042Y</a>	DISSERTATION MODULE	PR	30	YEAR	B2, B3/C2

### Options Range D

Students will select 30 credits from the following modules:

<b>Module</b>	<b>Description</b>	<b>Assessment</b>	<b>Credits</b>	<b>Period</b>	<b>Sub-slot</b>
<a href="#">AMAM6062B</a>	GENDER AND GENRE IN CONTEMPORARY CINEMA	PR	30	SEM2	E8*C9*C10,A1*A2*D3/B5*B6*B7
<a href="#">PPLC6033B</a>	SPORT, COMMUNICATION AND SOCIETY	PR	30	SEM2	D5*D6,E1*E2,D8,U
<a href="#">PPLM6042B</a>	SOUND AND SOCIETY	CW	30	SEM2	C5*C6*C7
<a href="#">PPLM6061B</a>	CONSUMER CULTURE AND SOCIETY	CW	30	SEM2	B2,B3*E4
<a href="#">PPLM6074B</a>	ANALYSING MEDIA DISCOURSES	CW	30	SEM2	E1*E2
<a href="#">PPLM6076B</a>	ACTIVIST CAMPAIGNING	CW	30	SEM2	A4, B5*B6/B7*B8
<a href="#">PPLX6042Y</a>	DISSERTATION MODULE	PR	30	YEAR	B2, B3/C2
<a href="#">PPLX6072B</a>	MULTICULTURALISM	CW	30	SEM2	A6,A7*A8



## UEA Course Approval Process

### Course Proposal Outline guidance notes *for Taught programmes only*



#### Stage 1

##### Summary and outline of process

The **Course Proposal Outline (CP1)** is designed to articulate the initial proposition in a standard format. The Academic Lead should complete the form, summarising the idea underpinning the proposal and identifying potential resource implications.

Once approved by the Head of School, the completed, signed form (using an electronic signature) should be forwarded electronically (in Word Format) to the **Senior Faculty Manager (SFM)** to take forward for consideration by the relevant Associate Dean(s), copying in LTS coordinator for the School(s).

The Associate Dean (L&T) will consider the outline proposal and assign a level of risk. Once done, the **Senior Faculty Manager (SFM)** will forward the **Associate Dean for Admissions** for consideration and approval in consultation with ARM, before the **Associate Dean for L&T** either approves or declines the proposal (using an electronic signature)

All proposals categorised as level 1 (low risk) will progress straight to stage 3 before being actioned by LTS. The SFM will notify the Secretary to FLTQC, and LTS Coordinator for the School of the outcome. The relevant LTS coordinator will work with the academic lead to complete the **Academic Design (CP4)** (as required), before reporting the approved case to FLTQC, via the FLTQC secretary.

All proposals categorised as level 2 (standard risk) require both a **Business Case (CP2)** and a **Financial Plan (CP3)** to be completed, before being returned to the SFM. The SFM will forward the full proposal to **ARM Executive**, via the **ARM PA** for comments and recommendations to be recorded and reported to Faculty Executive(s).

Once considered and approved by the relevant Faculty Executive(s), the SFM will notify the Secretary to FLTQC, the LTS coordinator for the School of the outcome. The relevant LTS coordinator will work with the Academic Lead to complete the **Academic Design (CP4)** (as required), before progressing to FLTQC (via the FLTQC secretary) and finally UEA LTC for consideration, recommendations and/or approval.

These guidance notes have been designed as an aide memoire for the Academic Lead in completion of the **Course Proposal Outline (CP1)**. All boxes must be fully completed in Part 1 by the proposer, to enable business case to be developed.

**Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.**

**Course Proposal Outline Form (CP1) for Taught programmes only**

Course proposal reference number	<b>CP..... Please complete reference with school acronym, current date and title of course proposed e.g. CPENV130616 – BSc in Environmental Sciences</b>
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**Please fully complete and forward electronically to the <insert Faculty> Senior Faculty Manager, <insert name> at <insert email address>, cc the LTS coordinator for the School**

Title of course (including award)	MEDIA STUDIES BA
Date of first student intake/year of implementation	2017/18 (AS AMENDED)
Duration of degree	3 YEARS
School(s) of Study	AMA
Proposer (Lead Academic)	MALCOLM MCLAUGHLIN (HEAD OF SCHOOL)

**Part 1 – Description of proposal**

<b>1.1.1</b>	Provide a brief description of the proposal	Media Studies BA is the core media studies degree in AMA, and together with Film and TV Studies BA it makes up the mainstay of our film, television and media studies provision. The proposed changes will affect first-year core modules, clarifying content and purpose through title changes (hence Interrogating Culture becomes Theorising Media and Culture) and expanding scope (Broadcasting), and enabling the course team to update module content to reflect the most recent developments in the subject (Digital Media).
<b>1.1.2</b>	What are the unique selling points of the course?	Media Studies at UEA offers strength across the board in critical media studies and creative practice, ensuring that our students graduate with outstanding academic skills and an experience of practice that enhances their grasp of media theory, history, industry and creativity.
<b>1.1.3</b>	How does the course complement the existing School/Faculty/University portfolio of courses?	BA Media Studies is the core media studies degree in the AMA undergraduate portfolio.
<b>1.1.4</b>	How does the course join up with the School Plan (including Admissions, Teaching, Employability and Research)?	Media Studies BA is a key area of planned growth in UG student numbers in AMA. The proposed changes to first-year modules will allow us to clarify the course offer and ensure that it remains up-to-date, at the forefront of the field.
<b>1.1.5</b>	Please provide an estimate of additional student numbers to be included in the School student numbers targets (up to and including steady state)	The proposal is for an amendment to an existing course, which as part of a package of reforms being introduced in AMA Media will allow us to deliver the growth in student numbers currently in plan.

1.1.6	Please include details of market intelligence/market scanning to support the proposal	These changes are for an existing course and so do not introduce new pathways or otherwise restrict our ability to attract students. Rather they allow us to make clearer what it is we already do and augment our provision in key areas, and bring the subject more up to date.																		
1.1.7	Does the proposal involve collaboration with another school within the University, or another provider external to the UEA?	No.																		
1.1.8	Will the programme require accreditation from a professional, statutory or regulatory body?	No.																		
1.1.9	Will there be any impact on existing teaching patterns, and will any new modules be required or existing modules changed. If so please detail?	<p>The changes are to module content but will not require changes to teaching patterns, and there are no additional demands on resource to flow from these changes.</p> <table border="1" data-bbox="624 696 1489 1281"> <thead> <tr> <th colspan="2" data-bbox="624 696 1489 757">Media Studies</th> </tr> <tr> <th data-bbox="624 757 1050 817">Old Profile</th> <th data-bbox="1050 757 1489 817">New Profile</th> </tr> </thead> <tbody> <tr> <td data-bbox="624 817 1050 878"><u>Level 1</u> (all modules compulsory)</td> <td data-bbox="1050 817 1489 878"><u>Level 1</u> (all modules compulsory)</td> </tr> <tr> <td data-bbox="624 878 1050 938">Media Industries</td> <td data-bbox="1050 878 1489 938">Media Industries</td> </tr> <tr> <td data-bbox="624 938 1050 999">Analysing Television</td> <td data-bbox="1050 938 1489 999">Broadcasting</td> </tr> <tr> <td data-bbox="624 999 1050 1059">Media Convergence</td> <td data-bbox="1050 999 1489 1059">Digital Media: Concepts, Technologies and Cultures</td> </tr> <tr> <td data-bbox="624 1059 1050 1120">Media Representation</td> <td data-bbox="1050 1059 1489 1120">Media Representation</td> </tr> <tr> <td data-bbox="624 1120 1050 1180">Interrogating Culture</td> <td data-bbox="1050 1120 1489 1180">Theorising Media and Culture</td> </tr> <tr> <td data-bbox="624 1180 1050 1240">Media History</td> <td data-bbox="1050 1180 1489 1240">Media History</td> </tr> </tbody> </table>	Media Studies		Old Profile	New Profile	<u>Level 1</u> (all modules compulsory)	<u>Level 1</u> (all modules compulsory)	Media Industries	Media Industries	Analysing Television	Broadcasting	Media Convergence	Digital Media: Concepts, Technologies and Cultures	Media Representation	Media Representation	Interrogating Culture	Theorising Media and Culture	Media History	Media History
Media Studies																				
Old Profile	New Profile																			
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Media Industries	Media Industries																			
Analysing Television	Broadcasting																			
Media Convergence	Digital Media: Concepts, Technologies and Cultures																			
Media Representation	Media Representation																			
Interrogating Culture	Theorising Media and Culture																			
Media History	Media History																			
1.1.10	Outline any key features of the programme e.g. Year Abroad, Year in Industry, placement requirements (including requirement for DBS), off campus delivery, eLearning, outline how this will be delivered and what resource implications are anticipated?	None.																		
1.1.11	Will any existing degree programmes be affected by this course proposal e.g. change in title, pathways changed, merged or closed? If so please detail.	There will be a knock-on for PPL course Society, Culture and Media, and this is currently being worked out with PPL so that the profiles will match.																		

Head of School Support/Authorisation	
Malcolm McLaughlin M MCLAUGHLIN	10/4/17

Head of School name and signature	Date
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On completion of the above, please forward to **Senior Faculty Manager**

<b>Office Use Only – For completion by Associate Dean L&amp;T in consultation LTS Coordinator (who supports the school) and Associate Dean -Admissions</b> Please refer to UEA course proposal and approval process guidance notes to assign a risk category. Risk category agreed, please tick the box below			
Risk category 1 (low risk)		Risk category 2 (standard risk)	
<b>For risk category 1 only</b> CP4 (Academic Design) required <b>Y/N</b> . If <b>Y</b> , please details <u>which sections</u> . If <b>N</b> , proceed direct to completion of CP5 (Notification of Approval and set up – for LTS use only)			
<b>Associate Dean (Learning &amp; Teaching) to decide if a completed CP4 form is required, and if so, what sections require completion.</b>			
Associate Dean (Admissions) Support/Authorisation			
Clare Connors		28.4.17	
Associate Dean (Admissions) name and signature		Date	
Additional comments from Associate Dean (Admissions) <b>in consultation with ARM.</b>			
Associate Dean (Learning & Teaching) Support/Authorisation			
Nick Selby		28.4.17	
Associate Dean (Learning & Teaching) name and signature		Date	

**For risk categories 2 only. Upon completion of Business Plan (CP2) and Financial Plan (CP3):**

<b>Office Use Only – For completion by Senior Faculty Manager, in consultation with ARM Executive and Faculty Executive</b>	
Comments and recommendations from <b>ARM Executive</b> , made to Faculty Executives upon full proposal made.	
Comments and recommendations from SFM, made to Faculty Executives upon proposal made.	
Senior Faculty Manager name and signature	Date
Where applicable, comments made by the Faculty Executive on the proposal	
Approved by Faculty Executive (Yes, No, N/A)	Date

**Media Studies (U1P300303)****Course Director: tbc****Year 1****Compulsory Modules: Students will take 120 credits from**

<a href="#">AMAM4028A</a>	MEDIA INDUSTRIES	CW	SEM1	20	A4,A6/A8/A1
NEW	THEORISING MEDIA AND CULTURE	CW	SEM2	20	B1,B3/E4/C5/C2/D4/D5/D6
<a href="#">AMAM4029A</a>	MEDIA HISTORY	PRS	SEM1	20	D1,A3/B4/E1
NEW	DIGITAL MEDIA: CONCEPTS, TECHNOLOGIES AND CULTURES	CW	SEM2	20	C1,C2/C3/D4/D1/D2/D3
<a href="#">AMAM4026B</a>	MEDIA REPRESENTATION	CW	SEM1	20	A4,B5/B6/B7/B8
<a href="#">NEW</a>	BROADCASTING	CW	SEM2	20	E2,A5/A6/A7/A2/D3/C4

**Year 2****Compulsory Modules: Students will take the following 40 credits:**

<a href="#">AMAM5020A</a>	CONTEMPORARY MEDIASCAPES	CW	SEM1	20	D1,D2/A3/B4
AMAM5025B	RESEARCHING MEDIA	CW	SEM2	20	C1,C2/C3/D4/D5/D6/D7

**Option Range A****Media Studies Modules****Students will take 60-80 credits from the following modules (if 80 credits are taken no modules can be taken from Option Range B):**

<a href="#">AMAM5024A</a>	ANIMATION	CP	20	SEM1	C9*C10*BY,E1*E2/E3*A4
<a href="#">AMAM5031A</a>	GENDER AND THE MEDIA	PR	20	SEM1	B9*B10*AY,E1*E2/E3*A4
<a href="#">AMAM5035A</a>	RECEPTION STUDIES: HISTORY, THEORY AND TRANSCULTURAL CONTEXTS	CP	20	SEM1	A1*A2/D3*C4

<a href="#">AMAM5046A</a>	POPULAR MUSIC	CW	20	SEM1	A1*A2/D3*C4
AMAM5045A	DOCUMENTARY: HISTORY, THEORY, CRITICISM	CW	20	SEM1	B5*B6,B7*B8
<a href="#">AMAM5047A</a>	THEORISING TELEVISION	CW	20	SEM1	C3,D5/D6/D7
<a href="#">AMAM5049B</a>	PROMOTIONAL CULTURE	CW	20	SEM2	B1,C5/C6
<a href="#">AMAP5124B</a>	DIGITAL MEDIA: THEORY AND PRACTICE	CW	20	SEM2	B5*B6
<a href="#">AMAP5123A</a>	FILM AND VIDEO PRODUCTION	PR	20	SEM1	E3*A4/A5*A6/A7*A8,B1*B2/B3*E4/C5*C6
<a href="#">AMAP5119B</a>	TELEVISION STUDIO PRODUCTION	PR	20	SEM2	E1*E2*E3*A4*A5*A6*A7*A8
<a href="#">AMAM5038B</a>	ADAPTATION AND TRANSMEDIA STORYTELLING	CW	20	SEM2	D8*B9*B10,D1*D2/A3*B4/E1*E2

### Option Range B

#### Defined Choice Modules

Students take 0-20 credits from:

<a href="#">AMAS5023A</a>	AMERICAN MUSIC	CW	20	SEM1	D7*D8/D1*D2
<a href="#">AMAS5024B</a>	LOOKING AT PICTURES: PHOTOGRAPHY AND VISUAL CULTURE IN THE USA	CW	SEM2	20	C1*C2/D1*D2
<a href="#">PPLM5003B</a>	MEDIA, GLOBALISATION AND CULTURE	WW	SEM2	20	A6, C8*A9/D7*D8/A8*D9
<a href="#">HUM-5006B</a>	SOUND MEDIA: INTERPRETATION, RECORDING AND	CW	SEM2	20	C7*C8,D4

	PRODUCTION				
PPL	PPL LANGUAGES	CW	SEM1/2	20	

**Year 3****Compulsory Modules: Students take 30 credits from**

<a href="#">AMAM6079A</a>	FILM, TELEVISION AND MEDIA STUDIES DISSERTATION (AUTUMN)	PR	SEM1	30	SEM1
<a href="#">AMAM6080B</a>	FILM, TELEVISION AND MEDIA STUDIES DISSERTATION (SPRING)	PR	SEM2	30	SEM2

**Option Range A: Students take 60-90 credits from**

<a href="#">AMAM6032A</a>	MAGAZINES	PR	SEM1	30	B5*B6*B7
<a href="#">AMAM6086B</a>	CREATIVE WORK IN THE MEDIA INDUSTRIES	CP	SEM2	30	B1*B2*B3
<a href="#">AMAM6090B</a>	CELEBRITY	PR	SEM2	30	E1*E2*E3/A5*A6*A7
<a href="#">AMAM6100B</a>	TELEVISION COMEDY	CW	SEM1	30	A9*A10*EY, C1*C2*C3
NEW	GENERATION AND THE MEDIA	CW	SEM1	30	
NEW	MEDIA AND THE BODY	CW	SEM2	30	
<a href="#">AMAM6108B</a>	INVESTIGATING AUDIENCES: PARTICIPATORY CULTURES AND IMMERSIVE	PR	SEM2	30	D1*D2*A3

	MEDIA				
NEW	COMICS: AN AMERICAN ART FORM	CW	30		

**Option Range B: Students take 0-30 credits from**

<a href="#">AMAP6097A</a>	MEDIA PRACTICE PROJECT (AUTUMN)	PR	SEM1	30	
<a href="#">AMAP6098B</a>	MEDIA PRACTICE PROJECT (SPRING)	PR	SEM2	30	

Sanna Inthorn 11/11/16

## UEA Course Approval Process

### Course Proposal Outline guidance notes *for Taught programmes only*



#### Stage 1

##### Summary and outline of process

The **Course Proposal Outline (CP1)** is designed to articulate the initial proposition in a standard format. The Academic Lead should complete the form, summarising the idea underpinning the proposal and identifying potential resource implications.

Once approved by the Head of School, the completed, signed form (using an electronic signature) should be forwarded electronically (in Word Format) to the **Senior Faculty Manager (SFM)** to take forward for consideration by the relevant Associate Dean(s), copying in LTS coordinator for the School(s).

The Associate Dean (L&T) will consider the outline proposal and assign a level of risk. Once done, the **Senior Faculty Manager (SFM)** will forward the **Associate Dean for Admissions** for consideration and approval in consultation with ARM, before the **Associate Dean for L&T** either approves or declines the proposal (using an electronic signature)

All proposals categorised as level 1 (low risk) will progress straight to stage 3 before being actioned by LTS. The SFM will notify the Secretary to FLTQC, and LTS Coordinator for the School of the outcome. The relevant LTS coordinator will work with the academic lead to complete the **Academic Design (CP4)** (as required), before reporting the approved case to FLTQC, via the FLTQC secretary.

All proposals categorised as level 2 (standard risk) require both a **Business Case (CP2)** and a **Financial Plan (CP3)** to be completed, before being returned to the SFM. The SFM will forward the full proposal to **ARM Executive**, via the **ARM PA** for comments and recommendations to be recorded and reported to Faculty Executive(s).

Once considered and approved by the relevant Faculty Executive(s), the SFM will notify the Secretary to FLTQC, the LTS coordinator for the School of the outcome. The relevant LTS coordinator will work with the Academic Lead to complete the **Academic Design (CP4)** (as required), before progressing to FLTQC (via the FLTQC secretary) and finally UEA LTC for consideration, recommendations and/or approval.

These guidance notes have been designed as an aide memoire for the Academic Lead in completion of the **Course Proposal Outline (CP1)**. All boxes must be fully completed in Part 1 by the proposer, to enable business case to be developed.

**Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.**

**Course Proposal Outline Form (CP1) for Taught programmes only**

Course proposal reference number	<b>CP..... Please complete reference with school acronym, current date and title of course proposed e.g. CPENV130616 – BSc in Environmental Sciences</b>
----------------------------------	--

**Please fully complete and forward electronically to the <insert Faculty> Senior Faculty Manager, <insert name> at <insert email address>, cc the LTS coordinator for the School**

Title of course (including award)	FILM AND TELEVISION STUDIES BA
Date of first student intake/year of implementation	2017/18 (AS AMENDED)
Duration of degree	3 YEARS
School(s) of Study	AMA
Proposer (Lead Academic)	MALCOLM MCLAUGHLIN (HEAD OF SCHOOL)

**Part 1 – Description of proposal**

<b>1.1.1</b>	Provide a brief description of the proposal	Film and TV Studies BA is the core film studies degree in AMA, and along with Media Studies BA it constitutes the mainstay of our film, TV and media provision. The proposed changes will affect first-year core modules, clarifying content and purpose through title changes (hence Interrogating Culture becomes Theorising Media and Culture) and adding greater diversity to the curriculum by including a global and international dimension in place of a module that deals with issues of media convergence, which is more strictly of interest to media studies scholars.
<b>1.1.2</b>	What are the unique selling points of the course?	Film and TV Studies at UEA offers strength across the board in critical and theoretical studies and creative practice, ensuring that our students graduate with outstanding academic skills and an experience of practice that enhances their grasp of film and television theory, history, industries and creativity.
<b>1.1.3</b>	How does the course complement the existing School/Faculty/University portfolio of courses?	BA Film and TV Studies is the core film studies and television studies degree in the AMA undergraduate portfolio.
<b>1.1.4</b>	How does the course join up with the School Plan (including Admissions, Teaching, Employability and Research)?	This degree is part of a larger suite of degrees relating to film, television and media studies that we have identified as an area of planned growth in UG student numbers in AMA. The larger share of growth is expected in BA Media Studies, but Film and TV Studies BA constitutes a significant proportion of those growth plans in its own right. The proposed changes to first-year modules will allow us to clarify the course offer and ensure that it remains up-to-date, at the forefront of the field.
<b>1.1.5</b>	Please provide an estimate of additional student numbers to be included in the School student	The proposal is for an amendment to an existing course, which as part of a package of reforms being introduced in AMA's Media department, and will

	numbers targets (up to and including steady state)	allow us to deliver the growth in student numbers currently in plan.																		
1.1.6	Please include details of market intelligence/market scanning to support the proposal	These changes are for an existing course and so do not introduce new pathways or otherwise restrict our ability to attract students. Rather they allow us to make clearer what it is we already do and augment our provision in key areas, and bring the subject more up to date.																		
1.1.7	Does the proposal involve collaboration with another school within the University, or another provider external to the UEA?	No.																		
1.1.8	Will the programme require accreditation from a professional, statutory or regulatory body?	No.																		
1.1.9	Will there be any impact on existing teaching patterns, and will any new modules be required or existing modules changed. If so please detail?	<p>The changes are to module content but will not require changes to teaching patterns, and there are no additional demands on resource to flow from these changes.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Film and Television Studies</th> </tr> <tr> <th style="width: 50%; text-align: center;">Old Profile</th> <th style="width: 50%; text-align: center;">New Profile</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><u>Level 1</u> (all modules compulsory)</td> <td style="text-align: center;"><u>Level 1</u> (all modules compulsory)</td> </tr> <tr> <td>Studies in Film History</td> <td>Studies in Film History</td> </tr> <tr> <td>What is Film History?</td> <td>What is Film History?</td> </tr> <tr> <td style="background-color: yellow;">Media Convergence</td> <td style="background-color: yellow;">World Cinemas</td> </tr> <tr> <td>Analysing Film</td> <td>Analysing Film</td> </tr> <tr> <td>Analysing Television</td> <td>Analysing Television</td> </tr> <tr> <td style="background-color: yellow;">Interrogating Culture</td> <td style="background-color: yellow;">Theorising Media and Culture</td> </tr> </tbody> </table>	Film and Television Studies		Old Profile	New Profile	<u>Level 1</u> (all modules compulsory)	<u>Level 1</u> (all modules compulsory)	Studies in Film History	Studies in Film History	What is Film History?	What is Film History?	Media Convergence	World Cinemas	Analysing Film	Analysing Film	Analysing Television	Analysing Television	Interrogating Culture	Theorising Media and Culture
Film and Television Studies																				
Old Profile	New Profile																			
<u>Level 1</u> (all modules compulsory)	<u>Level 1</u> (all modules compulsory)																			
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Interrogating Culture	Theorising Media and Culture																			
1.1.10	Outline any key features of the programme e.g. Year Abroad, Year in Industry, placement requirements (including requirement for DBS), off campus delivery, eLearning, outline how this will be delivered and what resource implications are anticipated?	None.																		
1.1.11	Will any existing degree programmes be affected by this course proposal e.g. change in title, pathways changed, merged or closed? If so please detail.	No.																		

Head of School Support/Authorisation	

Malcolm McLaughlin M MCLAUGHLIN	10/4/17
Head of School name and signature	Date

On completion of the above, please forward to **Senior Faculty Manager**

<b>Office Use Only – For completion by Associate Dean L&amp;T in consultation LTS Coordinator (who supports the school) and Associate Dean -Admissions</b> Please refer to UEA course proposal and approval process guidance notes to assign a risk category. Risk category agreed, please tick the box below			
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<b>For risk category 1 only</b> CP4 (Academic Design) required <b>Y/N</b> . If <b>Y</b> , please details <u>which sections</u> . If <b>N</b> , proceed direct to completion of CP5 (Notification of Approval and set up – for LTS use only)			
<b>Associate Dean (Learning &amp; Teaching) to decide if a completed CP4 form is required, and if so, what sections require completion.</b>			
Associate Dean (Admissions) Support/Authorisation			
Clare Connors			28.4.17
Associate Dean (Admissions) name and signature			Date
Additional comments from Associate Dean (Admissions) <b>in consultation with ARM.</b>			
Associate Dean (Learning & Teaching) Support/Authorisation			
Nick Selby			28.4.17
Associate Dean (Learning & Teaching) name and signature			Date

**For risk categories 2 only. Upon completion of Business Plan (CP2) and Financial Plan (CP3):**

<b>Office Use Only – For completion by Senior Faculty Manager, in consultation with ARM Executive and Faculty Executive</b>	
Comments and recommendations from <b>ARM Executive</b> , made to Faculty Executives upon full proposal made.	
Comments and recommendations from SFM, made to Faculty Executives upon proposal made.	
Senior Faculty Manager name and signature	Date
Where applicable, comments made by the Faculty Executive on the proposal	
Approved by Faculty Executive (Yes, No, N/A)	Date

**Film and Television Studies U1W610302****Course Director: Brett Mills****Year 1****Compulsory Modules: Students take 120 credits from**

<a href="#">AMAM4021B</a>	STUDIES IN FILM HISTORY	CP	20	SEM2	D7*D8*B9,E1/E2/E3/A5/A6/A7/A8
<a href="#">AMAM4023A</a>	WHAT IS FILM HISTORY?	CW	20	SEM1	D7*D8*B9, A1/A2/D3/C4/B5
<a href="#">AMAM4009A</a>	ANALYSING FILM	CW	20	SEM1	D2,E5*E6*E7,E1*E2/E3*A4/A7*A8/D3*C4/B5*B6/B7*B8
<a href="#">AMAM4010A</a>	ANALYSING TELEVISION	CW	20	SEM1	B1,B3*E4/C1*C2/C3*D4/D5*D6
REINTRODUCED: FTVF2F05	WORLD CINEMAS	W	20	SEM2C	C1,C2/C3/D4/D1/D2
NEW	THEORISING MEDIA AND CULTURE	CW	20	SEM2	B1,B3/E4/C5/C2/D4/D5/D6

**Year 2**

Students will take 120 credits (6 modules) across the year, with 60 credits in semester 1 and 60 credits in semester 2.

**Compulsory modules: Students take 20 credits from**

<a href="#">AMAM5025B</a>	RESEARCHING MEDIA	CW	20	SEM2	C1,C2/C3/D4/D5/D6/D7
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**Option Range A****Film and Television Theory modules****Students take 20-40 credits from**

<a href="#">AMAM5030A</a>	FILM THEORY	CP	20	SEM1	D4,A9*A10*EY,D5/D6/D7/D8
<a href="#">AMAM5047A</a>	THEORISING TELEVISION	CW	20	SEM1	C3,D5/D6/D7

**Option Range B****Film and Television Studies modules****Students take 60-80 credits from**

<a href="#">AMAM5024A</a>	ANIMATION	CP	20	SEM1	C9*C10*BY,E1*E2/E3*A4
<a href="#">AMAM5033A</a>	FILM GENRES	CW	20	SEM1	B1*B2*B3,C5*C6/C1*C2
<a href="#">AMAM5035A</a>	RECEPTION STUDIES: HISTORY, THEORY AND TRANSCULTURAL CONTEXTS	CP	20	SEM1	A1*A2/D3*C4
<a href="#">AMAM5042B</a>	THE HOLLYWOOD STUDIO SYSTEM	PR	20	SEM2	C9*C10*BY, A1*A2/D3*C4
AMAM5045A	DOCUMENTARY: HISTORY, THEORY, CRITICISM	CW	20	SEM1	B5*B6,B7*B8
AMAM5044B	THE PAST IN BRITISH FILM AND TELEVISION	CP	20	SEM2	D9*D10*CY,B7*B8
NEW	FILM-STRUCK GIRLS: WOMEN AND BRITISH CINEMA HISTORIES	CW	20	SEM2	B1B2B3,C5*C6/C1*C2
<a href="#">AMAP5123A</a>	FILM AND VIDEO PRODUCTION	PR	20	SEM1	E3*A4/A5*A6/A7*A8,B1*B2/B3*E4/C5*C6
<a href="#">AMAP5119B</a>	TELEVISION STUDIO PRODUCTION	PR	20	SEM2	E1*E2*E3*A4*A5*A6*A7*A8
<a href="#">AMAM5038B</a>	ADAPTATION AND TRANSMEDIA STORYTELLING	CW	20	SEM2	D8*B9*B10,D1*D2/A3*B4/E1*E2

**Option Range C****Defined choice****Students select 0-20 credits from**

<a href="#">AMAS5019A</a>	FILMS THAT MADE US AMERICAN: THE 1980S THROUGH THE MOVIES	CW	20	SEM1	B1*B2/C3*D4,U
<a href="#">AMAS5020B</a>	THEY CAME FROM OUTER-THE-CLOSET: GENDER,	CW	20	SEM2	A1*A2

	SEXUALITY AND PANIC IN AMERICAN FILM AND LITERATURE				
PPLH6009B	LATIN AMERICA IN FILM	CW	20	SEM1	D5*D6
PPLB4013A	BEGINNERS' FRENCH I	CW	20	SEM1	B1*B2/D5*D6/A3*B4/E3*A4,E4/D2/C3/A6,E5*E6
PPL4014B	BEGINNERS FRENCH II	CW	20	SEM2	B1*B2/D5*D6/A3*B4/E3*A4,E4/D2/C3/A6,E5*E6
PPL4015B	BEGINNERS FRENCH I (SPRING START)	CW	20	SEM2	B3*E4/C1*C2,D7/D8,E5*E6
PPLB4018A	BEGINNERS' GERMAN	CW	20	SEM1	B2*B9/E4*D4,A4/A6/E2,E5
PPL4019B	BEGINNERS' GERMAN II	CW	20	SEM2	E4*D4*A5
PPLB4020A	POST A-LEVEL GERMAN 1/I	CW	20	SEM1	D7*D8,A7*A8
PPLB4021B	POST A-LEVEL GERMAN 1/II	CW	20	SEM2	C6*A7*A8
PPLB4022A	BEGINNERS' SPANISH I	CW	20	SEM1	C5*C6/A3*B4/C3*D4/D1*D2/D7*D8/E1*E2,B2/B3/D5/D1/C7/C8/A4
PPLB4023B	BEGINNERS' SPANISH II	CW	20	SEM2	C5*C6/B2*B2,E2/C7,U
PPL4024B	BEGINNERS' SPANISH I (SPRING START)	CW	20	SEM2	C5*C6/C1*C2,E2/C7,U
PPLB4029A	BEGINNERS' ARABIC I	CW	20	SEM1	A1*A2,D1/D2
PPLB4030B	BEGINNERS' ARABIC II	CW	20	SEM2	D1*D2*A2
PPLB4031A	INTRODUCTION TO BRITISH SIGN	CW	20	SEM1	B1*B2*B3/C5*C6*C7/A9*A10*EY/E6*E7*E8,U

	LANGUAGE I				
PPLB4032B	INTRODUCTION TO BRITISH SIGN LANGUAGE II	CW	20	SEM2	C5*C6*C7/A9*A10*EY,U
PPLB4033B	INTRODUCTION TO BRITISH SIGN LANGUAGE I (SPRING START)	CW	20	SEM2	B1*B2*B3/D1*D2*A3,U
PPLB4034A	BEGINNERS' CHINESE I	CW	20	SEM1	C1*C2/D7*D8,E3/A4
PPLB4035B	BEGINNERS' CHINESE II	CW	20	SEM2	C3,A5*A6
PPLB4036A	BEGINNERS' GREEK I	CW	20	SEM1	C5,E5/A5
PPLB4037B	BEGINNERS' GREEK II	CW	20	SEM2	C5,E5,A5
PPLB4038A	BEGINNERS' ITALIAN I	CW	20	SEM1	B2*D2/E4*D1,C2/D6
PPLB4039B	BEGINNERS' ITALIAN II	CW	20	SEM2	B2*D2*A3
PPLB4040A	BEGINNERS' JAPANESE I	CW	20	SEM1	B1*B2/B3*E4,C7*C8/C1*C2/C3*C4/D7*D8,E3/A4/D2/A3/B4/E2/A7/A8
PPLB4041B	BEGINNERS' JAPANESE II	CW	20	SEM2	C5*C6,E2
PPLB4042B	BEGINNERS' JAPANESE I (SPRING START)	CW	20	SEM2	B1*B2/B3*E4/C7*C8/C1*C2/C3*C4/D7*D8,A4/D2/A3/B4/E2/A7/A8
PPLB4043A	BEGINNERS' RUSSIAN I	CW	20	SEM1	A1*A2,D5
PPLB4044B	BEGINNERS' RUSSIAN II	CW	20	SEM2	A7*A8,D6,U
PPLB4045B	BEGINNERS' ARABIC I (SPRING START)	CW	20	SEM2	[INFO NOT INCLUDED IN MATERIAL SENT FROM PPL]

PPLB4046A	BEGINNERS' ARABIC II	CW	2 0	SEM1	[INFO NOT INCLUDED IN MATERIAL SENT FROM PPL]
PPLB4047B	BEGINNERS' GERMAN I (SPRING START)	CW	2 0	SEM2	[INFO NOT INCLUDED IN MATERIAL SENT FROM PPL]
PPL4048A	BEGINNERS' GERMAN II	CW	2 0	SEM1	[INFO NOT INCLUDED IN MATERIAL SENT FROM PPL]
PPLB4051B	BEGINNERS' CHINESE I (SPRING START)	CW	2 0	SEM2	[INFO NOT INCLUDED IN MATERIAL SENT FROM PPL]
PPLB4052A	BEGINNERS' CHINESE II	CW	2 0	SEM1	[INFO NOT INCLUDED IN MATERIAL SENT FROM PPL]
PPLB4053A	BEGINNERS' FRENCH II	CW	2 0	SEM1	[INFO NOT INCLUDED IN MATERIAL SENT FROM PPL]
PPLB4054A	BEGINNERS' JAPANESE II	CW	2 0	SEM1	[INFO NOT INCLUDED IN MATERIAL SENT FROM PPL]
PPLB4055A	BEGINNERS' SPANISH II	CW	2 0	SEM1	[INFO NOT INCLUDED IN MATERIAL SENT FROM PPL]
PPLB5032B	INTERMEDIATE FRENCH II	CW	2 0	SEM2	C1*C2,A7*A8
PPLB5033B	INTERMEDIATE GERMAN II	CW	2 0	SEM2	C3,E3*A4,C7
PPLB5034B	INTERMEDIATE SPANISH II	CW	2 0	SEM2	E3*A4,B3
PPLB5035A	INTERMEDIATE ARABIC I	CW	2 0	SEM1	D3*C4,A3
PPLB5036B	INTERMEDIATE ARABIC II	CW	2 0	SEM2	U
PPLB5037B	INTERMEDIATE GREEK II	CW	2 0	SEM2	C6*E6*A6
PPLB5038B	INTERMEDIATE RUSSIAN II	CW	2 0	SEM2	C3*D4,A6
PPLB5039A	INTERMEDIATE ITALIAN I	CW	2 0	SEM1	C6*B4*D4,E5
PPLB5040B	INTERMEDIATE ITALIAN II	CW	2 0	SEM2	C6*B4*D4

PPLB5043A	ADVANCED ENGLISH I	CW	20	SEM1	B9*B10*AY/A1*A2*D3/E1*E2*E3,E6*E7*E8
PPLB5044B	ADVANCED ENGLISH II	CW	20	SEM2	A1*A2*D3,E7*E8*C9
PPLB5060A	INTERMEDIATE JAPANESE I	CW	20	SEM1	C7*C8,A6
PPLB5061B	INTERMEDIATE JAPANESE	CW	20	SEM2	C7*C8,A6
PPLB5150A	INTERMEDIATE FRENCH I	CW	20	SEM1	C1*C2/A7*A8,A3/B4,U
PPLB5151A	INTERMEDIATE GERMAN I	CW	20	SEM1	C3*E3,C7,A7*A8
PPLB5152A	INTERMEDIATE SPANISH I	CW	20	SEM1	A7*A8/A3*B4,E2/E3,E5*E6
PPLB5157A	INTERMEDIATE GREEK I	CW	20	SEM1	C6,E6,A6
PPLB5158A	INTERMEDIATE RUSSIAN I	CW	20	SEM1	C3*D4,E6
PPLF4016A	POST A-LEVEL FRENCH 1/I	CW	20	SEM1	E4,C7*C8/A7*A8,C5/C6/C1,B3
PPLH4025A	POST A-LEVEL SPANISH 1/I	CW	20	SEM1	C1,C6/C7,D4/D5,C2/D7,D8,C8
PPLJ4057Y	POST A-LEVEL JAPANESE LANGUAGE 1	CW	20	SEM	

### Year 3

Students will take 120 credits (4 modules) across year 3. 60 credits in semester 1 and 60 credits in semester 2.

**Compulsory Modules: Students take 30 credits from**

<a href="#">AMAM6079A</a>	FILM, TELEVISION AND MEDIA STUDIES DISSERTATION (AUTUMN)	PR	SEM1	30	SEM1
<a href="#">AMAM6080B</a>	FILM, TELEVISION AND MEDIA	PR	SEM2	30	SEM2

	STUDIES DISSERTATION (SPRING)				
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**Option Range A: Students take 60-90 credits from**

<a href="#">AMAM6062B</a>	GENDER AND GENRE IN CONTEMPORARY CINEMA	PR	30	SEM2	E8*C9*C10,A1*A2*D3
<a href="#">AMAM6087A</a>	JAPANESE FILM: NATIONAL CINEMA AND BEYOND	CW	30	SEM1	D9*D10*CY, A1*A2*D3
<a href="#">AMAM6090B</a>	CELEBRITY	CP	30	SEM2	E1*E2*E3/A5*A6*A7
<a href="#">AMAM6100B</a>	TELEVISION COMEDY	CW	30	SEM1	A9*A10*EY, C1*C2*C3
<a href="#">AMAM6108B</a>	INVESTIGATING AUDIENCES: PARTICIPATORY CULTURES & IMMERSIVE MEDIA	PR	30	SEM2	D1*D2*A3
<a href="#">AMAS6027B</a>	NATIVE AMERICAN WRITING AND FILM	CW	30	SEM2	D1*D2*A3

**Option Range B: Students take 0-30 credits from**

<a href="#">AMAP6097A</a>	MEDIA PRACTICE PROJECT (AUTUMN)	PR	SEM1	30	
<a href="#">AMAP6098B</a>	MEDIA PRACTICE PROJECT (SPRING)	PR	SEM2	30	