

LTC09D004

Learning, Teaching and Quality Committee

**PROGRAMME SPECIFICATION FOR  
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA**

<b>SECTION A</b>		
A1	<b>Course Name</b>	Business, Economics, Humanities and Law
A2	<b>Final Award</b> <i>(e.g. BA/BSc(Hons)/ MA/MSc etc)</i>	International Foundation Certificate
A3	<b>UNIVERSITY OF EAST ANGLIA Course Code(s)</b>	n/a
A4	<b>UCAS Course Code(s)</b>	n/a
A5	<b>Professional Award</b> <i>(if any)</i>	n/a
A6	<b>School of Studies</b>	INTO University of East Anglia, London

**SECTION B: SUMMARY OF COURSE STRUCTURE AND FEATURES**

<p>B1 Summary</p> <p>The INTO International Foundation Programme and the subject specific pathways are designed to meet the specific needs of full fee overseas students whose first language is not English.</p> <p>The Foundation Programme has a focus on language and on academic preparation to ensure that international students are fully prepared in terms of academic knowledge and awareness, as well as linguistic and study skills ability, to enter an appropriate undergraduate degree at the university.</p> <p>The programme is intended to allow students from countries where 12 years of education is the norm to complete their 13<sup>th</sup> year of education in a university environment with the language and pastoral support that is necessary to ensure well being and success, and where the work is focussed specifically on preparation for university study.</p>
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The programme has also been designed to ensure that shortcomings in content knowledge and skills already identified by the relevant schools in previous international undergraduate entrants can be made up for within the programme.

Illustrated below are the study options on the Business, Economics, Humanities and Law Foundation Programme. Each of the routes offers 5 modules. All modules are worth 20 credits except for English and Study Skills which is worth 40 credits. The INTO University of East Anglia Foundation academic year remains divided into three terms, during which time students are expected to gain 120 University Credit Modules (UCU).

#### Business & Economics Pathway

B1. Business and Economics with Society and Culture (designed for Business and Economics students with an additional interest in Society and Culture).

Compulsory modules are:

- Introduction to the Study of Business
- Economics
- Society and Culture
- Core Maths
- English Language and Study Skills

B2. Business and Economics with Accounting (designed for Business and Economics students with an additional interest in Accounting).

Compulsory modules are:

- Introduction to the Study of Business
- Economics
- Introduction to the Study of Accounting
- Core Maths
- English Language and Study Skills

B3. Business and Economics with Computing for Business (designed for Business and Economics students with an additional interest in Computing).

Compulsory modules are:

- Introduction to the Study of Business
- Economics
- Applied Computing for Business
- Core Maths
- English Language and Study Skills

#### Humanities and Law Pathway:

Designed for students with an interest in the Humanities and Law:

- International and Development Studies
- Society and Culture
- Law
- Core Maths
- English Language and Study Skills

*Module 1: Introduction to the study of Business (BF-01)*

UCU: 20. Assessment: Examination 70%, Coursework 30%

This module provides a basic understanding of business and management for those students who will undertake an undergraduate degree involving the study of business.

The module pursues the following themes: models of management, the business environment, managing people, leadership, corporate social responsibility, human resource management, corporate strategy, marketing, organisation structure, managing operations

*Module 2: Introduction to Accounting (BF-02)*

UCU: 20. Assessment: Examination 70%, Coursework 30%

The aim of this module is to give an introduction to financial and management accounting, including the more contentious social and environmental accounting. It demonstrates some of the basic accounting concepts and procedures used in the preparation of financial statements so as to aid the interpretation of financial performance. It also demonstrates some of the major techniques used in management accounting so as to develop an appreciation of the role of management accounting in organisational planning, control, decision making and performance evaluation. The module explores the wider uses and users of accounting information. No prior knowledge of accounting is assumed.

The module pursues the following themes: business organisations and finance, starting a business, business growth, large businesses, the role of accounting in business, the balance sheet, the profit and loss account, cash flow, financial reporting by limited companies, understanding financial reports, understanding financial reports, social and environmental accounts, budgeting, pricing, capital investment decisions, performance measurements and reporting.

*Module 3: Economics (BF-03)*

UCU: 20. Assessment: Examination 70%, Coursework 30%

The two main aims of this module are (i) to introduce students to thinking like an economist and to become familiar with key terminology used in economics and (ii) to provide an introduction to the main important theoretical models and concepts used in economics. In addition, various 'real-world' applications will be considered. The students will also gain experience in academic essay writing and in planning and giving a seminar presentation.

The module pursues the following themes: thinking like an economist and the use of diagrams by economists, the market mechanism, market structure and competition, economic growth; unemployment and debates over macroeconomic policy.

*Module 4: Society and Culture (BF-04)*

UCU: 20. Assessment: Examination 70%, Coursework 30%

This module provides international students with a highly relevant grounding in the field of society and culture. Students will be introduced to the basic concepts of society, socialization and culture. Students will then cover various topics including race and ethnicity, gender and sexuality, religion and the mass media. Included in the syllabus will be an examination of contemporary culture, such as issues related to consumption, popular culture and the influence of globalisation.

*Module 5: Law (BF-05)*

UCU: 20. Assessment: Examination 70%, Coursework 30%

This module aims to provide students with grounding in the main principles and structure of English law. To understand the background of the legal system, students will learn the

principles of the constitution, including parliamentary sovereignty and the rule of law. Students will also study various aspects of the legal system including the legislative system, common law, statutory interpretation and judicial precedent, civil and criminal proceedings and the hierarchy of the courts. The module will introduce international students to EU law as well as the European Convention on Human Rights.

*Module 6: International and Development Studies (BF-06)*

UCU: 20. Assessment: Examination 70%, Coursework 30%

This module provides international students with grounding in the field of International Relations and International Development. Students will be introduced to International Relations as an academic study. The module will introduce theoretical perspectives, but will primarily provide a recent history and examination of current trends in world development. A further area that will be examined in some detail is the evolving structure and role of international institutions such as the United Nations. Students will also look at key issues relating to development, including the study of case studies such as India and China.

*Module 7: Applied Computing for Business*

UCU: 20.

The objectives of this module are to give students an understanding of the role of ICT within both the working and leisure environments, and the way that the world wide web has impacted on the world. It will investigate the role of ICT in various work disciplines and the use and organisation of data, the nature of information and how it is used in organisations, and will introduce a range of software design and development ideas and technologies, as well as providing experience of web programming.

*Module 8: English Language and Study Skills*

UCU: 40. Assessment: Coursework 100%

This module introduces and develops reading techniques for academic study. It deals with the structure and function of academic writing and applying this knowledge to practical tasks. It develops the ability to take part in academic discussion. It introduces and develops skills and techniques for dealing with spoken texts. It also deals with use of reference works, referencing and other issues related to the use of English for academic study.

*Module 9: Foundation Core Maths (C2)*

UCU: 20. Assessment: Coursework 100%

The main aims of this module are (i) to introduce key mathematical concepts and notations, (ii) to learn to manipulate numerical and algebraic expressions, (iii) to introduce techniques for polynomial root-finding, (iv) to introduce set theory, (v) to introduce differentiation of polynomials and (vi) to introduce basic techniques of statistics and ideas of probability. The module pursues the following themes: Mathematical Notations, Basic Algebra, Differential Calculus, Trigonometry, Set Theory, Probability, Elementary Statistics and Further Algebra.

## SECTION C: EDUCATIONAL AIMS AND OUTCOMES

### **C1 Educational Aims of the Programme**

The INTO International Foundation Programme in Business, Economics, Humanities and Law introduces students to the various fields of study, augmented by additional English Language, Study Skills and Subject support. Each route on the pathway will generate the equivalent of 120 University credit modules. Successful completion of the course will lead to the award of the INTO University of East Anglia International Foundation Certificate and entry into the first year of an appropriate degree course (subject to satisfying academic requirements).

The specific objectives of the programme are to:

- generate a learning experience within which the measured and validated outcomes are of a quality to secure entry to undergraduate degree programmes of the University of East Anglia;
- create opportunities for international students to progress to undergraduate study at the University of East Anglia
- provide a qualification that is of a quality to secure progression elsewhere for those students who either do not meet the entry criteria for University of East Anglia or wish to follow their undergraduate course at another university
- underpin academic work with the development of English and study skills which will
  - sustain students in the Foundation programme and underpin their continuing success at undergraduate level and beyond
  - allow students to meet the defining IELTS criteria for entry to the appropriate undergraduate degree programmes at the University of East Anglia.
  - enable students to begin their studies at a time in the year which suits them
- provide an access route into higher education for international learners who want to study at higher education level, who lack the necessary qualifications and experience for entry to a degree course.
- provide a progression route for students wishing to proceed onto other higher education programmes at University of East Anglia or elsewhere
- develop in learners the intellectual, practical and linguistic skills and confidence necessary to demonstrate the successful achievement of the stated learning outcomes of the modules with which they engage.

<b>C2 Course Outcomes</b>	
<p><b>C2(i) Knowledge and understanding of Business &amp; Economics Pathway</b></p> <p><b>B1.</b></p> <ul style="list-style-type: none"> <li>a) The basic concepts in economics</li> <li>b) The basic facts about the UK economy</li> <li>c) The running of a business.</li> <li>d) The business environment</li> <li>e) Descriptive statistics involving both graphical and numerical methods</li> <li>f) The constituent aspects which make up society and how society impacts upon our everyday lives</li> <li>g) Referencing techniques</li> <li>h) Language reference works</li> </ul> <p><b>B2.</b></p> <ul style="list-style-type: none"> <li>i) The basic concepts in economics</li> <li>j) The basic facts about the UK economy</li> <li>k) The running of a business.</li> <li>l) The business environment</li> <li>m) The basic concepts and procedures of accounting</li> <li>n) Descriptive statistics involving both graphical and numerical methods</li> <li>o) Data tabulation and the reporting of results</li> <li>p) Language reference works</li> </ul> <p><b>B3.</b></p> <ul style="list-style-type: none"> <li>q) The basic concepts in economics</li> <li>r) The basic facts about the UK economy</li> <li>s) The running of a business.</li> <li>t) The business environment</li> <li>u) Software design and development</li> <li>v) Descriptive statistics involving both graphical and numerical methods</li> </ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>The acquisition of knowledge and understanding is facilitated through a teaching and learning strategy which involves lectures, and small group seminars. Lectures are made as interactive as possible through the use of buzz groups and brief understanding-checking tasks. Seminars include presentations, discussions of cases and other exercises. Students are encouraged towards independence through close individual contact and guidance with tutors</p> <p style="text-align: center;">→</p> <p><b>Assessment</b></p> <p>A variety of assessment methods is used to ensure the learning outcomes are achieved using both course work and examinations.</p> <p>Practical skills are assessed through examination and course work. The assessed work will be based on various pieces of coursework. Included in the coursework for content-based modules will be one written assignment of approximately 1,500 words, and on-going ‘coursework tests’.</p> <p>There will be a final examination. The examination will take place at the end of the module and will contribute to 70% of the final grade.</p>

<p>w) Data tabulation and the reporting of results</p> <p>x) Language reference works</p> <p><b>Humanities and Law Pathway:</b></p> <p>y) Descriptive statistics involving both graphical and numerical methods</p> <p>z) The constituent aspects which make up society and how society impacts upon our everyday lives</p> <p>aa) The various aspects of domestic law.</p> <p>bb) How the law operates in business transactions and the importance of key legal conventions</p> <p>cc) Data tabulation and the reporting of results</p> <p>dd) Referencing techniques</p> <p>ee) Language reference works</p> <p>ff) How international studies impacts those from both developed and under-developed countries.</p> <p>gg) The key themes within development (e.g. poverty, sustainability, livelihoods).</p> <p>hh) The linkages between society, culture, politics, economics and the environment.</p>	
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<p><b>C2(ii) Cognitive Skills</b></p> <p>a) Interpretation of organisational issues, problem solving, and critical assessment of possible solutions.</p> <p>b) Ability to conduct research into relevant issues</p> <p>c) Effective self management</p> <p>d) Thinking flexibly and laterally</p> <p>e) Critically evaluating and reviewing relevant literature.</p> <p>f) Reflection and communication</p>	<p><b>Teaching/learning methods and strategies</b></p> <p>Intellectual skills are developed throughout the programme by teaching staff working with students posing problems aimed at exercising and developing knowledge in each module. Throughout the programme, elements of applied work form a focus for the development of cognitive skills. As well as taking part in lectures and seminars students also form part of learning groups which meet regularly under guidance to discuss progress and problems.</p> <p>→</p> <p><b>Assessment</b></p> <p>A variety of assessment methods is used to ensure the learning outcomes are achieved using continuous assessment, course work and examinations.</p>
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<p><b>C2(iii) Subject Specific Practical Skills</b></p> <p><b>Business &amp; Economics Pathway</b></p> <p><b>B1.</b></p> <ul style="list-style-type: none"> <li>a) General communication skills, written and spoken, formal and informal</li> <li>b) The ability to manage self and others in relation to work targets</li> <li>c) The ability to understand and analyze business situations and to devise and apply solutions.</li> <li>d) Develop skills in thinking about topical economic issues in a theoretically informed way.</li> <li>e) The ability to understand key issues at stake in Sociology and Cultural studies for those studying for the first time in the UK</li> </ul> <p><b>B2.</b></p> <ul style="list-style-type: none"> <li>f) General communication skills, written and spoken, formal and informal</li> <li>g) The ability to manage self and others in relation to work targets</li> <li>h) The ability to understand and analyze business situations and to devise and apply solutions.</li> <li>i) Develop skills in thinking about topical economic issues in a theoretically informed way.</li> <li>j) Understand and apply principles of accounting</li> </ul> <p><b>B3.</b></p> <ul style="list-style-type: none"> <li>k) General communication skills, written and spoken, formal and informal</li> <li>l) The ability to manage self and others in relation to work targets</li> <li>m) The ability to understand and analyze business situations and to devise and apply solutions.</li> <li>n) Develop skills in thinking about topical economic issues in a theoretically informed way.</li> <li>o) Apply ICT in various work disciplines</li> <li>p) Experience of web programming</li> </ul>	<p><b>Teaching/Learning methods and strategies</b></p> <p>These skills are developed through practical application to real and simulated business, IT and communication situations.</p> <p><b>Assessment</b></p> <p>A variety of assessment methods is used to ensure the learning outcomes are achieved using continuous assessment, course work and examinations.</p>
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<p><b>Humanities and Law Pathway:</b></p> <ul style="list-style-type: none"> <li>q) General communication skills, written and spoken, formal and informal</li> <li>r) The ability to manage self and others in relation to work targets</li> <li>s) The ability to understand key issues at stake in Sociology and Cultural studies for those studying for the first time in the UK</li> <li>t) The ability to identify a range of legal problems that occur and remedies to these problems</li> <li>u) The ability to understand key issues in international development and global change and to understand how these impact upon individuals, societies, states and other actors</li> </ul>	
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<p><b>C2(iv) Key Skills and Attributes</b></p> <ul style="list-style-type: none"> <li>a. Communicate both orally and in writing with peers and lecturers</li> <li>b. Manage time and work to deadlines</li> <li>c. Work independently</li> <li>d. Work in groups</li> <li>e. Use information technology including: word processing; spreadsheets; email; internet and VLE</li> <li>f. Use qualitative and quantitative information including: searching; locating; extracting; analysing; acknowledging and referencing.</li> </ul>	<p><b>Teaching/Learning methods and strategies</b></p> <p>These skills form an essential part of the course since many of the students come from a learning culture with less focus on independent study. Communication and study skills are developed both through the modules devoted to them and through the use of English language in other content modules. Students are guided through the use of learning groups and individual advisors more closely than is likely to be the case in a standard first year course</p> <p>→</p> <p><b>Assessment</b></p> <p>These skills are assessed mainly by coursework (using for example in class tests, essays and shorter pieces of written work and presentations). They are also essential for successful completion of coursework and examinations. Competency tests will be used for assessing IT. A statement on language and study skills assessment is appended.</p>
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## SECTION D1: COURSE PROFILE AND AWARD REQUIREMENTS

Please insert (i.e. cut and paste) the course profile here or complete the following boxes, as appropriate. If you insert the course profile, please ensure that the NOTICE below about changes to modules is retained.

Each box relates to a year of study. If the programme is part-time or offers a part-time option, please extend the number of years as appropriate (maximum = 9).

**NOTICE:** Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment numbers or sabbatical leave. Where this is the case, the University will endeavour to inform students.

### Core, Compulsory and Optional Modules

All of the below eight modules carry 20 credits, except for English Language and Study Skills which carries 40 credits. They are compulsory depending on the students' chosen route. Students require 120 credits.

- Module 1: Introduction to Business (BF-01)
- Module 2: Introduction to the Study of Accounting (BF-02)
- Module 3: Economics (BF-03)
- Module 4: Society and Culture (BF-04)
- Module 5: Law (BF-05)
- Module 6: International and Development Studies (BF-06)
- Module 7: Applied Computing for Business
- Module 8: English Language and Study Skills
- Module 9: Core Mathematics (C2)

List pre- and/or co-requisites and any professional body requirements  
Students need to have completed 12 year of schooling (or local equivalent) with good grades in relevant subjects.

The requirement for the award is a pass in all modules, resulting in 120 completed credits.

Summary of Progression Requirements for the University of East Anglia are listed below:

For agreed NBS course (Routes B1, B2 & B3 only):

- 60% minimum in Maths,
- 60% minimum average in 3 content-based subjects
- IELTS 6.0

For agreed School of Economics courses (Routes B1, B2 & B3 only):

- 50% minimum in Maths,
- 50% minimum average in 3 content-based subjects + Maths
- IELTS 6.0

For agreed Development Studies courses (Routes B1 & Humanities only):

- 50% minimum in Maths,
- 55% minimum average in 3 content-based subjects
- IELTS 6.5

For agreed PSI courses (Routes B1 & Humanities only):

- 40% minimum in Maths,
- 50% minimum average in 3 content-based subjects
- IELTS 6.5

For agreed Philosophy courses (Routes B1 & Humanities Route only):

- 40% minimum in Maths,
- 50% minimum average in 3 content-based subjects
- IELTS 7.0

For agreed American Studies courses (Routes B1 & Humanities Route only):

- 40% minimum in Maths,
- 50% minimum average in 3 content-based

<b>Year</b>	<p><b>Core, Compulsory and Optional Modules</b></p> <p>N/A</p>	<p><b>List pre- and/or co-requisites and any professional body requirements</b></p> <p><b>For agreed History of Art courses (Routes B1 &amp; Humanities Route only):</b></p> <ul style="list-style-type: none"> <li>- 40% minimum in Maths,</li> <li>- 50% minimum average in 3 content-based subjects</li> <li>- IELTS 7.0</li> </ul> <p><b>For agreed Music courses (Routes B1, B2, B3 &amp; Humanities Route):</b></p> <ul style="list-style-type: none"> <li>- 40% minimum in Maths,</li> <li>- 50% minimum average in 4</li> <li>- IELTS 6.5</li> <li>- Grade VIII equivalent in Music qualification</li> </ul> <p><b>For agreed School of Education &amp; Lifelong Learning courses (Routes B1, B2, B3 &amp; Humanities Route):</b></p> <ul style="list-style-type: none"> <li>- 40% minimum in Maths,</li> <li>- 60% minimum academic average</li> <li>- IELTS 6.5 (min 6 in writing)</li> </ul> <p><b>For agreed LLT course:</b></p> <ul style="list-style-type: none"> <li>- 40% minimum in Maths,</li> <li>- 50% minimum academic average</li> <li>- IELTS 6.5 (min 6 in each component)</li> </ul> <p><b>For agreed LAW courses (Humanities &amp; Law route only):</b></p> <ul style="list-style-type: none"> <li>- 40% minimum in Maths,</li> <li>- 65% minimum average in 3 content-based subjects</li> <li>- IELTS 6.0</li> </ul> <p><b>Progression Requirements or Award</b></p>
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**SECTION D2: REGULATORY FRAMEWORK FOR AWARDS**

<b>D2a Regulatory Framework:</b> <i>(please tick against the relevant framework)</i>					
INTO University of East Anglia regulations (based on CCS)	n/a				
NAM Common Course Structure (NAM-CCS)					
Common Regulatory Framework for Postgraduate Programmes (CPG)					
It is expected that all new degree courses will conform to the common University regulations (either to CCS, NAM-CCS or CPG, and the associated Instructions to Examiners).					
<b>D2b Degree Classifications</b> For First degree programmes					
N/A					
i) Weighting (in percentage terms) which each year of the course contributes to the calculation of the degree classification.					
	<b>(Part-time Programmes)</b>				
Year 1	<table border="1" style="display: inline-table; width: 100px; height: 30px; vertical-align: middle;"> <tr><td style="text-align: center;">n/a</td></tr> </table>	n/a			
n/a					
Year 2	<table border="1" style="display: inline-table; width: 100px; height: 30px; vertical-align: middle;"></table>				
Year 3	<table border="1" style="display: inline-table; width: 100px; height: 30px; vertical-align: middle;"></table>				
Year 4	<table border="1" style="display: inline-table; width: 100px; height: 30px; vertical-align: middle;"></table>				
	Year 5				
	<table border="1" style="display: inline-table; width: 100px; height: 30px; vertical-align: middle;"></table>				
	Year 6				
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	Year 7				
	<table border="1" style="display: inline-table; width: 100px; height: 30px; vertical-align: middle;"></table>				
	Year 8				
	<table border="1" style="display: inline-table; width: 100px; height: 30px; vertical-align: middle;"></table>				
	Year 9				
	<table border="1" style="display: inline-table; width: 100px; height: 30px; vertical-align: middle;"></table>				
ii) Please indicate whether an aggregate mark and/or the University marks profile is taken into consideration for the purpose of determining degree class.					
No					
<b>D2c Postgraduate Awards</b>					
i) Are (any) modules assessed on a pass/fail (instead of numerical) basis?	<table border="1" style="display: inline-table; width: 100px; height: 20px;"> <tr><td style="width: 50px;">YES</td><td></td></tr> <tr><td>NO</td><td style="text-align: center;">x</td></tr> </table>	YES		NO	x
YES					
NO	x				
If so how many credits are assessed on a pass/fail basis	<table border="1" style="display: inline-table; width: 100px; height: 20px;"> <tr><td style="text-align: center;">.....n/a.....</td></tr> </table>	.....n/a.....			
.....n/a.....					
ii) Can the award be conferred with distinction?	<table border="1" style="display: inline-table; width: 100px; height: 20px;"> <tr><td style="width: 50px;">YES</td><td style="text-align: center;">n/a</td></tr> <tr><td>NO</td><td></td></tr> </table>	YES	n/a	NO	
YES	n/a				
NO					

iii) On what criteria is the distinction awarded? (See also the Regulations for the Common Postgraduate Regulatory Framework.)

**Please note:**

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Note: Sections E, F, G and H are for internal approval purposes and should NOT be placed on the intranet**

**SECTION E: EQUAL OPPORTUNITIES (including students with disabilities and students from ethnic minority groups)**

*Please indicate*

- a)** How the admissions policy will aim to preserve and promote equality of opportunities for all applicants.

INTO is committed to equality of opportunities for all Staff and Students. Our policies reflect those of the University; [http://www.University\\_of\\_East\\_Anglia.ac.uk/ltq/EqualOpps.htm](http://www.University_of_East_Anglia.ac.uk/ltq/EqualOpps.htm)

The International Certificate Programme is designed for Overseas Students who are non-native speakers of English. It is open to all nationalities, with key selection criteria for admission being the academic ability and potential of the applicant. INTO welcomes applications from people with disabilities and will undertake reasonable adjustments to enable academically qualified applicants to access the full range of educational provision offered. No applicant will be treated less favourably on grounds of sex, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious belief or any other criterion accepted as irrelevant by INTO.

- b)** How the course will aim to preserve and promote equality of opportunities for all students.

INTO aims to create an atmosphere of learning that is tolerant and respectful of differences, and encourages all Staff and Students to value diversity. The course is designed to give every Student the same opportunities to achieve the learning outcomes and to acquire the subject specific practical skills. Through both the design of the programme and the tutorial support provided, INTO will ensure full equality of opportunities for all Students to progress and learn. Course materials and documentation may be reproduced in a variety of formats.

- c)** How teaching and learning and assessment methods will aim to preserve and promote equality of opportunities.

INTO adopts a wide variety of teaching, learning and assessment methods to meet the needs of a diverse Student population. Information about teaching sessions and assessment methods will be readily available, and the learning environment and learning materials will be considered and adapted where possible to meet individual needs.

INTO embraces the University's continued development of its quality assurance systems to monitor and identify any differential impact on any Student arising from policy or practice in admissions, teaching or assessment.

[For any resource implications, please see Section G4c).]

**SECTION F: STRATEGY, MARKET DEMAND, ADMISSIONS AND COURSE  
MANAGEMENT DETAILS (for all new course proposals)**

<b>F1 Academic Strategy</b>	
<b>a)</b>	<p>How does the course fit in with:</p> <ul style="list-style-type: none"> <li>• your School's academic plan?</li> </ul> <p>n/a</p> <ul style="list-style-type: none"> <li>• the Faculty's academic plan?</li> </ul> <p>n/a</p> <ul style="list-style-type: none"> <li>• The University of East Anglia's corporate plan? (<i>Please refer to the University of East Anglia's intranet <a href="http://www.University of East Anglia.ac.uk/University of East Anglianetwk/vco/welcome.html">http://www.University of East Anglia.ac.uk/University of East Anglianetwk/vco/welcome.html</a></i>)</li> </ul> <p>Student demand on the INTO University of East Anglia Foundation Programme tends to be significantly greater for business-related subjects. Though justifying the original choice of business and economics modules, the large number of students favouring business has put pressure on student placements with NBS having limited capacity for INTO University of East Anglia Foundation students. Furthermore, over recent years various departments at University of East Anglia have requested changes to the programme that allow the modules to reflect more fairly the choice of available undergraduate courses. Under the current routes on offer the Social Sciences and Humanities are sufficiently represented.</p>
<b>b)</b>	<p>Does the course contain any overlap of material with existing courses at University of East Anglia? If so, please give details, naming the School of Studies concerned, identifying the course code and title, and summarising the outcome of prior consultations with that School(s) and the appropriate Faculty on the overlap issue.</p> <p>n/a</p>
<b>c)</b>	<p>Are there any related dormant course(s) that the School proposes permanently to discontinue? (Please give award, title of course, University of East Anglia course code and effective date of discontinuation and indicate Faculty support.)</p> <p>n/a</p>
<b>d)</b>	<p>Are there any related course(s) that the School wishes to make dormant? (Please give award, title of course, University of East Anglia course code and effective date of dormancy and indicate Faculty support.)</p> <p>n/a</p>
<b>e)</b>	<p>Are there existing students on any courses affected by actions in d) above? If so, please state how the School will manage the 'exit' strategy?</p> <p>n/a</p>

<b>F2 Market Demand</b>	
<b>a)</b>	Are identical or similar courses offered elsewhere in the UK? If so, please give details of the number, title(s), institution(s) etc and indicate why you think your course has a comparative advantage over its competitors:  n/a
<b>b) i)</b>	What is the evidence of current and future demand for the course from employers (industry, commerce, government agencies, the professions etc.), broadly defined national needs, students, developments in the subject area?  n/a
<b>ii)</b>	What are the career opportunities for students successfully completing the course?  n/a
<b>c)</b>	<i>(For UG proposals only):</i> What is the annual number of applicants currently applying nationally for similar courses (details available from Access and Admissions Office, ext. 3728)?  n/a
<b>d)</b>	Is there evidence that current and projected demand for such a course cannot be met from existing provision (a) nationally and (b) regionally? If so, please give details:  n/a
<b>e)</b>	What external bodies (e.g. professional associations and relevant employers or employers' groups) have been consulted about the course and what views have they expressed?  n/a
<b>f)</b>	How will the School/Faculty ensure that the views and/or requirements of professional bodies and of employers are taken into account during the lifetime of the course?  n/a
<b>g)</b>	Does the course require/imply any external accreditation? If so, by whom and when might this occur?  n/a

<b>F3 Admissions</b>		
a) <u>Admissions Criteria</u> (please specify) Students are admitted to this programme after satisfactory completion of GCSE ‘O’ level or equivalent. Applicants must also have a level of English equivalent to IELTS 5.0 overall. The Foundation course gives International Students a level of academic preparation comparable to UK high school graduates and ensures that Students meet the English language entry requirements for university study. Alternatively, a Foundation course can enable Students to change their specialist subject.		
b) <u>Proposed student intake target</u>  FT Home/EU.....FT INTL .....PT(heads).....DL(heads)..... n/a		
c) <u>Minimum viable intake (FTEs)</u> ..... 1 per pathway		
d) <u>Maximum viable intake (FTEs)</u> ..... 200 per pathway, to a maximum of 500		
e) <i>(For UG proposals only)</i> : Are any particular Access programmes relevant to this course (and if so which)? n/a		
f) <b>Student Targets</b>		
i) Are the intake targets given in Section E3 additional to the currently approved student targets of the sponsoring School(s) of Studies or will the course involve a redistribution of current targets between courses? Please give details:  Targets for INTO are not thought to impinge on current targets for the sponsoring Schools of Study, save insofar as they will come to generate additional full fee revenue.		
ii) If the intake targets are additional, have the additional numbers been authorised by the Planning Office (Deputy Academic Registrar)?		YES NO

<b>F4 Course Management Details</b>		
1. Faculty		
2. i) Teaching Institution (or elsewhere) INTO University of East Anglia London		
ii) Placement(s)/Work-based Practice required		YES NO
		X
iii) Please indicate type (e.g. year in industry)		
3. i) Exit Awards below final award		YES NO
		X
ii) If YES, please specify (e.g. Diploma of Higher Education,		

<i>Certificate of Higher Education)</i>			
4.	Length of Programme	3 x 12 week terms	
5.	Mode(s) of Attendance (Please tick as appropriate)	Full-time	X
		Part-time	
		Distance Learning	
6.	Course Director(s)  Dr Richard Samuels	Course Code	
		Course Code	
7.	Relevant Subject Benchmarking Statements		
8.	Start date (for new course proposals)	Course Code	Date
		Course Code	Date
9.	i) Accreditation/Professional Body (where applicable)	n/a	
	ii) Date of original accreditation/recognition by Profession Body (if relevant)	n/a	
	iii) Most Recent Accreditation Date (if relevant)	n/a	
<b>10. Board of Examiners</b>			
i)	Is a new Board of Examiners to be responsible for the programme(s)/course (please tick)	YES	
		NO	X
ii)	If NO, please specify which Board of Examiners will be responsible for the programme(s)/course	The existing Norwich Board of Examiners will be responsible for the London programme.	
iii)	Is (are) any additional external examiner(s) required?	YES	
		NO	X
		If YES, how many?	
<b>11. (For existing programmes)</b>			
i)	Date of most recent University periodic review		
ii)	Date of next University periodic review		

## SECTION G: RESOURCES

### Preamble

The introduction of new courses/programmes involves the commitment of additional resources and/or the redistribution of existing resources. The full resource implications of a new course are sometimes not immediately obvious: some costs (e.g. the additional demands on teaching accommodation) are "hidden" and are not always recognised by course proposers. This section of the approval form is therefore designed to address the full range of resource issues associated with a new course.

### G1 Tuition Fees

**Please specify whether the income to be generated by the course is to be from:**

- a) tuition fees at the standard home/EU n/a rate plus any HEFCE recurrent grant for teaching that the student numbers may generate
- b) some other source (e.g. full cost fees, teaching contract)      The programme will not attract HEFCE funding and all income will be generated from full cost fees.

**c) Has the Fees Officer in the Planning Office of the Academic Division (ext 3498 been consulted?**

YES

NO

X

### G2 Modules of Teaching

- a) Does the course require the provision of additional modules of teaching not currently available (if so, please complete the section below)?

In the longer term this will be the case, but with staff being employed and salaries funded directly from INTO, rather than from University funds. The impact on University teaching costs will be, if anything, cash positive.

**For new programmes involving new modules:**

*Please complete as far as possible the section below for each new module*

Module Code	
Module Title	
Credit	

	Semester (Autumn/Spring)	
	Pre-requisite(s)	
	Co-requisites(s)	
	Convenor	
	Date of Approval	
	Brief description ( <i>aims, objectives, content, teaching and learning method(s), learning outcomes</i> )	
	Method(s) of assessment	

**b)** Please specify which/whether any existing modules are to be withdrawn from the Course Management System.

The Modules which make up the Diploma pathways are currently on the CMS, but will be amended to be taught and assessed over three terms rather than two semesters.

### **G3 Staffing**

**a)** Are new teaching appointments required and if so how many, at what level and how do the School(s)/Faculty intend to fund these?

- New teaching appointments are required. The number of new appointments depends on demand for the programme in London. Costs will be met by INTO.

**b)** If no new teaching appointments are required, what teaching adjustments for existing faculty are proposed if

- new modules of teaching are required?
- certain existing modules of teaching are to be withdrawn?

N/A. Staffing provision will be self contained.

**c)** What are the resource implications for Schools of Studies outside the sponsoring School(s) (e.g. service teaching, overseas exchange links)? Please give below the outcome of consultations that have taken place on this matter (including with the relevant Faculty/Faculties) and attach relevant documentation.

None. A full business plan has been submitted to the University Council for discussion and approval.

**G4 Other resources**

a) Is any other additional recurrent or non-recurrent expenditure envisaged in the sponsoring School(s)? If so, please give details, indicating how the School(s)/Faculty intends to fund these:

i) equipment, including computers

Hardware will be provided as part of the capital spends on INTO. However, there may need to be transactions with the University of East Anglia and City University in respect of software licensing (*e.g.* Blackboard), network access and technical support, where resources are not fully self contained.

ii) consumables

Purchased from INTO's self contained expenditure budget.

iii) non-teaching staff

Considerable need for cross resourcing in marketing, admissions, accommodation and, initially, in Student welfare. Possible requirement for technical support as outlined in Section G4 a)i above.

b) What are the resource implications for the following central services of the course:

i) academic administration

None in addition to current support.

ii) the Audio Visual Service

No increase from current light usage.

iii) Centre for English Language and British Studies

N/A

iv) Dean of Students' Office

Provision will be shared with City University (To be confirmed)

v) IT and Computing Services

Technical support on software provision and VL. The ICT provision will be linked to Norwich.

vi) Library and Learning Resources

a) Resources:

- What resources (books, journals, other media) are already available in the Library to support this programme?

Students will have access to City University Library (To be confirmed)

- What resources (books, journals, other media) other than those already available will be required (a) immediately (b) as the programme numbers increase? *The answer should include comments on the need for additional copies as well as for new stock and on the degree of reliance on interlending which may be necessary to support the programme.*

A Resource Centre will be provided in the INTO London building.

b) Services

- What Library services are likely to be used by student taking this programme (a) during the daytime (b) in the evening and at weekends? *Please comment on the likely use of Restricted Loan, and the Audio-Visual Services and on the need for evening/weekend access to borrowing facilities, particularly by part-time or distance learning Students. Will there be regular teaching in the evening? Will any teaching take place away from the campus? Will professional placement form part of the programme?*

Limited use due to location.

c) Usage

- Are there other, similar programmes which the Library could use as indicators of likely demand for stock and services if the programme is approved and introduced?

None

- What level of bibliographic instruction is likely to be required in order that the Students taking the programme are able to use the Library fully and effectively? Will this be given by faculty or by Library staff?

None

vii) teaching accommodation

<p>Not applicable due to location.</p>
<p>viii) University Counselling Service</p> <p>Provision will be shared with City University (To be confirmed)</p>
<p>ix) University Careers Service</p> <p>Provision will be shared with City University (To be confirmed)</p>
<p>c) <b>Equal Opportunities</b></p> <p>i) Is any special provision (e.g. equipment) or alteration (e.g. to facilitate access, to ensure health and safety is maintained) required to preserve and enhance equality of opportunities.</p> <p>ii) Has the Dean of Students' Office been consulted and if so, what is their advice?</p>
<p><b>It is important that the Schools discuss with the Information Services Directorate any resource implications and that any additional needs can be met from within their routine resource allocation unless otherwise indicated in the comment above.</b></p>

**SECTION H: APPROVAL SHEET**

**TITLE OF PROGRAMME:** INTO University of East Anglia International Foundation in Business, Economics, Humanities and Law

<b>1. CENTRAL SERVICES</b>	
<b>a)</b>	<b>Director of Careers Centre:</b> ..... <b>Date:</b> ..... (Section F2 refers)
<b>b)</b>	<b>Access and Admissions Office:</b> ..... <b>Date:</b> ..... (Section F3 refers)
<b>c)</b>	<b>Deputy Academic Registrar (Planning Office):</b> ..... <b>Date:</b> ..... (Section F3 refers if the proposal is for additional intake numbers)
<b>d)</b>	<b>Director of Library, Learning and IT Services:</b> ..... <b>Date:</b> ..... (Section G4b refers if the proposal has resource implications)
<b>2.</b>	<b>SCHOOL</b> ..... <b>Date of School Board (or equivalent) approval:</b> ..... <b>Signature of Chair:</b> .....
<i>After signatures have been obtained, please forward this form to Sue Koria, Room 3.30, Learning, Teaching and Quality Office, Academic Division, Floor 3, The Registry</i>	

<b>3. LEARNING, TEACHING AND QUALITY COMMITTEE APPROVAL</b>	
<b>3.1</b>	<i>(for new course proposals with resource implications)</i>
	<b>Date of LTQC Approval in principle:</b> .....
	<b>Signature of Chair:</b> .....
<b>3.2</b>	<i>(for new course proposals without resource implications/major modifications to existing courses)</i>
<b>i)</b>	<b>Signature of Director of Undergraduate Studies or Director of Graduate Studies (as appropriate):</b> .....
	<b>Date:</b> .....
<b>ii)</b>	
	<b>Signature of Academic Registrar:</b> .....
	<b>Date:</b> .....
<b>iii)</b>	
	<b>Signature of Director of Admissions (or nominee):</b> .....
	<b>Date:</b> .....

<b>4. FACULTY APPROVAL</b>	
<i>(for new course proposals remitted to the Faculty for detailed consideration)</i>	
	<b>Date of Faculty approval:</b> .....
	<b>Signature of Associate Dean:</b> .....