LTC09D005

PROGRAMME SPECIFICATION FOR
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA

SECTION A: SESSION: 2009 to 2010		
A1	**Course Name**	Computing Sciences, Mathematics and Actuarial Sciences
A2	**Final Award** (*e.g. BA/BSc(Hons)/ MA/MSc etc*)	International Foundation Certificate
A3	**UEA Course Code(s)**	n/a
A4	**UCAS Course Code(s)**	n/a
A5	**Professional Award** (if any)	n/a
A6	**School of Studies**	INTO University of East Anglia, London

SECTION B: SUMMARY OF COURSE STRUCTURE AND FEATURES

B1   Summary

The International Foundation Programme is designed for International Students who have completed the equivalent of GCSE 'O' level study and whose first language is not English. The course prepares students for direct entry to first year undergraduate courses at University of East Anglia or other UK Universities. Additionally, the course is suited to those Students whose availability for first year study is out of phase with the University's normal September entry date. On successful completion, Students are awarded the INTO University of East Anglia International Foundation Certificate which, subject to acceptable grades for specific degree programmes, guarantees entry to most UK universities (terms and conditions apply).

Students who are already in the first year of an undergraduate degree in their home country can use the INTO Foundation course to change their academic field, or 'major', then enter a UK University undergraduate course to complete their studies.

Content, standards and assessment procedures will correspond to first year modules offered by the Schools of Computing and Maths, and the basic course structure combines existing modules to enable progression to the first year of the chosen BSc (Hons.) degree. 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.

Basic course structure

Illustrated below are the study options on the Computing Sciences, Mathematics and Actuarial Sciences Foundation Programme. 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).

Pathway in Computing Sciences
- English Language and Study Skills (40 credits)
- Foundation Computing (20 credits)
- Applied Computing for Business (20 credits)
- Mathematics for Science and Computing (15 credits)
- Foundation Physics (15 credits)
- Advanced Mathematics (10 credits)

Pathway in Mathematics and Actuarial Sciences:
- English Language and Study Skills (40 credits)
- Mathematics for Science and Computing (15 credits)
- Foundation Mathematics (20 credits)
- Economics (20 credits)
- Foundation Physics (15 credits)
- Advanced Mathematics (10 credits)

Module Descriptions

Module CICM: English and Study Skills
UCU: 40. Assessment: Coursework 100%.
The module introduces reading techniques for academic study, the structure and function of academic writing and the ability to take part in academic discussion. It introduces skills and techniques for dealing with spoken texts and brings in a range of techniques to make study in English more efficient. Students are required to demonstrate a level of IELTS 6.0 equivalence in English before they can progress to the first year of an undergraduate course.

Module CMC4: Foundation Computing
UCU: 20. Assessment: Examination 50%, Coursework 50%.
The objectives of this module are to give students an: Overview of the internal workings of the computer; Understanding of the way in which data is stored and used; Understanding of how digital circuits operate; Overview of operating systems and their uses; Experience of networking and data communications;. Overview of the systems development process and software; Understanding of the programming environment and constructs; Knowledge of the main components of a computer programming; Understanding of testing, verification and reproducibility of behaviour in computer systems.

Module CMC3: Applied Computing for Business
UCU: 20. Assessment: Examination 50%, Coursework 50%.
The objectives of this module are to: Give students an understanding of the role of ICT within both the working and leisure environment; Comprehend the way that the world wide web has impacted on the world; Provide an appreciation of the role of ICT in various work disciplines; Appreciate the use and organisation of data; Introduce the student to the

nature of information and how it is used in organisations; Introduce a range of software development ideas and technologies; Provide experience of web programming.

Module CMM1: Mathematics for Science and Computing
UCU: 15. Assessment: Examination 50%, Coursework 50%.
A course in mathematics designed for students on the INTO Foundation Science, Computing and Maths Programmes. The objectives of this module are to provide students with an understanding of the key mathematical topics relevant to Science and Computing. These include Trigonometry, Integral Calculus, Functions, Logarithms, Vector Geometry, Arithmetic Series, Probability and Statistics, Proof by Induction.

Module INTO-SF03: Foundation Physics
UCU: 15. Assessment: Examination 50%, Coursework 50%.
This module introduces the fundamental principles in physics. Students study a wide range of topics (key physical quantities, kinematics, forces and collisions, waves, electricity, radioactivity and the nucleus, work, energy and power) in order to develop key skills required for further study in the physical sciences.

Module CMM2: Advanced Mathematics
UCU: 10. Assessment: Examination 50%, Coursework 50%.
This module is for students wishing to progress onto a Mathematics degree, or who enjoy studying Mathematics. This module covers: Counting techniques; Statistical concepts and methods; Further Integral Calculus; Developing principles and applications of probability theory; The use of simulation models; Complex numbers; The concepts of convergence and divergence in geometric series; Further coordinate geometry; Linear algebra and its applications; Modelling using graphs and digraphs.

Module C2: Foundation Mathematics
UCU: 20. Assessment: Coursework 100%.
The module covers basic mathematical concepts, including algebra, logarithms, quadratics, coordinates, trigonometry, differential calculus, polynomial root-finding, set theory, basic techniques of statistics and probability.

Module BF03: Economics
UCU: 20. Assessment: Examination 70%, Coursework 30%
The two main aims of this unit 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 unit 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.

SECTION C: EDUCATIONAL AIMS AND OUTCOMES

C1	**Educational Aims of the Programme**
	The main aims 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 UEA 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 UEA 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.

- develop ICT competence in learners.

- Successful completion qualifies students for entry to the following degrees:

  - BSc Computing Science (G400);
  - BSc Computing Science with a year in Industry (G401);
  - BSc Computing Science with a year in N. America (G402);
  - BSc Computing Science with a year in Australasia (G403);
  - BSc Computer Graphics (G405)
  - BSc Applied Computing Science (G410);
  - BSc Computer Systems Engineering (G412);
  - BSc Computer Systems, Imaging and Multimedia (G450);
  - BSc Internet Computing (G451);
  - BSc Business Information Systems (GN54);
  - BSc Computing for Business (GN51)
  - BSc Computing for Business with a year in industry (G511)
  - MComp Computing Science (G407);
  - MComp Computing Science with a year abroad (G408);
  - MComp Computer Graphics (G413)

  - BSc Mathematics (G100);
  - BSc Mathematics with Computing (G1G4);
  - BSc Mathematics with Management Studies (G1N2);
  - BSc Mathematics with Meteorology (G1FX);
  - BSc Mathematics with Statistics (G1G3).
  - BSc Mathematics with Economics (G1L1).
  - BSc Mathematics with Environmental Sciences (G1F9).
  - BSc Actuarial Sciences with a year in Industry (N323)
  - BSc Business Statistics (G390)
  - MMath Master of Mathematics (G103);

  - BSc Geophysical Sciences (F640);

C2 Course Outcomes		
C2(i) Knowledge and understanding of a) Systems development process and software. b) Programming paradigms, the main components of a computer programming environment and programming constructs. c) Testing, verification and reproducibility of behaviour in computer systems. d) Data management, processing, storage, networks and communication. e) Computer logic. f) Networking and data communications. g) The role of ICT within both the working and leisure environment. h) The world wide web has impacted on the world. i) The role of ICT in various work disciplines. j) The use and organisation of data. k) Information and how it is used in organisations. l) Software development ideas and technologies. m) Web programming. n) Key mathematical concepts and notations. o) The manipulation of numerical and algebraic expressions. p) Techniques for polynomial root-finding. q) Set theory. r) Differentiation of polynomials. s) Basic techniques of statistics t) Basic ideas of probability. u) Key mathematical topics relevant to Science and Computing, including Trigonometry, Differential and Integral Calculus, Functions, Logarithms, Vector Geometry, Arithmetic Series, Probability and Statistics, Proof by Induction.	→	**Teaching/learning methods and strategies** The acquisition of knowledge and understanding is facilitated through a teaching and learning strategy which involves lectures, and small group seminars as well "learning group" tutorials. 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 **Assessment** A variety of assessment methods is used to ensure the learning outcomes are achieved using both course work and examinations.

| **C2(ii) Cognitive Skills**

a) Understanding of the need for proof and testing

b) Problem solving skills and analysis

c) Critically evaluating and reviewing computer use and uses. | **Teaching/learning methods and strategies**

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 |

d) Mathematical skills e) Effective self management f) Thinking flexibly and laterally g) Reflection and communication	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. **Assessment** A variety of assessment methods is used to ensure the learning outcomes are achieved using continuous assessment, course work and examinations.

C2(iii) Subject Specific Practical Skills a) General communication skills, written and spoken, formal and informal b) The ability to manage self and others in relation to work targets c) The ability to apply a range of IT skills. d) Understanding of the basic principles of programming e) Mathematical skills	**Teaching/Learning methods and strategies** These skills are developed through practical application to real and simulated IT and communication situations. **Assessment** A variety of assessment methods is used to ensure the learning outcomes are achieved using continuous assessment, course work and examinations.

C2(iv) Key Skills and Attributes a. Communicate both orally and in writing with peers and lecturers b. Manage time and work to deadlines c. Work independently d. Work in groups e. Use information technology including: word processing; spreadsheets; email; internet and VLE f. Use qualitative and quantitative information including: searching; locating; extracting; analysing; acknowledging and referencing.	**Teaching/Learning methods and strategies** These skills form an essential part of the course since many of the students come form 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 **Assessment** 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.

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.

Year 1	Core, Compulsory and Optional Modules	List pre- and/or co-requisites and any professional body requirements
	Computing Sciences Pathway	**Students need to have completed 12 year of schooling (or local equivalent) with good grades in relevant subjects.**
	Core Modules Module C1CM: English Language & Study Skills and ICT. . Module CMC4: Foundation Computing Module CMC3 Applied Computing for Business Module CMM1: Maths for Science and Computing, Module SF03: Foundation Physics Module CMM2: Advanced Mathematics	**The requirement for the award is a pass in all modules, resulting in 120 completed credits.**
	Mathematics and Actuarial Sciences Pathway	**Progression Requirements are dependent on undergraduate course (Refer to INTO brochure for most recent entry requirements).**
	Core Modules Module C1CM: English Language & Study Skills and ICT. Module CMM1: Maths for Science and Computing, Module C2: Foundation Mathematics Module BF03 Economics Module SF03: Foundation Physics Module CMM2: Advanced Mathematics	

Year 2	Core, Compulsory and Optional Modules	List pre- and/or co-requisites and any professional body requirements
	n/a	
		Progression Requirements or Award

Year 3	**Core, Compulsory and Optional Modules** n/a	**List pre- and/or co-requisites and any professional body requirements** **Progression Requirements or Award**

Year 4 (if relevant)	**Core, Compulsory and Optional Modules** n/a	**List pre- and/or co-requisites and any professional body requirements** **Progression Requirements or Award**

SECTION D2: REGULATORY FRAMEWORK FOR AWARDS

D2a Regulatory Framework: *(please tick against the relevant framework)*		
INTO University of East Anglia Regulations (based on CCS)		X
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).

D2b Degree Classifications

<u>For First degree programmes</u>

n/a

i)   Weighting (in percentage terms) which each year of the course contributes to the calculation of the degree classification.

(Part-time Programmes)

Year 1	n/a		Year 5	

Year 2			Year 6	

Year 3			Year 7	

Year 4			Year 8	

			Year 9	

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

D2c Postgraduate Awards

i)   Are (any) modules assessed on a pass/fail (instead of numerical) basis?

YES	
NO	

If so how many credits are assessed on a pass/fail basis

…………

ii)   Can the award by conferred with distinction?

YES	
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.

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 opportunity for all applicants.

- INTO is committed to equality of opportunity for all Staff and Students. Our policies reflect those of the University; http://www.uea.ac.uk/ltq/EqualOpps.htm

- The 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 opportunity 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 opportunity 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 opportunity 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 opportunity.

- 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)*

F1	Academic Strategy

a)	How does the course fit in with:
	
	 • your School's academic plan?
	
	 • the Faculty's academic plan?
	
	 • UEA's corporate plan?
	
	      • *Please refer to the UEA intranet:*
	        http://www.uea.ac.uk/ueanetwk/vco/welcome.html

b)	Does the course contain any overlap of material with existing courses at UEA? 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. n/a
c)	Are there any related dormant course(s) that the School proposes permanently to discontinue? (Please give award, title of course, UEA course code and effective date of discontinuation and indicate Faculty support.) n/a
d)	Are there any related course(s) that the School wishes to make dormant? (Please give award, title of course, UEA course code and effective date of dormancy and indicate Faculty support.) n/a
e)	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? n/a

F2	Market Demand

a) 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) i) 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

ii) What are the career opportunities for students successfully completing the course?

n/a

c) *(For UG proposals only)*: What is the annual number of applicants currently applying nationally for similar courses (details available from Access and Admissions Office, ext. 3728)?

n/a

d) 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

e) 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

f) 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

g) Does the course require/imply any external accreditation? If so, by whom and when might this occur?

n/a

F3	Admissions
a)	<u>Admissions Criteria</u> (please specify) Satisfactory completion of 12 years of education.
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
d)	<u>Maximum viable intake (FTEs)</u>………………… 200
e)	*(For UG proposals only)*: Are any particular Access programmes relevant to this course (and if so which)? n/a
f) **i)**	**Student Targets** 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: n/a

ii)	If the intake targets are additional, have the additional numbers been authorised by the Planning Office (Deputy Academic Registrar)?	YES	
		NO	

F4	**Course Management Details**			
1.	Faculty			
2.	i)	Teaching Institution (UEA 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,* *Certificate of Higher Education*)		
4.	Length of Programme		1 academic year (3 terms)	
5.	Mode(s) of Attendance (*Please tick as appropriate*)		Full-time	X
			Part-time	
			Distance Learning	

6.	Course Director(s)	Course Code	C2		
		Course Code	CMM1		
	Dr Richard Samuels	Course Code	CMM2		
		Course Code	CMC3		
		Course Code			
		Course Code			
		Course Code			
7.	Relevant Subject Benchmarking Statements	n/a			
8.	Start date (for new course proposals)	Course Code	CMC4	Date	24/9/09
		Course Code		Date	
		Course Code		Date	
		Course Code		Date	
		Course Code		Date	
		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			
10.	**Board of Examiners**				
	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?			1	
11.	(**For existing programmes**)				
	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 rate plus any HEFCE recurrent grant for teaching that the student numbers may generate

          n/a

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 *(aims, objectives, content, teaching and learning method(s), learning outcomes)*	
	Method(s) of assessment	

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

<div align="center">n/a</div>

G3	**Staffing**
a)	Are new teaching appointments required and if so how many, at what level and how does 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 i) new modules of teaching are required? ii) 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 spend 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? 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? 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 Not applicable due to location
viii)	University Counselling Service Provision will be shared with City University (To be confirmed)
ix)	University Careers Service Provision will be shared with City University (To be confirmed)

c)	**Equal Opportunities**
	
	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 opportunity.
	
	       • No
	
	ii) Has the Dean of Students' Office been consulted and if so, what is their advice?
	
	                 n/a

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.

SECTION H: APPROVAL SHEET

TITLE OF PROGRAMME: UEA International Foundation Pathway in Computing and Maths .

1.	**CENTRAL SERVICES**
a)	**Director of Careers Centre: ………………………….…………………** **Date: …………………………** (Section F2 refers)
b)	**Access and Admissions Office: ……………………….…………………** **Date: …………………………** (Section F3 refers)
c)	**Deputy Academic Registrar (Planning Office): ……………….…………………** **Date: …………………………** (Section F3 refers if the proposal is for additional intake numbers)
d)	**Director of Library, Learning and IT Services: ……………………….…………** **Date: …………………………** (Section G4b refers if the proposal has resource implications)

2.	**SCHOOL** …………………………………………………………………….. **Date of School Board (or equivalent) approval:** …………………………………... **Signature of Chair:** ……………………………………………………………………..
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

3. LEARNING, TEACHING AND QUALITY COMMITTEE APPROVAL

3.1 (*for new course proposals with resource implications*)

Date of LTQC Approval in principle: ………………………………………

Signature of Chair: …………………………………………………………………..

3.2 (*for new course proposals without resource implications/major modifications to existing courses*)

i) **Signature of Director of Undergraduate Studies or Director of Graduate Studies (as appropriate:**
…………………………………………………………………………………..

Date: ……………………………

ii)

Signature of Academic Registrar: ……………………………….……………………

Date: …………………………

iii)

Signature of Director of Admissions (or nominee): ..………………………..…………

Date: …………………………

4. FACULTY APPROVAL
(for new course proposals remitted to the Faculty for detailed consideration)

Date of Faculty approval: …………………………………..………

Signature of Associate Dean: …………………………………………………