

LTC09D006

Learning, Teaching and Quality Committee

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

<b>SECTION A: SESSION: 2009 to 2010</b>		
A1	<b>Course Name</b>	Business and Economics
A2	<b>Final Award</b> <i>(e.g. BA/BSc(Hons)/ MA/MSc etc)</i>	International Diploma
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**

**B1 Summary**

The INTO University of East Anglia International Diploma Programme is designed to meet the specific needs of full fee overseas students whose first language is not English and who may be slightly short of matriculation qualifications for entry, or whose availability for first year study is out of phase with the university's normal September entry date.

The aim of the Business and Economics Pathways at Diploma level is to replicate as far as possible the content, structure and standards of the first year course profiles which will articulate to second year entry in the following undergraduate degrees.

At Norwich Business School

- Business Management;
- Accounting and Finance;
- Accounting with Management;
- Accounting with Law.

At the School of Economics:

- Economics;
- Business Economics;
- Economics with Accountancy;
- Business Finance and Economics.

To this end, the module descriptors (with the agreement of the university and in discussion with the schools of study) have been taken from the existing first year programmes specifications. The delivery of the modules has been adapted to reflect the 3 term INTO year and the different assessment possibilities this offers. The learning outcomes remain the same.

As well as the additional personal support, the courses will be structured in such a way as to demand a level of independent learning which will sustain the students in the much more personally demanding routines of second and final year study.

### **Basic course structure**

Students are required to receive 120 credits for progression, with each content-based module worth 20 credits. An additional module titled 'English Language and Study Skills' are compulsory for students to pass the programme, and is non-credit bearing module.

#### *Module 1: Introduction to Business (BD-01)*

*UCU: 20.*

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, organisational culture, human resource management, managing change, corporate strategy, marketing, organisation structure, managing finance and budgets, managing operations, managing information systems

#### *Module 2: Developing Business Skills (BD-02)*

*UCU: 20.*

The overall aim of the module is to encourage the development of key management skills that will stand the student in good stead for a future career in business and management. The module pursues the following themes: management skills and managerial effectiveness, self awareness: understanding and developing yourself, personal development planning, planning and goal setting, working in teams, management projects, report writing, written communication and email, managing meetings, obtaining data and information, oral presentation skills, interpersonal communication.

#### *Module 3: Organisational Behaviour (BD-03)*

*UCU: 20.*

The aim of this module is to develop an appreciation of the nature and historical development of organisational behaviour. The Module introduces key concepts, theories and methodologies in organisation behaviour, and develops an understanding of the linkages between research, theory and practice.

*Module 4: Information Systems and Business Research (BD-04)*

*UCU: 20.*

The three main aims of this module are (i) to introduce students to the use of management of business applications of information and communication, (ii) to introduce students to the use of Microsoft Excel and (iii) to introduce students to elementary statistical methods used in business and business research.

The module pursues the following themes: E-business domain, business systems and information systems, back-end and front-end information systems infrastructure, access devices and channels/electronic delivery of goods and services/the Internet and the World Wide Web, back and front-end ICT infrastructure/data security, the social, economic and political environment of E-business, electronic commerce, B2C, B2B and C2C E-commerce, E-marketing and E-procurement, E-business planning, strategy and management, E-business development and evaluation, Graphical representation of data, numerical measures of central tendency, numerical measures of dispersion, introduction to probability, numerical outcomes, common patterns in data, continuous numerical outcomes, the normal distribution.

*Module 5: Economics for Business (BD-05)*

*UCU: 20.*

The two main aims of this module are (i) to introduce students to issues of central concern in business economics and (ii) to introduce students to the economic environment in which businesses are located. The module pursues the following themes: introduction to economics, the demand curve, responsiveness of demand, the concept of cost, the supply curve, markets in action, market structure and competition, monopoly, between perfect competition and monopoly, growth, externalities, the labour market, conflicts of interest, transaction costs, introduction to macroeconomics, aggregate demand and aggregate supply, GDP, Inflation, fiscal and monetary policy, unemployment, supply side policies and economic growth, global economics.

*Module 6: Introduction to Financial and Management Accounting (BD-06)*

*UCU: 20.*

This module assumes no previous studies in accounting and includes the following themes: the balance sheet, the profit and loss account, the double entry system, introduction to business games, cash flow statements, interpretation of accounts, performance measurement and audit.

*Module 7: Introductory Microeconomics (BD-07)*

*UCU: 20 credits.*

This is a compulsory module for all Economics students. Topics to be covered in this module include: what is economics, its scientific status; demand and supply analysis including elasticity concepts and tax incidence; costs and profit maximisation; perfect competition, monopoly, and monopolistic competition; game theory and oligopoly; factor markets; an introduction to welfare economics – market failure, public goods and externalities. There will be some simple applications of calculus to problems in microeconomics such as profit maximisation etc.

*Module 8: Introductory Macroeconomics (BD-08)*

*UCU: 20 credits.*

Introductory Macroeconomics is a module designed as an introduction to university-level macroeconomic analysis. We start by considering national income accounting and the circular flow of income model. We then consider output and aggregate demand in an economy with a fixed price level: we analyse the expenditure multiplier model, the goods

market and fiscal policy; the money market and monetary policy; the IS-LM model. We finally move on to an economy with a flexible price level and introduce aggregate supply factors into the analysis: we consider the Aggregate Supply and Aggregate Demand model; inflation, unemployment and the Phillips' curve; economic growth.

*Module 9: Quantitative Methods(BD-09)*

*UCU: 20 credits.*

This module offers an introduction to some basic statistical concepts and methods of data analysis which are commonly applied in the social sciences, and in other areas. Topics include: descriptive statistics, graphical analysis of data, probability, Bayes' rule, permutations and combinations, random variables, the normal distribution, hypothesis testing and interval estimation. There is a strong practical element, the students engaging in statistical analysis of a range of problems using SPSS.

*Module 10: Introduction to Mathematics for Economists (BD-10)*

*UCU: 20 credits.*

This module will provide an introduction to some basic mathematical techniques that are used in economic analysis. Topics to be covered include arithmetic operations, simple Algebra, equations and identities, solving linear simultaneous equations, factorising, linear and non-linear functions, plotting functions, introduction to basic calculus. Students are also trained in the transferable skills of spreadsheet use and use of a hand calculator.

*Module 11: English Language, Study Skills and ICT*

*UCU: 0.*

The aims of this module are (i) to improve students' ability to deal with complex academic texts, (ii) to develop critical ability in relation to academic writing, (iii) to develop fluency and confidence in academic discussion and (iv) to enhance students' ability to extract information from spoken texts. The module will include an investigative project involving research and investigation, data collection and analysis and a written and oral presentation of methods and results.

Module descriptors (with the agreement of the University and in discussion with the Schools of study) have been taken from the existing first year programmes specifications.

## SECTION C: EDUCATIONAL AIMS AND OUTCOMES

<b>C1</b>	<p><b>Educational Aims of the Programme</b></p> <p>The INTO International Diploma Programme in Business and Economics provides students with a broad introduction to the business world and/or economics, augmented by additional English Language, Study Skills and Tutorial support. Successful completion of the course will lead to the award of a Cert HE or entry into the second year of the appropriate BSc/BA (Hons) degree course.</p> <p>The specific objectives of the programme are to:</p> <ul style="list-style-type: none"> <li>• generate a learning experience within which the measured and validated outcomes are of a quality to secure advanced standing to undergraduate degree programmes of</li> </ul>
-----------	---

	<p>the University of East Anglia;</p> <ul style="list-style-type: none"> <li>• create opportunities for international students to progress to undergraduate study at the University of East Anglia</li> <li>• provide a qualification that is of a quality to secure progression elsewhere for those students who either do not meet the entry criteria for the University of East Anglia or wish to follow their undergraduate course at another university</li> <li>• underpin academic work with the development of English and study skills which will <ul style="list-style-type: none"> <li>▪ sustain students in the Diploma programme and underpin their continuing success at second year undergraduate level and beyond</li> <li>▪ allow students to meet the defining IELTS criteria for entry with advanced standing to the appropriate undergraduate degree programmes at the University of East Anglia.</li> <li>▪ enable students to begin their studies at a time in the year which suits them</li> </ul> </li> <li>• provide an access route into higher education for international learners who want to study at higher education level, who may lack the necessary qualifications and experience for direct entry onto year one of a degree course but whose academic credentials demand something more advanced than the Foundation Programme.</li> <li>• provide a progression route for students wishing to proceed onto other higher education programmes at the University of East Anglia.</li> <li>• 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.</li> </ul>
--	---

<b>C2 Course Outcomes</b>	
<p><b>C2(i) Knowledge and understanding</b></p> <p><b>Specific to the Business Pathway</b></p> <ul style="list-style-type: none"> <li>a) The key basic models in business economics</li> <li>b) The key facts on the UK economy</li> <li>c) The context of an organisation and its environment</li> <li>d) Techniques in how to manage people</li> <li>e) How to plan, manage and control a business</li> <li>f) The wider responsibilities of business in its environment</li> <li>g) The nature and context of management</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 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><b>Assessment</b></p> <p>A variety of assessment methods is used to</p>

<p>accounting and finance</p> <p>h) The nature of the main financial statements;</p> <p>i) The basic legal and regulatory context of accounting</p> <p>j) The basics of the European and international dimensions of financial accounting and reporting</p> <p>k) The main limitations and current problems of financial accounting and reporting</p> <p>l) The basic concepts of business systems and information systems</p> <p>m) The technical infrastructure and environment for e-business</p> <p><b>Specific to the Economics Pathway</b></p> <p>n) Basic quantitative methods for summarising and analysing data</p> <p>o) Descriptive Statistics involving both graphical and numerical methods</p> <p>p) Data tabulation and the reporting of results</p> <p>q) The basic principles of probability and probability distributions</p> <p>r) The value and practice of communication, planning and monitoring of personal and team performance within a business environment</p> <p>n) Use of referencing techniques</p> <p>o) The use of language reference works</p> <p>p) The meaning of economics and its scientific status</p> <p>q) Demand and supply analysis and the concepts of elasticity</p> <p>r) Tax incidence</p>	<p>ensure the learning outcomes are achieved using both course work and examinations.</p>
--	---

<p>s) Market models (perfect competition, monopoly, oligopoly and monopolistic competition)</p> <p>t) Game theory</p> <p>u) An introduction to welfare economics, market failure and public goods and externalities.</p> <p>v) National income accounting and the circular flow of income model.</p> <p>w) Output and aggregate demand in an economy with a fixed price level:</p> <p>x) The expenditure multiplier model, the goods market and fiscal policy.</p> <p>y) The money market and monetary policy; the IS-LM model.</p> <p>z) Aggregate supply factors and Aggregate Demand model</p> <p>aa) Inflation, unemployment, the Phillips' curve and economic growth.</p> <p>bb) Descriptive statistics, graphical analysis of data, Bayes' rule, permutations and combinations, random variables, the normal distribution, hypothesis testing and interval estimation.</p> <p>cc) Basic mathematical techniques, including arithmetic, simple Algebra, equations and identities, linear simultaneous equations, factorising, linear and non-linear functions, plotting functions and basic calculus.</p>	
--	--

<p><b>C2(ii) Cognitive Skills</b></p> <p>a) Interpretation of organizational and business problems, problem solving, and critical assessment of possible solutions.</p> <p>b) Identification of the technical,</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</p>
--	--

<p>organisational, human and environmental issues in the business environment</p> <p>c) Ability to research into business and management issues</p> <p>d) Bridging disciplines that are both central and peripheral to the domains of business and accounting.</p> <p>e) Effective self-management</p> <p>f) Thinking flexibly and laterally</p> <p>g) Critically evaluating and reviewing business and accounting literature.</p> <p>h) Reflection and communication</p>	<p>→ 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><b>Assessment</b> A variety of assessment methods is used to ensure the learning outcomes are achieved using continuous assessment, course work and examinations.</p>
---	--

<p><b>C2(iii) Subject Specific Practical Skills</b></p> <p>a) General communication skills, written and spoken, formal and informal demonstrate relevant knowledge and understanding of organisations</p> <p>b) The external environment in which organisations operate</p> <p>c) The management of organisations</p> <p>d) The ability to manage self and others in relation to work targets</p> <p>e) The ability to understand and analyze business situations and to devise and apply solutions.</p> <p>f) Understand and apply principles of accounting</p> <p>g) Analytic and interpretative skills in relation to financial information</p> <p>h) Understand and operate the application of IT to business, accounting and general data</p>	<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>
--	---

<ul style="list-style-type: none"> <li>i) Understand and analyse economic problems</li> <li>j) Understand and apply the basic concepts of macroeconomics.</li> <li>k) Understand and apply the basic concepts of microeconomics</li> </ul>
--

<p><b>C2(iv) Key Skills and Attributes</b></p> <ul style="list-style-type: none"> <li>a. Communicate both orally and in writing to specialists and non-specialists</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 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><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>
---	--

**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 on the Business Management Pathway**

The below six modules carry 20 credits. Students require 120 credits to pass the programme.

- Module 1: Introduction to Business (BD-01)**
- Module 2: Developing Business Skills (BD-02)**
- Module 3: Organisational Behaviour (BD-03)**
- Module 4: Information systems and business research (BD-04)**
- Module 5: Economics for business (BD-05)**
- Module 6: Introduction to Financial and Management Accounting (BD-06)**

A further module that Business students must undertake is Module 11 on English Language and Study Skills. This is a compulsory module but carries 0 credits.

**Core, Compulsory and Optional Modules on the Economics Pathway**

The below six modules carry 20 credits. Students require 120 credits to pass the programme.

- Module 1: Introduction to Business (BD-01)**
- Module 6: Introduction to Financial and Management Accounting (BD-06)**
- Module 7: Introductory Microeconomics (BD-07)**
- Module 8: Introductory Macroeconomics (BD-08)**
- Module 9: Quantitative Methods (BD-09)**
- Module 10: Introduction to Mathematics for Economists (BD-10)**

A further module that Economics students must undertake is Module 11 on English Language and Study Skills. This is a compulsory module but carries 0 credits.

List pre- and/or co-requisites and any professional body requirements

n/a

**Progression Requirements or Award**

- For Norwich Business School: 50% in all modules plus minimum of IELTS 6.5 equivalent in English in order to progress to year 2

- For the School of Economics: 50% in all modules plus minimum of IELTS 6.5 equivalent in English in order to progress to year 2.







**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 (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).	
<b>D2b Degree Classifications</b> <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.	
<b>(Part-time Programmes)</b>	
Year 1	n/a
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Year 7	
Year 8	
Year 9	
ii) Please indicate whether an aggregate mark and/or the University marks profile are 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?	YES
	NO     x
If so how many credits are assessed on a pass/fail basis	.....n/a.....
ii) Can the award be conferred with distinction?	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>

The INTO International Diploma 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)*

<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> <ul style="list-style-type: none"> <li>• University of East Anglia's corporate plan? <i>(Please refer to the University of East Anglia 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>
<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>Both Business and Economics pathways deliberately reflect the first year of Business or Economics degrees with the main difference being the additional tutorial and language support given to students enrolled on the course. This is because the course is intended for those students in need of additional language training and consequently additional academic support in this year of study.</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 is the career opportunity 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>			
<b>a) Admissions Criteria</b> (please specify)			
<p>The Diploma course is intended for Students who need additional study and language support to successfully complete the equivalent of their first year undergraduate study. The target segment for the Diploma course is for students who have not quite achieved the relevant English requirements and/or A-Level equivalent grades for direct entry at the appropriate University of East Anglia school. For instance, the Diploma course will accept students with IELTS 5.5 overall, whereas the relevant University of East Anglia departments require IELTS 6.5.</p> <p>Students who are appropriately qualified for entry to a degree course will be directed to the appropriate school. So, INTO University of East Anglia will ONLY take on students that would otherwise be unable to access the relevant departments directly.</p>			
<b>b) Proposed student intake target</b>			
<p>FT Home/EU.....FT INTL.....PT(heads).....DL(heads).....</p>			
<b>c) Minimum viable intake (FTEs)...</b> 12 per pathway			
<b>d) Maximum viable intake (FTEs)...</b> 200 per pathway, to a maximum of 500			
<b>e) (For UG proposals only):</b> Are any particular Access programmes relevant to this course (and if so which)?			
<p>The INTO foundation programme. Other UK University and private provider Level Zero courses would be considered for entry.</p>			
<b>f) Student Targets</b>			
<b>i)</b> 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:			
<p>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.</p>			
<b>ii)</b>	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		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		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			
		Course Code			
		Course Code			
		Course Code			
		Course Code			
		Course Code			
7.	Relevant Subject Benchmarking Statements				
8.	Start date (for new course proposals)  September 2007	Course Code		Date	
		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					
<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 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?**

Financial matters are being dealt with by the University Council, through the VC and Registrar

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

- 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.

<b>G4 Other resources</b>	
<b>a)</b>	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:
	<p>i) equipment, including computers</p> <p>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 (<i>e.g.</i> Blackboard), network access and technical support, where resources are not fully self contained.</p>
	<p>ii) consumables</p> <p>Purchased from INTO's self contained expenditure budget.</p>
	<p>iii) non-teaching staff</p> <p>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.</p>
<b>b)</b>	What are the resource implications for the following central services of the course:
	<p>i) academic administration</p> <p>None in addition to current support.</p>
	<p>ii) the Audio Visual Service</p> <p>No increase from current light usage.</p>
	<p>iii) Centre for English Language and British Studies</p> <p>n/a</p>
	<p>iv) Dean of Students' Office</p> <p>Provision will be shared with City University (To be confirmed)</p>
	<p>v) IT and Computing Services</p> <p>Technical support on software provision and VL. The ICT provision will be linked to Norwich.</p>

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

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) <b>Equal Opportunities</b> 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. n/a ii) Has the Dean of Students' Office been consulted and if so, what is their advice? n/a
<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>

**SECTION H: APPROVAL SHEET**

**TITLE OF PROGRAMME:** INTO International Diploma Pathway in Business and Management.

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