Memo

To: **Alison Rhodes, LTQO**

Cc: Liam Morton, VCO

From: **Caroline Sauverin**
Faculty Manager - Teaching
SSF

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Date: 01.10.2009

Subject: **Strategic Carbon Management**
MBA - UEA London

The Academic case of the New Course Proposal was considered by the Faculty LTQC at its meeting on 16/9/09 and was referred back to the School. This amended version, 3.5.1, has been considered by some members of LTQC, but not the Associate Dean, Sara Connolly. Sara is unwell and unable to sign off the document at this stage, but rather than hold up consideration by LTC, she has proposed circulation to LTC members, and expects to be able to update the Committee at its meeting on 7/10/09.

Caroline Sauverin

University of East Anglia

LEARNING, TEACHING AND QUALITY OFFICE

PROPOSAL FOR COURSE(S) LEADING TO AN AWARD OF

THE UNIVERSITY OF EAST ANGLIA

This document is in three parts:

PART 1:   **Summary of the Proposal**
            This section may be used for publicity purposes, once approval has been granted.
PART 2:   **Business Case**
            For consideration by the relevant Faculty Executive
PART 3:   **Academic Case**
            For consideration by the relevant Faculty Learning, Teaching and Quality Committee

All three parts need to be completed. (There are different sections for fast-track proposals and these are clearly indicated).

For certain specified types of proposal such as change of degree title, change in School of registration, use a separate PART 4 template.

Extracts from this template will be published to form the programme specification.

ROUTE FOR APPROVAL (Please refer to the accompanying guidance notes and use the questions below to help you determine the most appropriate route)

Is the subject area new to the University? No		Is the subject area new to School? No	
If yes, needs PRC and LTC approval		If yes, needs LTC approval	
PRC Approval Required	✘	LTC Approval in Principle Required	✓
Full	✓	Fast-Track	✘

(This section may be used for publicity purposes. Please attach to the Business Case and to the Academic Case.)

S1	SUBJECT AREA(S) (please state)	Business Studies, Management Studies and Environmental Sciences	
	Is the subject area new to the University?		
	If yes, needs LTC and PRC approval	No, but it is a new delivery format, new course structure and London is a new location for UEA	
	Is the subject area new to the School?		
	If yes, needs LTC approval in principle	No, but it is a new delivery format, new course structure and London is a new location for UEA	
	(If yes to either question, the fast-track route is not applicable).	Not applicable	
S2	PROFESSIONAL AWARD (if any)	Not applicable	
S3	ACCREDITING/VALIDATING BODY (if relevant)	Not applicable	
S4	LEVEL	Sub-degree (e.g. Cert. Dip.)	✘
		Undergraduate	✘
		Integrated Masters	✘
		Masters	✓
		Postgraduate Research	✘
S5	AVAILABLE FROM (academic session) *Insert (mm/yyyy)*	March 2010	
S6	SCHOOL OF STUDIES	Norwich Business School (via UEA London)	

Please complete the following section for each new course being proposed

Course One	

S7	COURSE TITLE	MBA in Strategic Carbon Management - London
S8	AWARD	MBA

S9	**DURATION** (years or months)	Minimum two years; maximum three years	
S10	**MODE OF ATTENDANCE** (full-time, part-time, distance, other)	Modular (part time) – Attend four-day lecture series normally every two months per module	
S11	**PLACEMENT(S)/WORK-BASED LEARNING REQUIRED**	YES	✘
		NO	✓
S12	**COURSE HIGHLIGHTS**		

* Based on the full-time MBA in Strategic Carbon Management
* The course allows students to obtain:
    o A robust and holistic theoretical and practical knowledge of responsible business practice and
    o An in-depth knowledge of the impacts of climate change and the low-carbon economy and how it will define new boundaries, management requirements and opportunities for organisations
* Students will undertake two climate change-related consultancy projects allowing students.
* The course will be delivered as a modular MBA at UEA London thereby maximising flexibility and accessibility.
* The course will be delivered as either a two year or a three year course. This will increase flexibility allowing students to vary the duration and intensity of the course to suit their needs and financial situation, thereby increasing the marketability of the course
* The course modules will normally be delivered as intensive four-day learning sessions (Wednesday, Thursday, Friday and Saturday)

S13	**RELEVANT SUBJECT BENCHMARK STATEMENT(S)**	Quality Assurance Agency (QAA) – Master's degree in business and management
S14	**ENTRY REQUIREMENTS**	**Qualifications** Candidates should normally have one of the following: • A minimum second-class honours degree or international equivalent, **or** • Relevant postgraduate diploma, **or** • Qualification of a professional body acceptable to UEA, **or** • Substantial responsible work experience in a managerial role (not less than 5 years) **English Language** Students whose first language is not English must have either: • An IELTS (International English Language Testing System) score of at

		least 6.5 – with at least 6.0 in every component **or** • A TOEFL (Test of English as a Foreign Language) (internet-based) score of at least 92 – with at least 20 in every component **Work Experience** A record of responsible work experience (normally three years) **Other** At the discretion of the MBA Programme Director further assessment of a candidate's level may be requested by means of an interview or evaluation of written qualitative/quantitative work of the candidate.
S15	**CAREER POSSIBILITIES**	Carbon and climate change management for companies, consultancies, NGOs and government (local, regional, national and international)
S16	**JACS Subject Level Code(s)** To be completed by the Planning Office following approval of the Business Case	
S17	**UCAS ADMISSION CODE** To be completed by the Planning Office following approval of the Business Case	
S18	**FURTHER INFORMATION** *Insert contact address/email/tel no. AAO*	Dr Gideon Middleton ext. 2644, g.middleton@uea.ac.uk, and http://www.uea.ac.uk/nbs/degreeprogrammes Dr Jane English, MBA Co-ordinator Tel:+44(0)1603 591753 Email: mbateam@uea.ac.uk
S19	**Course Director**	Dr Gideon Middleton
S20	**Course Proposer(s)**	Professor Nikolaos Tzokas, Head of School and Terry Kendrick, MBA Programme Director

PART 2 – THE BUSINESS CASE

Note: One Business Case (BC0 to BC9) is applicable to all proposed courses

BC0	**THE RATIONALE** (Overview - brief summary)	
BC0.1	**Brief summary of the rationale for the proposal**	
	The management of carbon emissions and adapting to the impacts of climate change are set to be major factors defining the pathway of human civilisation for at least the next 50 years. As a result all sections of society across the globe will be directly and indirectly affected by this issue – from national and international governments to companies and individuals. Because of the increasing need for urgent action it will be necessary to ensure that there are a sufficient number of managers with an understanding of climate change and carbon management to help steer organisations through a process of decoupling economic activity from emissions of Greenhouse Gasses. To help fill this educational niche, the UEA's NBS launched the world's first MBA in Strategic Carbon Management in 2008. The course in now successfully into its second full year with an increase in applicants for the academic year 2010. To maintain UEA's lead in this area, improve accessibility, maximise flexibility and respond to customer feedback it is now proposed to develop and launch a revised modular version of the course at UEA London. This modular approach to MBA education is a well established route worldwide. In the UK 2007-8 figures from the Association of MBAs reveal that modular programmes generated 6% of MBA enrolments and 7% of graduates. This extension of our delivery options will allow the school and university to: 1. Provide a flexible and popular approach to learning that will allow students to continue in full-time employment while studying for the MBA 2. Increase the number of potential students by basing the degree in London, thereby increasing accessibility 3. Tapping into a growing market for senior managers that are skilled in carbon management 4. Provide the basis for a range of corporate short courses in carbon management The structure and content of this programme has been based on learning, feedback and consultation with our two previous cohorts in Norwich. Therefore it is planned that the improved structure will also be adopted by the fulltime MBA in Strategic Carbon Management delivered in Norwich. This will take place in January 2011.	
BC0.2	**Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs; independent academic (required for new course proposal); external examiner (required for fast-track proposals)).**	

	Please summarise here and attach copies of any responses to this document or insert their comments in this section.		
	• Carbon Trust (Dominic Burbidge, Sector Account Manager) considered the proposed course to be **"…a very good idea"** • John Hill (Independent sustainability consultant and IEMA Representative**:** "**UEA is well regarded for its pioneering work in Environmental Science, and more recently, Climate Science. Increasing UK, EU, and Global Legislation concerning Carbon Management will require the employment of knowledgeable practitioners in Business and Commerce, to ensure UK Plc retains its position at the leading edge of developing the business opportunities which will arise from these emerging global business drivers.** **Businesses increasingly look to their managers to have knowledge of the effects which these Global issues have on their business strategy, and to advise them of the implications and opportunities which will arise** **UEA is uniquely placed to deliver a Carbon Management Course, with its worldwide reputation, and the proposed MBA would compliment, and extend this influence.** **As a former Environmental Champion in the International Energy Sector, I am acutely aware that awareness raising of the potential environmental risks and opportunities is a key skill for practitioners. The provision of a "Consultancy skills" module is welcome within the Course proposal, and will address this crucial aspect.** **A sound grounding in the Science of the Carbon Cycle, its effects on the Ecosphere, and the potential consequences for Human Wellbeing is essential, as is the development of excellent communication and presentation skills to Board level personnel. Knowledge of Stakeholder Engagement processes and their management is also required.** **I support the Course Model of the combination of both theoretical & practical application, as "Learning by Doing", is an excellent methodology for part time students. Their sponsors will also obtain a useful project outcome, which will aid the support of student's time by sponsors on the Course.** **I am sure there will be a demand from both students and their sponsors for this innovative and exciting Course, which is very timely in its arrival. Location in the City of London will, I am sure, greatly aid recruitment of students**" Copies of responses have been included in Appendix 1 Additional consultees will be contacted if required: • CBI • DEFRA **Note**: No Independent academics have been approached because of the commercial sensitivity of the course and because this is not a new course		
BC0.3	**Is this a Fast-track proposal?**	**YES**	

			NO	✓
BC0.4	**If Yes, what features of the proposal make it a fast-track?** *Please refer to the New Course Approval Procedure*			
	Not applicable			

BC1	**ACADEMIC AND RECRUITMENT STRATEGY**	
BC1.1	**How does the proposal fit with School academic plans?**	
	The further expansion of our existing MBA offer, alongside its multidisciplinary nature and the collaborative approach for its delivery, supports the School's objectives to "explore the development of additional high quality MSc and MBA programmes….[based on] a strategy of 'innovation and sustainable growth'…". Furthermore the proposed course will allow the School to include new delivery mechanisms that capitalise upon existing research competencies which are a core feature of the Norwich Business School's academic plan.	
	The Faculty's academic plans?	
	The proposed modular MBA in London supports the faculty's strategic plan by: 1. Increasing the number of premium fee-paying students, because this London-based modular course will allow the UEA to open up a new market for London-based students 2. Increasing the cross-faculty teaching because it is anticipated this course will use resources from a range of Schools and Faculties (e.g. Schools of Environmental Sciences, International Development, Law and Economics) 3. Developing a new high-quality taught programme	
	The University's Corporate Plan?	
	The introduction of this modular MBA in Strategic Carbon Management at UEA London builds upon the successes of the existing part time and full time MBAs as well as the new and popular full-time MBA in Strategic Carbon Management. Furthermore by locating the modular course in central London it will maximise the accessibility of the course by providing both flexibility and accessibility to potential students in the heart of the world's carbon capital – London. Furthermore the proposed course supports the University of East Anglia's values of: 1. Excellence: the aim is to make this a world-renowned course 2. Interdisciplinarity: the course is inherently interdisciplinary because it combines, academic business knowledge, direct business experience, scientific knowledge about climate change as well as practical and conceptual options to help improve global carbon efficiency 3. Citizenship: the course is designed to train senior managers and decision makers that would help to tackle probably the greatest threat to the current phase of human civilisation – climate change 4. Sustainability: the course will ensure that the concept of sustainability and the 'triple bottom line' is an inherent in the course to ensure social, economic and environmental sustainability Specifically the proposal supports the following 'strategies' within the UEA corporate plan: 1. Supports the theme of global citizenship (ED3)	

	2. Provides a new delivery channel for an existing and proven course – thereby maximising the potential to increase revenue whilst minimising the resources expended (ED4 and ED7) 3. Creates the opportunity for low-carbon innovations, enterprises and collaboration with a range of UEA departments and organisations by building up strategic relationships with alumni and collaborators (R7, EE1, EE3, EE4 and EE7) 4. Increases the opportunity for applied, policy-relevant and practitioner-based research(R6)
BC1.2	**Proposed Recruitment Strategy**
	Recruitment will be from: 1. An existing "expression of interest" database that already has more than 150 names 2. Publicity at 'recruitment events' as part of our existing MBA marketing programme 3. Contacting journalists to raise awareness of the course with the aim of catalysing media articles 4. 'Click-through' Internet based advertising to raise awareness of the modular version of the MBA in Strategic Carbon Management (e.g. on-line course listings, newspapers and magazines, Linked-In) 5. Development of new MBA web landing-page and/or update existing part of the NBS website relating to the course to raise profile of MBA in web search results and act as 'home' for 'click through' 6. UEA linked channels, including: RIO consultation, presentation and newsweaver 7. Dedicated UEA London open evenings, Enquirer e-zines, Alumni channels

BC1.3a	Is the proposal commercially sensitive?	YES	✓
		NO	
BC1.3b	**If yes, what are the reasons?**		
	Norwich Business School has a first-mover-advantage to protect in this area		

BC2 – This section is to be sent to AAO. You can do this after you have finished completing the Business Case or do so now. (AAO is requested to return comments within 10 working days of receipt). The Business Case cannot be considered by the Faculty Executive until this section is completed.

BC2	MARKET RESEARCH (to be completed by AAO)	
BC2.1	**What other and type of institution offers identical and/or similar courses in the UK?**	
	No other MBAs in carbon and/or climate change related subjects have been identified anywhere in the world. The two closest MBA competitors that have been identified are: 1. the Global Energy MBA from the Warwick Business School, and 2. the Danube Professional MBA Energy and Carbon Management from the Danube University Krems The Global Energy MBA is a modular style MBA that is taught over three years at a price of £9,500 per annum (£28,500 for full course). The course mainly focuses on energy, as opposed to climate change, carbon and energy, and appears to be mainly targeted at professionals from or seeking to enter the energy industry. The course does not cover areas such as: • climate change science and impacts, • carbon measurement, management, reporting and footprinting, • low-carbon strategies (except where the energy sources are low-carbon) or • low-carbon compliance and regulation The Danube Professional MBA Energy and Carbon Management appears to be a modular delivery with students able to between fulltime (5 semesters) and part-time (6 semesters) options. The total cost of the course is: EUR 33700 (£ 30488) broken down into three components and including additional cost for course materials. The stated objectives of the course are to: "…provide insights into the EU emissions trading scheme and its economic mechanisms as well as the knowledge of the foundations and operations of developing sustainable carbon strategies for the companies." In addition, there are a small, but increasing number of carbon and climate change-related MSc programmes Research using a WFSE (world famous search engine) identified the followng courses within the UK: • Glasgow University (Dumfries campus) offers a full-time MSc Carbon Management (joint initiative between Dept of Economics and the Crichton Carbon Centre) • Edinburgh University, MSc Carbon Management and MSc Carbon Capture & Storage (Geosciences masters' programme). • Lancaster University offers a part-time, industry based, MSc Low Carbon Energy (offered by Engineering department) • Kings College London – Carbon: Science, Society and Change MSc There are many organisations offering short carbon courses/training courses in the UK. The most direct competitor in London is the Carbon Finance and Analytics Programme offered by Point Carbon and the London Business School	
BC2.2	**Are there any likely international competitors?** (Please give brief details)	
	No direct international competitors have been found, although there is an organisation in Australia called Carbon Training International (CTI).	
BC2.3	**What is the annual number of applicants currently applying nationally for**	There are no courses that are directly comparable, except the fulltime MBA in Strategic Carbon Management that is run by NBS in Norwich. This course is now in its second

	similar courses?	year and student numbers have risen from 10 in 2008 to 12 in 2009 and current recruitment is stronger. The provision of a modular extends the market opportunity to a wider student population. The only other comparable course, for which information could be gleaned about student numbers, is the Edinburgh Based MSc in Carbon Management is now oversubscribed for the 2009/10 session.
BC2.4	**What is the evidence for current and future demands for the course from** · **potential students?** · **Employers (public services, private sector, the professions etc)**	
	Climate change and carbon management is a rapidly growing area of employment. As a result it is anticipated that an increasing number of organisations will be looking to recruit employees with carbon-related knowledge and skills. NBS has already identified 150 contacts who have expressed an interest in a part-time or modular version of the MBA SCM. This interest has come from the launch of the full-time-MBA SCM in January 2008 and NBS's participation in Carbon Expo '09. The majority are regional contacts, but there are also some UK-wide and international contacts. In addition the supportive comments from the course have been received from both industry experts and recruiters active in the sector (see sections BC0.2 and BC3.2)	

	Can current and projected demand be met from existing provision?	
BC2.5	**Nationally:**	Growing demand and limited supply
	Regionally:	Growing demand and no supply

BC2.6	**Where is/what are the competitive advantage(s) for UEA?**	
	- The full-time MBA in Strategic Carbon Management has demonstrated growth indicating that there is a demand for the course - Modular versions of MBAs have proved popular to students as they allow students to remain in employment whilst gaining a valued and career-centred qualification - The London location of the modular MBA in Strategic Carbon Management will allow the UEA to access a new range of high-calibre students from the EU - Allow the UEA to extract value from its world-renowned expertise in the science of climate change	
BC2.7	**ADDITIONAL COMMENTS BY AAO:**	

BC3 – This section is to be sent to the Careers Centre. You can do this after you have finished completing the Business Case or do so now. (Careers is requested to return comments within 10 working days of receipt.) The Business Case cannot be considered by the Faculty Executive until this section is completed.

BC3	MARKET DEMAND AND RECRUITMENT (to be completed by the Careers Centre)	
BC3.1	**What graduate career opportunities may be available?**	
	Possible careers are summarised below. However, it is important to note that this is a rapidly developing area and new career paths are emerging continuously 1. Carbon measurement and reporting 2. Corporate Responsibility, environmental or Sustainability team member (consultant, manager or Director) 3. Carbon footprinting 4. Carbon business analyst 5. Climate change consultant and/or manager 6. Carbon Trading 7. Carbon auditing 8. Carbon offsetting through Clean Development Mechanism 9. Climate change related business development roles and sales 10. Climate change policy specialist These positions could be with the following types of organisations and sectors: 1. Local, regional, national, international governments 2. Corporates 3. Consultancies 4. Not for profit 5. Non-governmental sector 6. Professional bodies 7. Industry associations. In addition students in the current cohort are showing a strong entrepreneurial vein and some are in the process of setting up their carbon related companies	
BC3.2	**Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs)**	
	• Acre Resources (Specialist Recruitment Agency & Head Hunter) - James Hobbs Senior Consultant • Carbon Disclosure Project – Jacob Kislevitz, Project Officer • Carbon Trust and Institute of Environmental Management & Assessment (IEMA) – John Hill • Janikin Rooke – (Specialist Recruitment Agency & Head Hunter) Lena Dmitrieva - Senior Consultant Comments: **IEMA /Carbon Trust** have already given a strong endorsement to the proposal elsewhere in this paper (see John Hill's comments as part of BC0.2). The consultancy projects	

undertaken by students are seen as strong evidence of transferrable skills, combining the theory of carbon reduction with hands on experience of strategy and business development. IEMA believe these skills will be in demand and vital to the British economy if it is to retain a leading edge in business while confronting the demands of climate change.

Janikin Rooke is a leading head hunter and recruitment specialist in the carbon space. They have given their strong backing to the proposal. 'There are currently no offerings like this in the London area – the London Business School's Carbon Finance Programme is not seen by us as a competitor to the MBA in SCM. A London based course is ideal for those professionals who wish to remain in the London jobs market and have the flexibility of studying locally while benefitting from the expertise available from UEA. We receive calls from many sales and financial professionals who are interested in entering the carbon market. Without experience they will find it difficult. The course offers the ideal bridge for those professionals and I will now refer them to you. Currently, professionals within the carbon reduction industry are more likely to have a technical background than a business development background. Employment markets are increasing their demand for people with business skills and knowledge of carbon finance. Delivery of this course from London will help to meet that demand."

Acre Resources is another leading recruitment agency and head hunter in the carbon space. They believe UEA should use the modularisation as an opportunity to target professionals who already work in the carbon sector as well as newcomers. The former would enjoy a huge advantage in the employment market – as they would have sector experience as well as the benefit of an MBA. Their input to the course would raise the profile of the MBA SCM Programme. Acre believes that the consultancy projects do add value to the course and this would ensure that graduates were more attractive to employers than those without experience. However those with more direct experience of the sector will continue to be more in demand.

The Carbon Disclosure Project welcomes the proposal to deliver the course from London. Currently their organisation employs those with general MBAs and those with a policy background. They would welcome those with knowledge of carbon reduction from a business/finance perspective. Knowledge of carbon accounting and carbon markets are key skills gaps.

The consultancy projects within the programme are seen as key. Their recommendation is that the UEA target a variety of networking meetings to generate consultancy projects which will give the students skills which are lacking in the market. One example cited was the recent Bloomberg carbon innovation events where traditional business sought input from SMEs and freelance consultants. Their belief is that there is increasingly more overlap between the 'clean technology' sector and the carbon reduction sector. Where the economic climate is restricting growth in the low carbon economy, graduates of the course and those seeking consultancy opportunities for its students could consider taking advantage of this.

	ADDITIONAL COMMENTS BY CAREERS:
	The Carbon Salaries Survey 2009 (http://www.carbonsalarysurvey.com/) conducted by Thomson Reuters and Acre Resources indicates that the size of the market for carbon professionals will grow rapidly but this will depend in part upon the outcome of the crucial UN climate convention meeting in Copenhagen. "This will bring certainty to and an expansion of the carbon markets, and catalyze further investment in the $155 billion renewable energy markets. Indeed UNEP, the International Labour Organization, trade unions and employers groups estimate that employment may rise to 2.1 million in wind, 6.3 million in solar photovoltaics and 12 million in biomass-related industries by 2030. It may also open the door to new kinds of jobs in natural resource enterprises and ecosystem management and especially in developing economies." http://www.carbonsalarysurvey.com/ Industry analysts predict that the US agreement of a cap and trade scheme will have a major influence on the jobs market." "Two years ago, a climate change specialist was usually a technically minded individual who had specifically studied an environmental subject. However, at Acre, we are experiencing more and more requests for fund managers, HR personnel and lawyers who, whilst it's not their primary function, require a firm understanding of sustainability and climate change. We call this the 'pale green' market, as opposed to the more traditional 'deep green' job market. It is interesting that 20% of the survey respondents consider themselves to be in 'management' roles – proof that the mainstream economy is greening. Considering the scale of the challenge ahead, this shouldn't come as a surprise.' **Delivery** The modular programme is offered on a part time basis, which means that is anticipated that most students will remain in full time employment. Therefore, the career impact programme could be altered to focus on career progression (with current employer) as well as career management in terms of career change/development. In practical terms, the Careers Centre does not have a base in London nor the current capacity to supply a separate Career Impact Programme (CIP) on site. There are various options, therefore: • Deliver the Career Impact Programme (CIP) remotely, offering seminar sessions as VOD casts and/ one to one guidance online via Skype/email or via telephone. This is subject to the provision and availability of appropriate technology within NBS. OR • Follow the model adopted elsewhere within this proposal for teaching staff by offering offer onsite delivery of seminar programme only, with the additional time and resources recharged by CCEN to NBS. Offer remote access to careers advice as outlined above with onsite support available at certain times.

To be completed by the course proposer. BC4 may be completed prior to return of BC2 and BC3, but the Business Case cannot be considered until all sections are complete.

BC4	**RESOURCES**		
BC4.1	**STUDENT NUMBERS AND TUITION FEES**		
BC4.1.1	*Student Numbers*:		
	Proposed student target intake	2010: **15**, 2011: **30**, 2012: **30**	
	FT - Home/EU **- International**	No quota	
	PT (Heads)	2010: **15**, 2011: **30**, 2012: **30** Note: these numbers represent the number of new intake students each year and not the total cumulative number of students.	
	DL (Heads)	-	
	Minimum viable intake (ftes)	10 NOTE: no HEFCE student number restriction	
	Maximum viable intake (ftes)	50 NOTE: no HEFCE student number restriction	
	Are the student numbers:		
	a) **available via redistribution within the School?** *(Consult the Head of School)*	**YES**	-
		NO	✓
	b) **available via redistribution with the Faculty?** *(Consult the Dean of Faculty)*	**YES**	-
		NO	✓
	c) **additional numbers required?** *(Consult the Planning Office, ACAD)*	**YES**	Not applicable
		NO	Not applicable
BC4.1.2	*Tuition Fees*:		
	Please select the relevant fee schedule:		
	a) Standard Home/EU/International	✗	
	b) Full-cost *(Please specify requested fee levels)*	£18,000	
	c) External Teaching Contract *(Please provide brief details)*	✗	
BC4.2	**EQUALITY AND DIVERSITY**		
BC4.2.1	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	**YES**	
		NO	✓

BC4.2.2	If yes, what steps will be taken to attract non-traditional students to the course / School? (Aspects to consider include: age, disability, ethnicity (home and international), gender and socio-economic group.)
	The School will work to ensure that no student on this course will receive less favourable treatment on the grounds of sex, marital status, nationality, race, colour, age, ethnic origin, sexual orientation, disability, political or religious belief or any other criterion. It will seek to ensure fair treatment for all students in access to learning opportunities, teaching, assessment and support.

Now complete BC5 AND BC6 if the proposal is following the 'full' new course proposal route.

FOR FULL NEW COURSE PROPOSALS

BC5	**What is the impact of the proposal on ACADEMIC STAFF?**		
	Because the course is based at UEA London and because the course will run as a modular programme, which will involve teaching on at least one weekend day, it is anticipated that not all of the lecturers that participate in the current UEA based fulltime MBA in Strategic Carbon Management will deliver the programme. 1. Using existing academic staff from NBS 2. Using existing academic staff from UEA 3. Using paid external academics and experts for specific courses within modules as is the normal practice with modular MBA programmes throughout the world. 4. In all cases academic staff will have considerable experience in their subject area commensurate to that of academic staff in MBA programmes such as the NBS MBA in Norwich and of similar standing in the UK 5. Teaching in all modules of the programme has been agreed already and academic staff have agreed to the relevant dates		
BC5.1	**Are new appointment(s) required?**	**YES**	✓
		NO	-
	If yes, how many of what type (e.g. Teaching and Scholarship, Teaching and Research) and at what level?	There will be additional Associate Tutor contracts for existing UEA and external staff for the majority of the course provision	
	What is the source of funding for new academic staff?	Course fees	
BC5.2	**If no new teaching appointments are required, are any teaching adjustments required if new modules are to be introduced and if other modules are to be withdrawn? (Please include code, credit value and level/year of any new modules and/or modules to be withdrawn).**		
	The aim will be to use existing teaching resources where possible. It will therefore be necessary to account for the increased teaching load as well as the nature and location of the teaching when planning from January 2010 onwards. This has been taken into account by the School.		
	Is any course(s) to be withdrawn?	**YES**	
		NO	✓
BC5.3	**If Yes, please specify UCAS Code(s) and session from which course(s) withdrawn?**	Not applicable	
BC5.4	**Are there any implications outside the sponsoring School (e.g. service teaching,**		

	by other Schools of Studies)?
	There will be teaching implications for DEV on one module. DEV are supportive of the proposal and would adopt similar policies.

FOR FULL NEW COURSE PROPOSAL

BC6	What is the impact of the proposal on PHYSICAL RESOURCES & OTHER FACILITIES?		
	There will be a need to provide a full range of physical resources and other services and facilities at the UEA London site to enable the courses to be delivered and to provide a full range of student support services. Therefore for the purposes of this proposal it will be assumed that the part of the building that will be used for the MBA course will be of suitable quality and have the required services, facilities and infrastructure to support a 'mid-range' MBA for mature business professionals		
BC6.1	What are the recurrent or non-recurrent expenditure to be incurred in respect of:		
	i) Classroom and study facilities?	TBC	
	ii) Other equipment?	TBC	
	iii) Consumables?	TBC	
BC6.2	Computer equipment?	TBC	
BC6.3	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
	Because this is a new and rapidly developing area, the majority of the information for the carbon element of the course are likely to be available on-line and in electronic formats. Furthermore, because of the modular nature of the course, students will only visit UEA London once every two months, thereby limiting the effectiveness of any traditional library based resource. This creates challenges to the current mode of library delivery, but also provides opportunities to reduce the need for physical resources in terms of both space and the number of book and journals provided as hard copies. It is important to note that in addition to the traditional books and journals, there is a need for students to receive and have historical access to a range of newsfeeds. Overall the students should have access to core text books as per module outlines and electronic access to all UEA on-line library resources. **NOTE**: see provisional list prepared by library services based on the reading list for the current full-time MBA SCM and additional journals identified by NBS		
BC6.4	Are there any other special arrangements on which this new course proposal will depend? (E.g. placements, year abroad).	YES	-
		NO	✓
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
	Not applicable		
BC6.5	Are there any start-up costs (e.g. any initial publicity	YES	✓

and promotion?)		NO	-
If yes, please give details:			
Initial publicity and promotion in conjunction with UEA London			

Please send the Summary and Business Case completed to date to:

- *Dean of Students*
- *Director of Information Services*
- *Central Academic Division (Academic Registrar)*
- *Director(s) of Faculty Administration*
- *Residences and Services Division*

  and if their comments have not already been obtained:

- *Director of Library Services*
- *Admissions and Outreach Office*
- *Careers Service*

Also send to the Partnerships Office of the Learning, Teaching and Quality Office

Partner Colleges may be informed of the proposal unless it is deemed to be commercially sensitive (see Section BC1.3)

Please complete the relevant section on behalf of the Divisions/Offices for which you are responsible, and return (email) to the Course Proposer within 10 working days of receipt.

Please note that the process cannot proceed to approval until comments have been received. **Please enter "no comment" if appropriate***.*

This proforma may have been sent to other Divisions/Offices for consultation in parallel.

Explanatory note from UEA London Project Manager (Ms L Morton) at 3.9.09:
As part of the overall Institutional Approval process for UEA London specified by the University's Learning and Teaching Committee (see notes in *Appendix A* and timeline attached), entries for this section of new course proposal forms relating to programmes for London delivery are being co-ordinated by the UEA London office. Updates on the positions described below – and on any issues identified – will be provided to LTC at its special 'UEA London' meeting on 7 October 2009 and copied to the Course Proposer and Director of Faculty Administration SSF.

BC7A	Comments by Dean of Students
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	Explanatory note from UEA London Project Manager (Ms L Morton) at 3.9.09 The Dean of Students is a member of the Implementation Group for UEA London and closely involved in helping the Joint Venture to specify the student support arrangements. A summary of the position with regard to the provision of those services as at 26.8.09 is attached for information [NB appendices to that document are not attached]. The Dean of Students supports the proposed configuration of services for the first year as outlined in that document. With regard to these particular course proposals: • the attached paper notes that further discussion will be taking place in September 09 about the optimum arrangements, within the framework of provision described, for the provision of careers advisory services to Masters students • it is understood that the Dean of Students on her return from leave (7.9.09) will wish to check the implications – including costs - of the remote and/or on-site delivery by the Careers Centre of the Career Impact Programme (CIP), as referred to in BC3.2 of this form.

BC7B	**Comments by Director of Information Services**
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	Statement supplied by the Director of Information Services on 3.9.09 – As a member of the Implementation Group for UEA London, I am aware of the intended arrangements for delivery of programmes in London and have been fully involved in providing specifications and associated prices (both capital and revenue) to the Joint Venture (JV) for the range of ITC and Library services which my Division will be supplying. In terms of this particular programme, I understand that additional electronic resources may be required as part of the teaching resource (to be used potentially by Norwich-based MBA students as well). As referred to in the Library Director's Comments below (BC7F), there will be an additional cost attaching to this and it is my understanding that this will need to be met by the School: further discussions on this will take place in Sept. when a definitive list of required material is supplied by the course team
BC7C	**Comments by Central Academic Division (Academic Registrar)**
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	Statement supplied by Academic Registrar on 3.9.09: I have considered the impact of these proposals on ACAD in the light of my knowledge (as a member of the UEA London Implementation Group) of plans for the development of UEA London. It seems inevitable that there will be some implications for this Division as a result of this course proposal and as numbers on the MBA programme scale up (and indeed as other UEA degree courses scheduled for London delivery come on stream). It is therefore the intention that the impact of this programme and any associated costs will be kept under review with the Joint Venture (JV). Specifically, for example, I would expect JV coverage of any significant additional costs incurred if in future additional external examiners are appointed and in respect of any special arrangements for graduation ceremonies etc which may turn out to be necessary. At this stage, however, I do not consider it feasible or helpful to attempt to define or cost potential 'extra' activities for this Division in fine detail and am content for the approvals process to proceed on that basis.
BC7D	**Comments by Director(s) of Faculty Administration**
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	Statement supplied by Andrea Blanchflower (DFA) – 7.9.09 The course will require administrative support from the Faculty Teaching Office, Admissions Office and NBS Local Support at UEA in addition to some administrative support from the JV in London. This JV support has yet to be finalised and so it is difficult to estimate costs. Also, being the first Masters course being launched in London it is envisaged that initially more support will be required from UEA for the first cohort than subsequent ones. The Business case currently includes an allowance for administration costs at UEA and this needs to be kept under review whilst decisions on support are being finalised.
BC7E	**Comments by Residences and Services Division**
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?

	Explanatory note from UEA London Project Manager (Ms L Morton) RSD is not involved in providing accommodation to students in London. Arrangements being made by the Joint Venture to provide residential accommodation are noted below. Were there to be any teaching or other activities for students on this course which required residential accommodation in Norwich, this would need to be separately pursued with RSD/Conferences. ### *UEA London Residential Accommodation* The initial offering on student accommodation will be provided by two private sector organisations: • Nido Student Living • Unite. The Nido accommodation will be provided initially at Kings Cross (50 Rooms at 200 Pentonville Rd). The Unite accommodation is in Whitechapel (50 rooms at Sherren House in 16 Nicholas Rd). In September 2010 the Nido accommodation at Middlesex St becomes available and the Joint Venture has agreed to take a commitment to 198 rooms. At the same time, the Unite accommodation allocation increases to 100 rooms. For further details on both options see http://nidostudentliving.com/ and http://www.unite-students.com/
BC7F	**Comments by the Director of Library Services**:
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	Explanatory note from UEA London Project Manager (Ms L Morton) – 3 .9.09: (1) The impact of these proposals on the Library has been considered in the context of the overall arrangements being made for library provision in UEA London (paper from UEA's Library Director dated 20.8.09 is attached). (2) A charging model has been proposed by the Director of Information Services (subject to JV approval) for the JV to meet the cost of those services which will be supplied by UEA Library services (including online access to UEA's existing portfolio of online library provision) (3) The cost of any new resources required - awaiting supply of definitive information from the course team - has yet to be settled (as stated in LD doc) and will be subject to further discussion in Sept. It is the understanding both of the Director of Information Services and of Dean London that such costs will need to be met by School supplementation and should therefore be included in the SSF business plan. (4) Available information on the type and scale of likely new requirements is indicated in an attached spreadsheet, based on information from the Course Organiser during August 09 and noting that this will be subject to further refinement. (5) The Library Director has suggested that discussions take place between the Course

<table>
<tr><td></td><td>Organiser and the Learning Technology team in early Sept. regarding certain specific course requirements for news feeds etc (which will likewise need to be costed and resourced by supplementation if pursued).

(6) In terms of the options in the Library Director's paper for providing reading list texts to Masters students in London, NBS has been asked if there are any preferences from its perspective: if so these will be further discussed and costed in September with the Library Director and Joint Venture

(7) An update on the library arrangements will be made to the University LTC in Oct

Attachments:

- paper from Library Director dated 20.8.09
- working paper from Library on cost of new material on information available in mid – August 09.</td></tr>
</table>

This section enables the course proposer to respond to any comments received prior to consideration of the business case for approval.

BC8A	COURSE PROPOSER'S RESPONSE TO SUPPORT STAFF/PHYSICAL RESOURCES COMMENTS AND MARKET RESEARCH/DEMAND COMMENTS (WHERE RELEVANT)

Once all sections have been completed, the Business Case may be sent for approvalApproval of the Business Case

BC8	APPROVAL/SIGNATURES	Approved Yes/No?	Date
BC8.L	MBA Programme Director	Yes	3/9/2009
BC8.L1	School Director of Learning, Teaching and Quality:	Yes	4/9/2009
BC8.L2	Head of School (on behalf of School Board):	Yes	4/9/2009
BC8.L3	Dean of Faculty (on behalf of Faculty Executive):	*Yes	10/9/09
BC8.L4	PRC (if relevant)		
BC8.L5	LTC (if relevant)		

*The Faculty Executive approved the Business Case conditionally; an extract of the minutes of the meeting are reproduced below:

Resolved

a. to approve the new course proposal subject to the satisfactory resolution of the academic concerns.
b. to defer the start date from January
c. to seek clarity on the financial arrangements with the Joint Venture and the basis of financial return to Faculties/Schools.

The current position (as of 30/9/09) with regards to the conditions is:
  a. The response to the academic concerns is being considered by the Faculty LTQC, and an update will be given to LTC at its meeting on 7/10/09
  b. The proposed start date has been deferred from January to 16th March 2010.
  c. There are still some aspects of the financial arrangements which remain to be resolved.

BC9 tells you who must now be informed once the business case has been approved.

BC9	Send approved Summary and approver list (BC8) to:
	Chair, Recruitment, Admissions and Marketing Committee
	CAMS Manager/Planning Office (ACAD) for allocation of: • ROU code for each proposed ROU course • JACS code • UCAS admissions code

The Academic Case, for consideration by the Faculty Learning, Teaching and Quality Committee (LTQC) now follows. You may complete this in parallel with the Business Case BUT the approval of the Business Case by the Faculty Executive should precede consideration by the LTQC.

UEA London

Learning and Teaching Committee Approvals – Masters and Foundation programmes

- The attached timeline follows consideration at the LTC meeting of 28 May and subsequent detailed discussion between LTQO (including the Partnerships Office) and the UEA London project team.
- It should be noted that there are two <u>layers</u> of approvals, ie:

  (1)   Institutional Approval, ie "the initial approval of potential partner organisations by the University for the conduct of HE courses leading to an award of the University of East Anglia"
  (2)   course proposals.
- The Institutional Approval process is being applied to the following:
  (a)   UEA London arrangements as a whole (ie the infrastructure for all provision in London)
  (b)   INTO UEA (London) in respect of INTO UEA programmes running in London.

- Course proposals are to be considered through UEA's Learning, Teaching and Quality frameworks, to be:

  (a)   *approved* if UEA programmes
  (b)   *validated* if INTO UEA (London) programmes.

  The University has decided that these processes must apply anew, even where the programme specification has already been approved for course operation in Norwich, so as to evaluate and be satisfied about the implications for the student experience of differences with regard to the place (and possibly mode) of delivery and the accompanying infrastructure.

- The timeline shows the steps involved in all the above processes, with preparation and consideration of materials during summer 09, funnelling into a special meeting of the University's Learning and Teaching Committee (LTC) on 7 October 09 with a view to LTC's granting of authority to run the first cohort(s) commencing January 2010. Remaining steps in 2010 are also shown.
- **Until the LTC's authority is obtained, special arrangements will need to apply to all marketing and recruitment materials (and to any intended offer letters) for both UEA and INTO UEA courses to be delivered in London, ie pending approval, wording will need to be agreed by the Director of Communications and Director of Admissions at UEA.**
- **It is emphasised that this timeline is for UEA Masters programmes and INTO UEA (London) Foundation programmes only.** A separate timeline with regard to undergraduate programmes is presently under discussion.

Ms L Morton

UEA London Project Manager

25.6.09

	Item	By Whom	May	Jun	Jul	Aug	Sep	Oct	Nov	Later	Revised Date	Comments
1	Agree approval processes for institutional and course approvals	LTC	■								27 May 09	Approved
2	Approval in Principle for courses as listed in report to LTC to proceed to course approval process	LTC	■								27 May 09	Approved
3	Members of Institutional Approval Panel approved by LTC	LTC	■								27 May 09	Revised (extended) memberships and sub-groups to be approved under LTC Chair's action
4	Proposal for revision to approval process for UEA London to LTC	Partnerships Office		■							Jun 09	LTC Chair's action
5	Proposal for Revised Institutional Approval/Review Panel	Partnerships Office/LTQO		■							Jun 09	LTC Chair's action
6	INTO to identify London Academic Infrastructure Lead	INTO		■							Jun 09	UEA London Project Manager to trigger London lead to provide required information for Institutional Approval
7	Faculties asked to prepare and undertake detailed consideration of new course proposals re UEA Programmes for London, including PROGRAMME SPECIFICATION(S).	Faculties		■	■	■	■				Jun - Sept 09	UEA London Project Manager on behalf of UEA London Project Board to communicate with Faculty DoAs
8	INTO asked to prepare and undertake detailed consideration of new course proposals re INTO UEA London including PROGRAMME SPECIFICATIONS	INTO		■	■	■	■				Jun - Sept 09	Process to be reported to JBOS. Documentation prepared for October 7 LTC
9	INTO to prepare requested supporting evidence for Institutional Approval of INTO UEA London and submit to Partnerships Office by the end of August (see 11)	INTO		■	■	■					Jun 09 to Aug 09	For approval of INTO UEA London
10	UEA London Project Board to prepare paper clarifying student support and facilities for UEA London and submit to the Partnerships Office by the end of August (see 11)	UEA London Project Board		■	■	■					Jun 09 to Aug 09	For UEA London approval and to cover support for both UEA and INTO UEA programmes. Will include recommendations to Project Board from DoS and Librarian on optimum arrangements following their appraisal of options and visits to potential contractors.
11	Partnerships Office reviews all paper-based info for institutional approval of UEA London and INTO UEA London (see 9,10)	INTO London and UEA London					■				Sep 09	In consultation with UEA London and INTO UEA London as appropriate
12	Initial Visit to UEA London and INTO UEA London by sub-group of approval panel	Sub group Institutional Approval panel					■				Sep 09	May include review of facilities provided under contract depending on whether any issues raised by DoS/Librarian (see comments in 12)
13	Meeting with UEA-based INTO students and visit to INTO UEA Norwich	Sub group Institutional Approval panel					■				Sep 09	Date revised so as to include more students. Likely to be by no later than first week Sept.
14	Partnerships Office prepares recommendations report to LTC based on 9 -13	Partnerships Office					■				Sep 09	Deadline 28 September

													Date	
15	Faculty LTQCs finish detailed consideration and submit course proposal documentation (including prog spec(s)) to LTC (see 7)	Faculty Offices											Sep 09	Faculty documentation to pay particular attention to staffing. Resources, student support issues will be picked up at Institutional Approval and review. Deadline 28 September
16	INTO finish detailed consideration and submit course proposal documentation (including prog spec(s)) to LTC (see 8)	INTO											Sep-09	Programme specs to pay particular attention to staffing. Resources, student support issues will be picked up at Institutional Approval and review. Deadline 28 September
17	Staffing arrrangements for delivering UEA London programmes confirmed by Faculties	Faculty Offices											Sep-09	
18	Staffing arrangements for INTO UEA London for delivery of programmes for January 2010	INTO											Sep-09	To be confirmed on programme specification
19	Deadline for LTC Papers	All											Sep-09	Deadline 28 September
20	LTC Meeting												Oct-09	07-Oct-2009
21	Report from Partnerships Office on UEA London considered by LTC with a view to LTC's granting approval to run the first cohort(s) commencing January 2010 (with a review of UEA London scheduled for April 2010)	LTC											07 Oct 09	
22	INTO UEA London course proposal documentation considered by LTC with a view to LTC's granting of approval to run the first cohort(s) commencing January 2010 with a review of this provision and re-validation of existing INTO programmes April-June 2010	LTC											07 Oct 09	
23	UEA programmes London course proposal documentation considered by LTC with a view to LTC's granting of approval to run the first cohort(s) commencing January 2010 (with a review of UEA Programmes London scheduled for April 2010)	LTC											07 Oct 09	
24	Report to Senate re all of above	LTC											11 Nov 09	
25	Ratification of Institutional Approval of UEA London and UEA Programmes London	Institutional Approval panel											Apr 10	NB approval for INTO-UEA (London) foundation programmes and UEA Programmes (London) masters programmes only
26	Re-validation of INTO UEA Programmes for delivery at UEA Norwich and review of programmes to be delivered at INTO UEA London (joint events)	INTO / Partnerships Office											Apr-June 10	
27	Report To LTC												Jun 10	

Key

INTO UEA London	INTO UEA provision delivered in London
INTO UEA Norwich	INTO UEA provision

	delivered in Norwich
INTO	all INTO
UEA Programmes London	UEA programmes delivered in London via the UEA (London) arrangement

SUMMARY OF POSITION ON STUDENT SERVICES (at 26.8.09)

This paper summarises the position reached in consideration of student services as at 26 August 2009. There have been extensive discussions and consultation with the Dean of Students (DoS) which will continue on her return from leave in September.

A. Context

1. The INTO model of providing student services is to have an in-house team providing guidance and support which then articulates with the support services of the 'home' University. See:

   - 6.2b for a description of services available to INTO UEA students (as contained in INTO UEA's Pastoral Care Handbook 2009-10 – see 6.3 for complete handbook)
   - 6.2c for a mapping of INTO UEA's career education, information and guidance as at February 2009.

2. In the context of UEA London, arrangements need to take account of:

   - the diverse nature of the student body to be accommodated in the building, including:

     - **UEA students** on:

       - INTO UEA programmes
       - UEA degree programmes
     - **City University students** on INTO City programmes *
   - the physical distance of the 'home' Universities
     - c. 2.75 hrs travelling time to UEA Norwich
     - c. 30 mins travelling time (whether on foot or by tube) to the main campus of City *

   * Nb City University and the INTO City Joint Venture will, of course, remain responsible for determining arrangements in respect of their own students, but these will include buy-in both of immediate support services in the UEA London building and of services provided by City University's Student Services dept.

B. Options

3. In respect of UEA students (whether on INTO UEA programmes or University degree course) there are three basic options to be considered in various combinations:
   - in-house provision
   - buy-in of support services
   - UEA supplementation.

In-house provision

4. Because of the size and complexity of the student body at UEA London and the relative complications of service interface, the INTO UEA London Joint Venture has decided to make a **senior initial appointment of Director of Student Services**. The job description - to which the Dean of Students has contributed - can be found at 6.2d: at the time of writing the post is about to be advertised and the Dean of Students will be involved in the selection process. A second, assisting post will also be sought shortly.

5. A key responsibility of the Director's post is to manage the arrangements for the provision of services offering both:

   - general welfare and pastoral advice and guidance
   - a range of specialist provision including:

     - visa and immigration advice
     - financial advice
     - academic learning and study skills guidance
     - support for students with disabilities, dyslexia, other specific learning difficulties and mental health issues
     - counselling
     - access to health services
     - careers information advice and guidance.

6. This does not mean that all the above will be handled in-house. There is a strong preference to move quickly to a model where buy-in is minimised and where (in all but the most specialised support areas) immediate assistance and guidance is able to be provided by a suitably trained in-house team. (Some benchmarking of other similar sized institutions suggests, say, 3.5 FTE minimum staff, plus buy-in of counselling and other specialist support). In the immediate term, however, Dean London's view is that it not feasible to gear up for a completely in-house service to start in January 2010. For the first year at least, therefore, a buy-in of City University services is proposed as described below. It will be part of the Director of Student Services' remit to advise the Joint Venture of the most appropriate mix of in-house/buy-in arrangements and, if agreed, to move to greater self sufficiency.

7. The Director of Student Services will have access to the range of welfare and guidance material produced by Student Services functions of UEA and City and also to policies being developed by IUP and INTO Centres. Some examples of the latter – applicable to INTO UEA Norwich students - are given in 6.2e.

Buy-in of support services

8. As part of the arrangements negotiated for the partial occupancy of the building by INTO City, City University is obliged to offer a suite of student services to the INTO UEA London Joint Venture which can be accepted in respect of different student categories (including UEA postgraduate students) for a year at a time. (City has agreed that these services will be available for the duration of our occupation of the building even though they expect to move out within a few years. Once a service is

rejected for a particular category of students, City is no longer obliged to offer again, though it may choose to do so). The services on offer – covering all the areas in para 5 above - mirror those which City will provide to INTO City students. General information about City University student services can be found at www.city.ac.uk/studentcentre/

9. The Dean of Students, Dean London and UEA London Project Manager have visited City, viewed facilities and met with City's Dean of Students and Director of Student Services. A further meeting (at UEA) is being arranged for late September.

10. The main issue with regard to the provision of services by City is the distance between UEA London in Middlesex Street and the City University facilities in Northampton Square. Whether on foot or by tube the journey takes c.30 mins. City's Director of Student Services has indicated that CU staff will go to UEA London to provide services as they would in respect of other remote City sites (St Bart's, for example). However, the frequency and regularity of these visits have yet to be specified.

11. In these circumstances it is intended to adopt a 'belt and braces' approach in which:

- as much self sufficiency as possible is developed on-site

- there is the additional assurance of being able to call on the services of a London HEI - especially one experienced in dealing with the needs of international students (40% of City's student population).

Dean London is therefore recommending to the Joint Venture that the **City services be bought in for calendar year 2010. It will, as noted, be an expectation of the incoming director of Student Services that they review at an early stage the optimum sourcing of future services.**

12. There are two service areas relating to UEA students where particular attention will be paid to the tie-in with City and where **further discussions will be taking place during September**:

- visa advice (since the responsibility regarding compliance with UKBA procedures rests with UEA as the sponsoring party) – see comments on UEA supplementation below
- careers and related services (which for Masters students will more appropriately be provided by UEA).

UEA supplementation

13. The Dean of Students has very helpfully suggested that, especially during the start-up phase, UEA Student Services can usefully provide training to Joint Venture staff in the following areas:

- visa advice, eg visa workshops for students and training to member(s) of Joint Venture staff to enable them to give basic advice; a member of DoS staff could also be available for telephone consultation if INTO staff had queries about more complex matters
- a basic training course for those who work in a student advisory role to be aware of mental health issues, running over 2 days and aiming to provide sufficient confidence and expertise to allow staff to respond appropriately and make onward referrals - perhaps in the London context to the NHS - when appropriate.

14. A similar offer has been made by the Head of Careers Service in relation to the provision of advisory training to enable staff to provide guidance on student CV writing.

15. These proposals will be costed and considered in the light of further discussions with City over the details of their provision.

C.   Students' Union

16. All students on INTO UEA London programmes, as well as those on UEA degree programmes, will be members of the Union of UEA Students. Meetings have been held with sabbatical officers of the Union of UEA Students to discuss the following model, which is seen as the way forward:

- access to City University Students' Union is being arranged by the Joint Venture for all UEA students (whether on JV or degree programmes) as part of the agreement governing INTO City's use of the UEA London building; this will include opportunities to join clubs/societies and to take part in the Union's social activities. (It should be noted in this connection that INTO Centres also provide in-house a range of social events – see information at 6f).
- access to Union of UEA Students advisory services will initially be available by 'phone and email and the Joint Venture will pay travel costs for union officer/staff visits as necessary; as numbers of students in London build up, the Joint Venture will be willing to fund a part-time Union employee to provide on-site advice.

D.   Further developments

17. Dean London and the Joint Venture consider that this three-pronged approach of:

- an immediate senior appointment to begin in-house team build-up
- purchase of City University support services
- UEA supplementation via some cascade training

will be the strongest initial basis for the provision of student support, with the intent that sourcing be kept under review. The longer-term aim will be to achieve as much self-sufficiency as practicable in order to provide speedy high quality advice and guidance, with appropriate buy-in of additional specialist expertise.

Ms L Morton

UEA London Project Manager

26 August 2009

Summary of library provision for UEA London (as at 20.8.09) – a paper from UEA's Library Director

Library provision will comprise several services to try to replicate, as far as possible, the depth and breadth of library provision available at UEA Norwich.

Online library provision:

- will include access to UEA's **existing** portfolio of databases, ebooks and ejournals (there is an outstanding issue about how the costs for any **new** online journals and databases, identified in future course proposals, will be met[1]).
- will be delivered via the UEA network as part of the IT infrastructure being provided by UEA. This means that there will be onsite provision at 100 Middlesex Street and off-site provision replicating existing UEA services.

Physical library provision will include:

- access to the Learning Resource Centre provided by INTO at the 100 Middlesex Street site which will be modelled on the Learning Resource Centre at INTO UEA (Norwich).
- access and some borrowing rights at City University's Library collections at Northampton Square, London, EC1V.
    - o the use of these library facilities will be evaluated after one year at which point a decision about whether to continue with this third party provision will be made. The physical location of Northampton Square from 100 Middlesex Street (approx. 15 minutes by tube and then a 10 minute walk or 25 minute walk, may mitigate against usage).
    - o negotiations with the library at City University are continuing over the key issues of cost per student[2], how to register students, and how to monitor UEA student use of the service.
    - o the above physical library provision is likely to be adequate for Foundation and Diploma students as this replicates their current experience at UEA (apart from the distance to City).
    - o it should be noted, however, that the collections at City are smaller than those at UEA. This is because a significant number of their Business research holdings are at the separate Cass Library (which City has chosen to exclude from the access arrangement).
- access and borrowing rights at UEA Library, with rights equivalent to students currently on the UEA campus (according to status).

Postgraduate students and future undergraduate courses - reading lists

- The above physical library provision will require some supplementation for UEA postgraduate and undergraduate students. In particular, there is an issue about ensuring access to items on reading lists.
- The Learning Resource Centre at INTO UEA London will probably follow the model at INTO UEA (Norwich) where the library provision is based on requests

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[1] Costs of additional resources for postgraduate and undergraduate courses

The provision of resources for courses based at UEA London will need far more attention than UEA Norwich courses. This is because at UEA Norwich there is already a broad collection of physical resources to underpin each new course proposal, so some of the material required will already be available. This will not be the case for UEA London-based courses. It is possible that the existing School allocation under the Library budget will be insufficient to meet the needs of these new courses. Therefore, if there are significant additional new resource requests, some supplementation from the School, the JV or the University will have to be agreed prior to signing off courses. Further discussion is needed in terms of how this fits in with the broader per FTE charging model devised by the Director of Information Services.

[2] The precise borrowing rights and loan periods have not yet been confirmed by City.

from INTO tutors teaching Foundation and Diploma courses (but not from UEA lecturers teaching postgraduates and undergraduates). Similarly City University will be purchasing its stock for its own students but will not be buying stock based on UEA reading lists.

- We have considered a number of options for providing the physical collection of books on the reading lists for the postgraduate and undergraduate courses and these are given as Appendix A.
- For the short term, given the relatively small number of students and courses involved, we recommend that the Learning Resource Centre at 100 Middlesex Street be asked to add the reading list items to their own stock and make them 'loanable' to just the students on the postgraduate courses. UEA Library would be responsible for stock selection, but ordering and acquisitions would be handled by the JV's Learning Resource Centre and the items added to their stock for the time being. Before confirming this approach we will need more detail about how the LRC will be set up at 100 Middlesex Street including details of its staffing/security arrangements.
- In the longer term, some kind of separate library provision for UEA postgraduates and undergraduates at 100 Middlesex Street could be considered. At this stage, however, the additional capital setup costs and likely recurrent space costs could not be justified.

Postgraduate students and future undergraduate courses - wider reading

The Library believes that it is important for postgraduates and future undergraduates to have access to resources beyond the immediate reading lists, especially at Masters level. This is especially important when comparing the UEA London experience with what other competitor institutions are offering (e.g. the Cass Business Library). As noted above, the City University (Northampton Square) Library provision is weaker than UEA Norwich provision in this respect.

We have therefore negotiated an additional **option** to include physical library provision to the University of London research library at Senate House (for £160 per student per annum). This includes borrowing of 8 concurrent items for a loan period of four weeks at a time. In addition, 'walk-in' access is provided to some e-resources.

In addition, membership of the **SCONUL access scheme**, which provides at least reference, and sometimes limited borrowing, rights at a student's local HEA institution library, should also be beneficial. We will ensure that all postgraduate students at UEA London are signed up to this scheme which would be administered from UEA Library (as their 'home' institution).

Postgraduate students will also be encouraged to use the nearby **City of London's City Business Library** which provides reference-only access to current business information including 'walk-in' online access to some key databases. It does not have book collections.

Nicholas Lewis

Library Director 20/08/09

Appendix A Options for providing reading list texts

o   **Option 1: Offer a postal loan service from UEA Library.** We have investigated this option but even the Open University do not offer this to their students (although they do to staff and tutors). At the OU, the cost of recorded delivery postage to return the items to the Library has to be met by the users. The postage and infrastructure overhead for UEA Library would be considerable

because we are currently scaled to provide self-service, rather than mediated services. This is a possible short-term fix but we would have to recharge the service 'at cost' to the JV and this could be over and above the current estimates for ISD service provision.

- o **Option 2: House the 'reading list' stock at Senate House Library.** We have negotiated an option for Senate House Library to keep some UEA stock on their shelves which could be restricted to borrowing just by UEA students. There would be an ongoing cost for this service (estimates not yet received). The down-side of this option is the distance from 100 Middlesex Street. We would have to recharge the service 'at cost' to the JV and this could be over and above the current estimates for ISD service provision.

- o **Option 3: Provide a 'book box' for the courses containing UEA Library books, with devolved administration to the course tutors.** This would replicate UEA's current model for off-site resource provision for some ContEd courses. This does provide an administrative overhead and liability for the tutors. This is a possible short-term fix but we would have to recharge the service 'at cost' to the JV and this could be over and above the current estimates for ISD service provision.

- o **Option 4: Provide the students with the core reading lists texts as a book pack.** Under this scenario, there is no Library provision. This removes all overheads and simply gives copies of the key books to the students, the costs being met through course fees.

- o **Option 5: Keep a small separate reference-only 'library' in the postgraduate reading room at 100 Middlesex Street.** This is clearly desirable but without a Library Management and Security system there would be nothing to stop the items from being stolen. Indicative costs for putting in such a system would be prohibitive given the current scale of programmes (£15k is an indicative figure).

- o **Option 6: Keep a small separate reference-only 'library' in the Learning Resource Centre at 100 Middlesex Street.** This is an option, but before confirming this approach we will need more detail about how the LRC will be set up at 100 Middlesex Street including details of its staffing/security arrangements. Given the modular nature of the courses, will reference-only really be sufficient?

Option 7: Ask the Learning Resource Centre at 100 Middlesex Street to add the reading list material to their own stock and make them 'loanable' to just the students on the postgraduate courses. UEA Library would be responsible for stock selection but ordering and acquisitions would be handled by the LRC and items added to the LRC stock. This is the preferred option for the short term, given the relatively small collection needed at this stage, but before confirming this approach we will need more detail about how the LRC will be set up at 100 Middlesex Street including details of its staffing/security arrangements

Appendix A MBA Strategic Carbon Management

NBS-MBA Customer focus and innovation (NBS M004)								
Title	UEA holdings	Senate House holdings	City holdings	cost per copy	total (3 copies or multi-user ebook)		Within existing budget?	Supplementation needed
Marketing plans : how to prepare them, how to use them / Malcolm McDonald.	2	0	2	£29.99	£89.97		Y	
The Innovator's Dilemma : When New Technologies Cause Great Firms to Fail	4	0	6	£16.00	£48.00		Y	
Marketing mistakes and successes / Robert F. Hartley.	3 (later ed)	0	0	£34.99	£104.97		Y	
Marketing changes / edited by Susan Hart.	3	1	0	£40.99	£122.97		Y	
Marketing of high-technology products and innovations / Jakki Mohr, Sanjit Sengupta, Stanley Slater.	3 (later ed)	0	0	£40.99	£122.97		Y	
Crossing the chasm / Moore	3	0	0	£14.99	£44.97		Y	
Inside the tornado / Moore	3	0	0	£14.99	£44.97		Y	
Exploring innovation / Smith	6	0	0	£38.99	£116.97		Y	
Innovation management and new product development	4, + 4 copies of later ed	0	2		£151.16	(ebook)	Y	
					£846.95		Y	
Journals not available electronically at UEA:								
Journal title	ISSN	URL			Cost (most recent available)			
Concurrent engineering: research and applications	1063-293X	http://cer.sagepub.com/			£581		N	Y
Strategy & leadership	1087-8572	http://www.emeraldinsight.com/info/journals/sl/sl.jsp			£1,109	N.B. we should get access to this title for 09/10 only, as part of our EMX sub (not yet activated)	N	Y
Marketing theory	1470-5931	http://mtq.sagepub.com/			£341		N	Y
					£2,031.00			
Strategy NBS-M07X								
Title	UEA holdings	SH holdings	City Holdings	cost per copy	total (3 copies or multi-user ebook)			
Exploring corporate strategy / Johnson, Scholes	4	0	6		**£169.16**	(ebook)	Y	

MBA Management consultacy skills (NBS-M002)								
Title	**UEA holdings**	**SH holdings**	**City Holdings**	**cost per copy**	**total (3 copies or multi-user ebook)**			
Seven Cs of Consulting	0	0	0		£100.76	(ebook)	Y	
The McKinsey mind : understanding and implementing the problem-solving tools and management techniques of the world's top strategic consulting firm	0	0	0	£18.99	£56.97		Y	
Key management models / Have, Steven ten	0	0	0		£82.76	(ebook)	Y	
					£240.49		Y	
Operations and logistics (NBS-M008)								
Title	**UEA holdings**	**SH holdings**	**City Holdings**	**cost per copy**	**total (3 copies or multi-user ebook)**			
Operations and process management: principles and practice for strategic impact	3 + ebook	0	10		ebook already available			
Management of talent (NBS-M012)								
Title	**UEA holdings**	**SH holdings**	**City Holdings**	**cost per copy**	**total (3 copies or multi-user ebook)**			
An introduction to HRM	? more details required							
Managing careers: theory and practice / Baruch	5	0	0		**£161.96**	(ebook)	Y	
Leadership and change (NBS-M010)								
Title	**UEA holdings**	**SH holdings**	**City Holdings**	**cost per copy**	**total (3 copies or multi-user ebook)**			
Managing change / Burnes	2 (+ 3 of latest ed on order)	0	6	£43.99	£131.97	(latest ed. ebook of earlier ed available for £165)	Y	
Exploring strategic change / Balogun	5 (+ ebook of earlier ed)	0	0	£41.99	£125.97		Y	
					£257.94		Y	
Additional journals requested by Gideon Middleton:								
Title	**UEA holdings**	**URL**			**Cost (most recent available)**			
New Scientist	available electronically							
Nature,	available electronically							
Financial Times,	available electronically							
FT.com					£4,025.00	(inc. VAT)	N	Y

ENDS		https://www.endsreport.com/	£579.00	print cost. Access to endsreport.com available via individual registration	N	Y
Environmental Finance		http://www.environmental-finance.com/	£165.00	NOTE print only	N	Y
Ecological Economics	available electronically					
Ethical Corporation		http://www.ethicalcorp.com/	£235.00		N	Y
			£5,004.00			
total non-recurrent cost:	**£1,676.50**					
total recurrent cost:	**£7,035.00**					

PART 3 – THE ACADEMIC CASE

Please complete sections *AC1 b/c to AC8* for each new course being proposed

AC1a	Faculty	Faculty of Social Sciences
	School(s)	Norwich Business School
	Course Director(s)	Dr Gideon Middleton (Course Director) Terry Kendrick (MBA Programme Director)
AC1b	Course Title	MBA in Strategic Carbon Management - London
AC1c	Exit Award(s) and Title	1. PG Certificate Strategic Carbon Management 2. PG Diploma Strategic Carbon Management

AC2	**(For undergraduate or integrated masters programmes only:)** Please select only from the permitted options		
	Weighting for degree classification:		Exit Award (please indicate: e.g. CertHE, DipHE, PgCert, PgDIP)
	Stage 0	Not applicable	
	Stage 1	Not applicable	
	Stage 2	Not applicable	
	Stage 3	Not applicable	
	Stage 4	Not applicable	
	Stage 5	Not applicable	
	Stage 6	Not applicable	
	Stage 7	Not applicable	

AC3	**COURSE MANAGEMENT INFORMATION**				
AC3.1	REGULATORY FRAMEWORK (please tick all that apply)				
	CCS for Undergraduate Courses				
	Graduate Diplomas				
	Integrated Master's				
	PGCE				
	Common Master's Framework				✓
	Postgraduate Research				
	Certificate/Diploma in Continuing Education				
	Is the course as a whole assessed on a pass/fail basis?	YES		NO	✓
	Are any modules assessed on a pass/fail basis?	YES		NO	✓
	If so, how many modules and what is the credit volume for each module?				

AC4	NEW MODULES		
AC4a	Are there any new modules to be introduced?	YES	✓ - see appendix 5 for detailed module outlines
		NO	
	If Yes, then proceed to AC4b		
	If No, then proceed to AC4c		
AC4b	Please complete for: New Core, Compulsory, Option A, Option B, Option C module(s):		
	Module Title:		Climate Change and Energy: Past, Present and Future
	Level:		M
	Credit Value:		10
	Semester:		Spr
	Module Organiser		Dr Gideon Middleton
	Module Type (e.g. EX/CW/WW/PR etc):		CW
	Module marking Scheme:		M50PA (50% pass mark, pass on aggregate)
	Proposed module code:		NBSLM01E
	Module Delivery: (e.g. distance-learning, campus based, work placement)		Campus based (UEA London)
	Brief Outline:		Provides managers with an in-depth overview of the science and theory behind climate change, the global social and environmental impacts and how these can be managed through mitigation and adaption
	Core, compulsory or free choice (please state)		Compulsory – to be taken in Year 1

AC4b	Please complete for:New Core, Compulsory, Option A, Option B, Option C module(s):	
	Module Title:	Climate Change Governance and Compliance – An international perspective
	Level:	M
	Credit Value:	10
	Semester:	Aut
	Module Organiser	Prof Nikolaos Tzokas
	Module Type (e.g. EX/CW/WW/PR etc):	CW
	Module marking Scheme:	M50PA
	Proposed module code:	NBSLM04D
	Module Delivery: (e.g. distance-learning, campus based, work placement)	Campus based (UEA London)
	Brief Outline:	Examines the history and future of global climate change governance and from Kyoto to Copenhagen and beyond. Provides managers with knowledge about different regional and national approaches climate change regulation and compliance and the role of government in policy and regulation
	Core, compulsory or free choice (please state)	Compulsory – to be taken in Year 2
AC4b	Please complete for:New Core, Compulsory, Option A, Option B, Option C module(s):	
	Module Title:	Low-carbon Technologies and Solutions
	Level:	M
	Credit Value:	10
	Semester:	Spr
	Module Organiser	Dr Gideon Middleton
	Module Type (e.g. EX/CW/WW/PR etc):	CW
	Module marking Scheme:	M50PA
	Proposed module code:	NBSLM03E
	Module Delivery: (e.g. distance-learning, campus based, work placement)	Campus based (UEA London)
	Brief Outline:	Gives a holistic review of the current and emerging technologies and solutions required to manage and reduce energy consumption and decarbonise society - from the micro to the macro.
	Core, compulsory or free choice (please state)	Compulsory – To be taken in Year 1

AC4b	Please complete for:	
	New Core, Compulsory, Option A, Option B, Option C module(s):	
	Module Title:	Climate Change Risk Management, Strategies and Management Systems
	Level:	M
	Credit Value:	10
	Semester:	Spr
	Module Organiser	Dr Gideon Middleton
	Module Type (e.g. EX/CW/WW/PR etc):	CW
	Module marking Scheme:	M50PA
	Proposed module code:	NBSLM05E
	Module Delivery: (e.g. distance-learning, campus based, work placement)	Campus based (UEA London)
	Brief Outline:	Delivers a comprehensive understanding of how organisations can identify, market, govern, measure, analyse, manage and report their climate change risks
	Core, compulsory or free choice (please state)	Compulsory - to be taken in Year 2
AC4b	Please complete for:	
	New Core, Compulsory, Option A, Option B, Option C module(s):	
	Module Title:	Corporate Responsibility
	Level:	M
	Credit Value:	10
	Semester:	Spr
	Module Organiser	Prof Peter Newell & Prof Peter Jenkins (DEV)
	Module Type (e.g. EX/CW/WW/PR etc) :	CW
	Module marking Scheme:	M50PA
	Proposed module code:	NBSLM04E
	Module Delivery: (e.g. distance-learning, campus based, work placement)	Campus based (UEA London)
	Brief Outline:	Considers the role of responsibility and ethics to organisations in the context of value creation and globalisation. Provides managers with knowledge of the international governance standards, corporate management approaches and frameworks
	Core, compulsory or free choice (please state)	Compulsory – to be taken in Year 2

AC4c	DESCRIBE CORE OR COMPULSORY EXISTING MODULES
	Please complete for existing modules that are Core or Compulsory for this course

Module Title:	Management Consultancy Skills
Level:	M
Credit Value:	60
Semester:	Year
Module Organiser	Terry Kendrick
Module Type (e.g. EX/CW/WW/PR etc):	CW
Module marking Scheme:	M50PA
Module Code on current course	NBS-M002
Proposed module code:	NBSLM01X
Module Delivery: (e.g. distance-learning, campus based, work placement)	Campus based (UEA London), consultancy (not placement) activity within virtual teams and in-company meetings.
Brief Outline:	This module aims to offer a practical approach to management consultancy skills whether used in external consultancy (for those intending to seek positions in management consultancy practices) or internal consultancy (for those interested in managing consultancy projects within their employing organisations).

To achieve this aim the module will draw on the knowledge base in the other MBA modules to undertake two consultancy projects within a taught framework of management consultancy skills.

These will be undertaken with a client organisation and will be either two integrated parts of one large project from diagnosis to recommendations or two separate projects. The two projects will either be for the same organisation or separate organisations as specific issues and circumstances dictate.

In addition, there is an assessed Challenge. This Challenge is to raise the profile of a partner agency and raise funds for that agency through an event in the Summer. This enables students to work as a group towards a common goal and deliver a real financial return. |

		Core, compulsory or free choice (please state)	Compulsory – normally to be taken across Year 1 and Year 2
AC4c			
		Module Title:	Customer Focus & Innovation
		Level:	M
		Credit Value:	10
		Semester:	Aut
		Module Organiser	Dr Fiona Lettice
		Module Type (e.g. EX/CW/WW/PR etc):	CW
		Module marking Scheme:	M50PA
		Module Code on current course	NBS-M004
		Proposed module code:	NBSLM01D
		Module Delivery: (e.g. distance-learning, campus based, work placement)	Campus based (UEA London)
		Brief Outline:	Explores one of the most important sources of value creation for the organisation – customer focus, marketing and innovation. Themes which will be drawn-on in latter modules
		Core, compulsory or free choice (please state)	Compulsory – to be taken in Year 1
AC4c			
		Module Title:	Leadership & Change
		Level:	M
		Credit Value:	10
		Semester:	Aut
		Module Organiser	Dr Kevan Williams
		Module Type (e.g. EX/CW/WW/PR etc):	WW
		Module marking Scheme:	M50PA
		Module Code on current course	NBS-M010
		Proposed module code:	NBSLM02D
		Module Delivery: (e.g. distance-learning, campus based, work placement)	Campus based (UEA London)
		Brief Outline:	This module recognises that progression in organisations requires that we are wiling to change. It also recognises that change for good requires energy, conscious decisions and leadership. All of this is underpinned by the principle that organisations (per se) do not change; it is the people within that change. To be a successful manager, and consequently within the aims of this module, we must learn to understand people and that we develop the skills of leading people through the change process.
		Core, compulsory or free choice (please state)	Compulsory, but can be taken in Year 1 or Year 3

AC4c	Please complete for:	
	New Core, Compulsory, Option A, Option B, Option C module(s):	
	Module Title:	Operations, Logistics and Information Technology
	Level:	M
	Credit Value:	10
	Semester:	Spr
	Module Organiser	Mr Ian Brodie
	Module Type (e.g. EX/CW/WW/PR etc):	WW
	Module marking Scheme:	M50PA
	Proposed module code:	NBSLM06E
	Module Delivery: (e.g. distance-learning, campus based, work placement)	Campus based (UEA London)
	Brief Outline:	The aim of this module is to provide students with a detailed review of the various issues surrounding operations and logistics processes & technology. A supply chain can be viewed as a system to fulfill customer needs via a network of 'beginning-to-end' business processes that span conventional organizational boundaries. The module therefore addresses as its core theme the supply chain environment, and the need for organisations to manage, effectively and efficiently, the key input, transformation and output processes involved in the delivery of high quality product/service combinations.

The module reflects on the strategic importance of Operations and Supply Chain processes and the close interaction that they have with supporting technology. Process and information technologies are viewed as 'enablers' that facilitate both the improvement and re-engineering of supply chain processes and the module therefore addresses important technology management issues. Students will examine the nature of Supply Chain processes for various organisations and consider the latest international developments from a broad spectrum of commercial sectors.

The module will seek to combine the core elements involved in managing Supply Chain processes and technology with demonstrations of 'best practice' from a number of different commercial |

		sectors in a global setting. In this way, learning outcomes will be increased and more easily transferred to the workplace.
	Core, compulsory or free choice (please state)	Compulsory but can be taken in either Year 2 or 3

AC4c	Please complete for: New Core, Compulsory, Option A, Option B, Option C module(s):	
	Module Title:	Management of Talent
	Level:	M
	Credit Value:	10
	Semester:	Aut
	Module Organiser	Dr Susan Sayce
	Module Type (e.g. EX/CW/WW/PR etc):	WW
	Module marking Scheme:	M50 PA
	Proposed module code:	NBSLM03D
	Module Delivery: (e.g. distance-learning, campus based, work placement)	Campus based (UEA London)
	Brief Outline:	Explores issues such as how to identify fresh talent and how to manage existing talent within and outside organisations. Managers learn the competencies needed in the contemporary workplace, understanding labour markets, and development of agility and career resilience - improving their employability and their ability to manage their employees effectively.
	Core, compulsory or free choice (please state)	Compulsory – but can be taken in either Year 2 or 3
AC4c	Please complete for: New Core, Compulsory, Option A, Option B, Option C module(s):	
	Module Title:	Strategy
	Level:	M
	Credit Value:	10
	Semester:	Spr
	Module Organiser	Dr Kevan Williams
	Module Type (e.g. EX/CW/WW/PR etc):	EX
	Module marking Scheme:	M50PA
	Module Code on current course	NBS-M07X
	Proposed module code:	NBSLM02E
	Module Delivery: (e.g. distance-learning, campus based, work placement)	Campus based (UEA London)

	Brief Outline:	This module provides a theoretical appreciation of strategy and strategy development and insight into developing sound strategy in a complex environment. Overall it guides in achieving the critical dimension of business that of achieving sustainable competitive advantage. And most important of all it goes beyond the conventional view of analysing the future but develops an appreciation of the need be the organisation and to be the manager that creates the future.
	Core, compulsory or free choice (please state)	Compulsory – to be taken in Year 1
AC4c	Please complete for: New Core, Compulsory, Option A, Option B, Option C module(s):	
	Module Title:	Accounting & Carbon Finance
	Level:	M
	Credit Value:	10
	Semester:	Summer
	Module Organiser	Prof Andros Gregoriou
	Module Type (e.g. EX/CW/WW/PR etc):	CW
	Module marking Scheme:	M50PA
	Proposed module code:	NBSLM02F
	Module Delivery: (e.g. distance-learning, campus based, work placement)	Campus based (UEA London)
	Brief Outline:	Lays the foundation for general accounting and finance knowledge and then applies this to emerging national and international themes of carbon pricing, including the European Emissions Trading Scheme.
	Core, compulsory or free choice (please state)	Compulsory – to be taken in Year 2
AC4c	Please complete for: New Core, Compulsory, Option A, Option B, Option C module(s):	
	Module Title:	Economics of the Low Carbon Environment
	Level:	M
	Credit Value:	10
	Semester:	Summer
	Module Organiser	Dr Ivan Diaz-Rainey
	Module Type (e.g. EX/CW/WW/PR etc):	WW
	Module marking Scheme:	M50PA
	Module Code on current course	ECO-M030 (now delivered by NBS)
	Proposed module code:	NBSLM01F
	Module Delivery: (e.g. distance-learning,	Campus based (UEA London)

	campus based, work placement)	
	Brief Outline:	Considers the economics of transitioning to a decarbonised economy. Critically examines the tools environmental economists use and the policies those tools support. Explores the Macro and micro-economic implication of transition, with particular focus on economic growth, equity, employment, innovation and innovation diffusion
	Core, compulsory or free choice (please state)	Compulsory but can be taken in Year 1 or Year 3

AC5	If the course is a joint course, how will the student experience be managed?

	The course is fundamentally an NBS course; the students will be NBS students. To maximise the positive student experience and to maximise the reputation of the course the following tasks will be undertaken:
	
	 1. Course Director will:
	     a. Provide overarching oversight of the scope and content of the course to ensure the content of the course remains contemporary within this fast-moving area
	     b. Review other courses and monitor national and international development
	     c. Liaise with external organisation (business, government, alumni and NGOs) to ensure course content reflects best practice
	     d. Undertake post-course reviews with students to identify areas for improvement
	     e. Liaise with MBA programme director to ensure consistency within MBA programme
	 2. Course Director will arrange regular teaching meetings with the module organisers to review progress, identify problems and highlight successes
	 3. Appendix 3 provides an indicative timetable of the student experience

AC6	**BOARD OF EXAMINERS**				
AC6.1	Is there an existing Board of Examiners?	Yes	✓	No	
AC6.2	If YES, which existing board will be responsible for the course?	MBA			
AC6.3	If NO, please enter details for new board of examiners				
AC6.4	Are any new external examiner(s) required?	Yes		No	✓

AC6.5	If yes, how many?	

AC7	**ACCREDITATION/VALIDATION**				
AC7.1	Is accreditation/validation by a Professional and/or Statutory Body required?	Yes		No	✓
AC7.2	Please specify which PSB and when accreditation/validation may take place.				

AC8	COURSE PROFILE AND AWARD REQUIREMENTS	
	Core Modules	None
	Compulsory Modules	NBSLM01E Climate change and energy: past, present and future NBSLM02E Strategy NBSLM03E Low Carbon Technologies and Solutions NBSLM01F Economics of the Low-Carbon Environment NBSLM01D Customer Focus and Innovation NBSLM02D Leadership and Change NBSLM04E Corporate Responsibility (DEV) NBSLM05E Climate Change Risk Management, Strategies and Management systems NBSLM06E Operations, Logistics and Information Technology NBSLM02F Accounting and Carbon Finance NBSLM03D Management of Talent NBSLM04D Climate Change Governance and Compliance - An international perspective NBSLM01X Management Consultancy Skills
	Option A	none
	Option B	none
	Option C	none
	Free Choice Modules – Enter number of credits	none

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

PROGRAMME SPECIFICATION FOR AN AWARD OF

THE UNIVERSITY OF EAST ANGLIA

(The summary section may be used for publicity purposes. The full specification may also be publicly available).

Note: One Programme Specification may be used for all courses (ROUs) in the proposal. Please indicate where there are any differences (including any course (ROU) specific learning outcomes) between courses (ROUs) in the free text and explain how learning outcomes at the programme level (i.e. covering all courses) may be demonstrated.

PS1	EDUCATIONAL AIMS AND LEARNING OUTCOMES
PS1.1	Overview of aims and learning outcomes:
	The overall aims of the course are to ensure that successful students have: 1. Demonstrated relevant knowledge and understanding of organisations, the external context in which they operate and how they are managed. 2. Demonstrated relevant knowledge and understanding of climate change and carbon management and its impact on organisations in terms of external context and how they are managed To achieve these aims, successful graduates of the course will: 1. Be able to reflect on and learn from prior experience and thus be able to integrate new knowledge with past experience and apply it to new situations 2. Be able to challenge preconceptions and to remove subject and functional boundaries so as to handle complex situations holistically 3. Have particular strengths in analysing, synthesising and solving complex unstructured business problems 4. Be able to communicate their findings 5. Have the skills to implement agreed solutions effectively and efficiently 6. Strongly developed interpersonal skills and to be able to interact effectively with a range of specialists 7. Be able to collect relevant information across a range of areas pertaining to a current situation, analyse that information and synthesise it into an appropriate form in order to evaluate decision alternatives.

PS1.2	Knowledge and Understanding:
	Successful graduates will have: 1. A systematic understanding of relevant knowledge about organisations, their external context and how they are managed 2. Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation 3. A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field

	4. An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues
	5. Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management
	6. Ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations
	7. Conceptual understanding that enables the student to:
	a. Evaluate the rigour and validity of published research and assess its relevance to new situations
	b. Extrapolate from existing research and scholarship to identify new or revised approaches to practice
	8. Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process
	9. Ability to communicate effectively both orally and in writing, using a range of media
	10. Operate effectively in a variety of team roles and take leadership roles,
PS1.3	**Cognitive Skills:**
	1. Critical thinking and creativity: managing creative processes in self and others; organising thoughts, analysis, synthesis, critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
	2. Problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
	3. Information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge
	4. Numeracy and quantitative skills including the use of models of business situations; qualitative research skills
	5. Effective use of Communication and Information Technology (CIT)
	6. Two-way communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of business reports
	7. Personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and different situations; the ability to continue learning.
	8. Effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management
	9. Leadership and performance management: selecting appropriate leadership style for situations; setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement.
	10. Ethics and value management: recognising ethical situations, applying ethical and organisational values to situations and choices
	11. Ability to conduct research into business and management issues
	12. Learning through reflection on practice and experience.

PS1.4	Subject specific skills (including practical skills):
	Within the broad framework of organisations, their external context and management, successful students will have gained knowledge and developed understanding in the following Core MBA areas: 1. Markets - the development and operation of markets for resources, goods and services 2. Customers - customer expectations, service and orientation 3. Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications 4. People - the management and development of people within organisations 5. Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations 6. Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management 7. Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests 8. Pervasive issues - these would include sustainability, globalisation, corporate, social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management. In relation to climate change and carbon management, successful graduates will have developed knowledge in the following areas and related these, within the broad framework of organisations, to their external context and management: 1. Climate Change and Energy: Past, Present and Future - the science and theory behind climate change, the global social and environmental impacts and how these can be managed through mitigation and adaption 2. Climate Change Governance and Compliance - the history and future of global climate change governance and from Kyoto to Copenhagen and beyond. Knowledge about different regional and national approaches climate change regulation and compliance and the role of government in policy and regulation 3. Economics of the Low Carbon Environment - the economics of transitioning to a decarbonised economy, the tools environmental economists use and the policies those tools support, the macro and micro-economic implication of transition, with particular focus on economic growth, equity, employment, innovation and innovation diffusion. 4. Accounting & Carbon Finance - general accounting and finance knowledge and its application to emerging national and international themes of carbon pricing, including the European Emissions Trading Scheme 5. Low-carbon Technologies and Solutions – knowledge of the current and emerging technologies and solutions required to manage and reduce energy consumption and decarbonise society - from the micro to the macro. 6. Climate change risk management, strategies and management systems - understanding of how organisations can identify, govern, measure, analyse, manage and report their climate change risks

PS1.5	General/transferable key skills and attributes:
	Once they are in professional practice, master's graduates should be able to: 1. Consistently apply their knowledge and subject-specific and wider intellectual skills 2. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to a range of audiences 3. Be proactive in recognising the need for change and have the ability to manage change 4. Be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations 5. Make decisions in complex and unpredictable situations 6. Evaluate and integrate theory and practice in a wide range of situations 7. Be self-directed and able to act autonomously in planning and implementing projects at professional levels 8. Take responsibility for continuing to develop their own knowledge and skills.

PS2	TEACHING AND ASSESSMENT STRATEGIES AND METHODS
PS2.1	(please describe including how these enable students to demonstrate achievement of the learning outcomes):
	Specific details relating to its delivery and assessment have been given in Appendix 3. Summary module outlines are given in Appendix 5 for further information. **Knowledge and understanding** Students will obtain: 1. A systematic understanding of relevant knowledge about organisations, their external context and how they are managed through the central MBA modules (NBSLM01D, NBSLM02D, NBSLM04E, NBSLM06E, NBSLM03D and NBSLM02E) and 2. A systematic understanding and relevant knowledge of the impacts of climate change and carbon management on organisations and how this will affect their external context and how they are managed through the climate change related modules (NBSLM01E, NBSLM04D, NBSLM01F, NBSLM02F, NBSLM03E and NBSLM05E). How the specific content of these modules achieves the relevant subject specific knowledge requirements is discussed below is the section on Subject Specific Skills. Students will be shown how to apply this knowledge, in the context of current issues, to a range of 'real-life' situations, either through the use of case studies in lectures or during group-based work, discussions and seminars (with guest

lecturers) where they will be encouraged to use their relevant prior knowledge, understanding of appropriate techniques to obtain data and information, undertake analysis, rigorous evaluate the results and identify new or revised approaches to practice.

Furthermore module organisers will reinforce relevant current issues through the use of multi-media resources, where appropriate, during pre-reading, for example providing links to Radio or television programmes or recent articles on the internet.

The majority of assessment associated with the 10 credit modules will be by either individual coursework or examination. Examinations will be held every six months to assess the relevant modules in the preceding six months.

The skills and knowledge acquired by the students through the 10 credit taught modules will be further developed and assessed during the 60 credit Management Consultancy Skills module (NBSLM01X). Because of the practical group-based nature of this module the student's conceptual understanding, creativity, research skills, ability to communicate effectively, (both orally and in writing), group-working and use of a range of media will be further developed. This module assesses these dimensions, i.e. individual, group communications, etc.

Cognitive skills

Skills and knowledge associated with leadership and performance and the role of ethics and value management will be covered specifically during the modules on Leadership and Change and Corporate Responsibility.

Specific sessions are planned to improve two-way communication, personal effectiveness and effective performance.

All these skills will be further developed through the practical and real-life nature of the Management Consultancy Skills module. These skills will directly and indirectly assessed throughout this module by both summative and formative assessment of the groups and individuals.

Learning through reflection on practice and experience will be encouraged through group-based formative assessment based on pre-work and group work.

The development of critical thinking and creativity, problem solving and decision making, information and knowledge, numeracy, quantitative skills, the effective use of Communication and Information Technology and the ability to conduct research into business and management issues will be encouraged throughout the course through pre-work, group work and coursework during the 10 credit modules. Assessment of these skills will take place through either group formative assessment of pre-work or group work, or summative assessment during coursework or examination.

	Cognitive skills (see section PS1.3)											
Module name	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	9	10	11	12
Customer Focus & Innovation	✔	✔		✔	✔	✔	✔	✔				
Leadership & Change		✔			✔	✔	✔	✔	✔			
Corporate Responsibility		✔		✔	✔	✔	✔	✔		✔		

Module name	1	2	3	4	5	6	7	8	9	10	11	12
Operations, Logistics and Information Technology		✓			✓	✓	✓	✓				
Management of Talent		✓			✓	✓	✓	✓				
Strategy		✓		✓	✓	✓	✓	✓				
Management Consultancy Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Climate Change and Energy: Past, Present and Future		✓			✓	✓	✓	✓				
Climate Change Governance and Compliance		✓		✓	✓	✓	✓	✓				
Economics of the Low Carbon Environment		✓		✓	✓	✓	✓	✓				
Accounting & Carbon Finance		✓	✓	✓	✓	✓	✓	✓				
Low-carbon Technologies and Solutions		✓		✓	✓	✓	✓	✓		✓		
Climate change risk management, strategies and management systems	✓	✓	✓	✓	✓	✓	✓	✓		✓		

Subject specific skills

The required subject specific skills relating to an MBA will be acquired by students during the teaching of the core MBA modules (see matrix below for summary). More detailed information about the content of these modules is contained in Appendix 5.

The required subject specific skills relating to climate change and carbon management will be acquired by students during the teaching of the modules relating to climate change and carbon management (see matrix below for summary). More detailed information about the content of these modules is contained in Appendix 5.

The skills obtained from central MBA modules will be further developed and applied in the context of climate change and carbon management.

Subject skills (see section PS1.4)									
Module name	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Customer Focus & Innovation	✓	✓							
Leadership & Change				✓				✓	
Corporate Responsibility			*					✓	
Operations, Logistics and Information Technology					✓	✓			
Management of Talent				✓					
Strategy							✓		
Management Consultancy Skills									

*contextualised in the module on Accounting & Carbon Finance

Module name	1	2	3	4	5	6			
Climate Change and Energy: Past, Present and Future	✓								
Climate Change Governance and Compliance		✓							
Economics of the Low Carbon Environment			✓						
Accounting & Carbon Finance				✓					
Low-carbon Technologies and Solutions					✓				
Climate change risk management, strategies and management systems						✓			

General/transferable key skills and attributes

Supervision of a series of consultancy projects allows formative assessment to take place whilst undertaking these projects. On completion of the projects summative assessment takes place using both group and individual assessment including reports, presentations and individual learning logs.

PS3	EQUALITY
PS3.1	How do the admissions criteria ensure equality of opportunity for all applicants?
	The School admissions officer and support team supports the University's strategic aim of equality of opportunity and widening participation. The School follows the University's guidelines and is committed to evaluating each application on its individual merits within a framework of consistency and fairness. In coming to a decision, the School takes into account information relating to the applicant's personal and educational background. We will monitor Admissions, Progression and Achievement data, once an appropriate policy is in place, to establish trends relating to the course over time. This information will be regularly reviewed and used in conjunction with Course Review or other relevant strategic activity.
PS3.2	What steps have been taken to ensure an inclusive curriculum?
	The diversity of teaching and learning approaches (from formal lectures to problem based learning type approaches) and assessment methods (examinations, assignments, group work, individual reflections) has been devised in this way to preserve and promote equality of opportunity, allow each student to participate, appreciate and develop their true potential. . International case studies and the students' work in multicultural groups provide additional support for an all inclusive curriculum and the opportunity for the students to bring forward and discuss in dialogue with others their own perspectives and critical viewpoints. We will monitor the use of case studies and formative assessments within class so that a truly international dimension is maintained.

PS3.3	In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?
	The University has worked assiduously in developing systems for the retention and support of students once at the University (for example dyslexia and learning support). The School also considers and reacts to the need for individual assessment requirements where appropriate. Admission, Progression and Achievement data will be collated and reviewed periodically as in PS 3.1 above to detect trends and ensure that our aim to be inclusive is actually realised.

Please send (email) the whole <u>Academic Case</u> and the <u>Summary</u> (including programme specification) to:

- **the Learning, Teaching and Quality Office** (Assistant Registrars for Ug, Pgt as appropriate)
- **the Equality and Diversity Manager (in parallel) for comment.**

Comments will be returned within 10 working days of receipt.

Please complete the relevant section and return (email) to the Course Proposer within <u>10 working days</u> of receipt.

Sections AC9.1 and AC9.2 may be completed in parallel.

AC9	COMMENTS
AC9.1	Learning, Teaching and Quality Office (UG or PGT Assistant Registrar):
	Please note that there should be separate summaries for the 2 Year and 3 Year versions of the course, which will require different course codes. (NOTE from NT: This is wrong. If we accept that there are two versions of the same course we do not provide the required flexibility within the programme and the financial risk management envisaged when the 2-3 years version was developed. The common practice for such programmes is to have one single programme with a min and max duration of study. In our case the min is 2 and the max is 3)
	This proposal fits comfortably within the Common Masters Framework, which already accommodates highly modular and flexible programmes of study. It would be helpful if the course team could review the provisions of the CMF with the Senior Administrator to ensure that they do meet their needs. (NOTE: Discussed with Caroline Sauverin and confirms that it does meet their needs)
	With reference to AC4a, I note that the assessment and marking criteria for the London version of modules may vary from those applied to the Norwich version of the modules. This is an issue that the School may wish to reflect upon and monitor. (NOTE: The majority of modules will have the same marking and assessment criteria to those already taught. The presumption is that any new modules will follow the same or similar criteria. The final criteria for assessment and marking will be reviewed and decided once the course is approved. The review will take account of the modular nature of the course, the current criteria, the University's examination timetable, the overall assessment load and the optimum balance between different marking and assessment criteria.)
	AC4b – clarification is needed whether these are PA (pass aggregate) or PC (pass component) modules. If the latter, the approval of LTC will be required. (NOTE: all are PA)
	The designation of modules as WW (including a formal University examination) has been raised with the School and discussions with the Examinations Office are taking place.
	SSF LTQC may wish to consider how some of the learning outcomes outlined in PS1.1 could be assessed (for example, how might we assess whether all students provided leadership for the development of public policy or championed the development and deployment of resources) and whether all students will have an opportunity to achieve these outcomes. This section refers to those coming from a family business, would they be able achieve these outcomes? (NOTE: this section has been re-written)
	The learning outcomes expressed in subsequent sections appear to be more measurable, but obviously FLTQC are better placed to comment.

	PS1.1(11) care will need to be taken that NBS can support the statement that students will be taught by "internationally recognised" teachers. (NOTE: this has already been removed)

PS1.2 It is recommended that "A Master's degree … will be awarded …" is deleted from this document. The criteria for the award of the degree are contained in the Regulations and a student might choose to use PS1.2 to claim an award where they have not met the requirements. (NOTE: this has been removed)

As with other NBS Masters courses, the use of 10 credit modules (100 notional study hours) suggests an intense and demanding course. SSF LTQC may wish to consider the demands this places on students, particularly in the context of a modular course structure and noting the potential reassessment burden if things go wrong.

Note from NT: Competitive programmes have a range of 10-16 modules, plus dissertation. In our case we have 12 modules plus the 60 credit consultancy skills, which is a unique selling point of the programme. Therefore we do not expect any assessment or reassessment burden).

It is not clear why in Appendix 3 key skills 9 and 10 do not appear to be covered by any module. (NOTE: this has already been amended) |
| AC9.2 | Equality and Diversity Manager: |
| | I have added one or two comments using track changes. I agree with Joanne that the course can be expected to have a very different profile from something run from UEA. This in itself may introduce other things to consider in time. At this stage, I would like simply to see some commitment to looking at equality profiles at strategic points in the course (admissions, retention and achievement would be good starting points), along with use of data, as it emerges and trends become apparent, to ensure that adjustments can be made if necessary and the running of the course is responsive to its cohort's needs. I agree generally that when it comes to Course Review we would look at information more broadly, but as thisis a brand new start in a very different location, if we can track information for at least an initial period it would be helpful.

 I still hope for some more concrete comment on just what the strategies are in terms of inclusive teaching strategies. Although I don't expect reams this is still a bit vague....

NOTE: The comments from the Equality and Diversity Manager have been taken into account and the document amended. |

AC10	APPROVALS	SIGNATURE AND DATE
AC10.0	**Teaching Director**	
	Approved:	Professor Roland Kaye, 4 September 2009
	Approved with amendments:	Professor Roland Kaye, 29 September 2009
	Rejected:	
AC10.1	**Head of School**	
	Approved:	Professor Nikolaos Tzokas, 4 September 2009
	Approved with amendments:	Professor Nikolaos Tzokas, 29 Sep. 2009
	Rejected:	
AC10.2	**Faculty Associate Dean** **(following Faculty LTQC)**	
	Approved:	A previous version was considered by FLTQC at its meeting of 16/9/09 and was referred back to the School. This amended version, 3.5.1, is currently under consideration by Chair's action, and an update will be given to LTC at its meeting on 7/10/09.
	Approved with amendments:	
	Rejected:	

AC11	CIRCULATION (for office use only)	
	Course Proposer	• Summary • Approvals
	LTQO (for report to LTC)	• Summary • Approvals
	Planning Office	• Summary • Academic Case (including course profile) • Approvals
	Faculty Office	• Summary • Programme Specification • Course profile • Approvals
	Admissions and Outreach	• Summary • Approvals
	Academic Officer of the UUEAS / President of GSA (for taught postgraduate only)	• Summary • Approvals

PART 4 – Appendices

Appendix 1:

BC0.2 Comments from:

Carbon Trust:

Having read the attached description for your proposed course I think that what you are suggesting is a very good idea.

Regards,

Dominic

John Hill (Independent sustainability consultant and IEMA Representative:

John Hill Associates
Sustainability Advisory Services
Brittany Farm
Kenninghall
Norfolk
Nr16 2ED

Dr Gideon Middleton
Senior Lecturer - Business and Climate Change
Course Director - MBA Strategic Carbon Management
Norwich Business School
University of East Anglia
Norwich NR4 7TJ
United Kingdom

17th August 2009

The Norwich MBA in Strategic Carbon Management

Dear Gideon

Further to our meeting to discuss possible co working with IEMA on development projects for our members, I am pleased to comment on your proposed MBA Course...

UEA is well regarded for its pioneering work in Environmental Science, and more recently, Climate Science. Increasing UK, EU, and Global Legislation concerning Carbon Management will require the employment of knowledgeable practitioners in Business and Commerce, to ensure UK Plc retains its position at the leading edge of developing the business opportunities which will arise from these emerging global business drivers.

Businesses increasingly look to their managers to have knowledge of the effects which these Global issues have on their business strategy, and to advise them of the implications and opportunities which will arise

UEA is uniquely placed to deliver a Carbon Management Course, with its worldwide reputation, and the proposed MBA would compliment, and extend this influence.

As a former Environmental Champion in the International Energy Sector, I am acutely aware that awareness raising of the potential environmental risks and

opportunities is a key skill for practitioners. The provision of a "Consultancy skills" module is welcome within the Course proposal, and will address this crucial aspect.

A sound grounding in the Science of the Carbon Cycle, its effects on the Ecosphere, and the potential consequences for Human Wellbeing is essential, as is the development of excellent communication and presentation skills to Board level personnel. Knowledge of Stakeholder Engagement processes and their management is also required.

I support the Course Model of the combination of both theoretical & practical application, as "Learning by Doing", is an excellent methodology for part time students. Their sponsors will also obtain a useful project outcome, which will aid the support of student's time by sponsors on the Course.

I am sure there will be a demand from both students and their sponsors for this innovative and exciting Course, which is very timely in its arrival. Location in the City of London will, I am sure, greatly aid recruitment of students

I wish you every success with this Course, and, if you feel that I might be of any further assistance with the development process, please contact me.

Yours sincerely.

JOHN HILL

John Hill – CEnv. BA (Hons). MBA. I. Eng, MIEMA, MCMI, MIET

Independent Advisor on Business Sustainability
(Formerly Sustainable Business Manager – TXU Europe PLC)
Joint Chair- IEMA East of England Regional Committee
johnhilluk@ukonline.co.uk@internet
01953-887219

Appendix 2: Information relating to the Teaching and assessment strategies for the delivery of the modular MBA in London

Teaching strategies and methods

To achieve the overall aims and required knowledge and understanding and in-line with QAA Guidelines for an MBA (180 credits) the course consists of the followng compulsory modules:

1. Twelve 10 credit modules (which form the taught programme) and
2. One 60 credit Management Consultancy Skills module

To maximise simplicity the course will run in accordance with a standardised annual timetable (see Appendix 3). This annual timetable has been designed to allow students to take a maximum of one 10 credit module every two months[3].

To ensure that students complete the course in either a minimum of two years or a maximum of three years students will be required to take a minimum of four 10 credit modules and a maximum of six 10 credit modules per annum. Furthermore certain modules have been identified as being compulsory to take in either year 1 or year 2 (see Appendix 3).

To illustrate the student pathway two timetables have been produced assuming a student takes either two or three years to complete the course (see Appendix 3).

Generic for 10 credit module

The 10 credit modules will be delivered in a generic form of 2 months duration (see diagram below). To meet QAA guidelines each 10 credit module will have a total of 100 teaching hours. It is proposed that this is comprised of:

1. Pre-reading and/or work (15 hours)
2. Lecturing (25 hours over 4 days)
3. Reading, reflection and intellectual development (30 hours)
4. Coursework or revision and examination (30 hours)

The major addition is the discipline of providing pre-work. Material for pre-work will be issued via blackboard and/or email by Module Organisers.

The 4 day executive style taught element is in line with existing delivery of many of the MBA Executive (PT) modules. To aid planning it is proposed to use a generic design as a guide for the four days of lectures (see diagram), which contains lectures, seminars and group work, followed by formative assessment to ensure a variety of teaching and learning methods are used (see diagram below).

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[3] Because of a delayed launch in 2010 the generic duration will be reduced to six weeks. This will allow students to complete the first year by the end of 2010 thereby allowing the normal January start for year 2 to be adopted in 2011.

Assessment · Lecturing (4 days) · Submit coursework

| Pre-reading | | Extended reading, coursework and exam preparation | Pre-reading | |

2 months

Lecturing · Seminar · Group based work · Review of group based work (Formative assessment)

| DAY 1 | DAY 2 | DAY 3 | DAY 4 |

Indicative programme
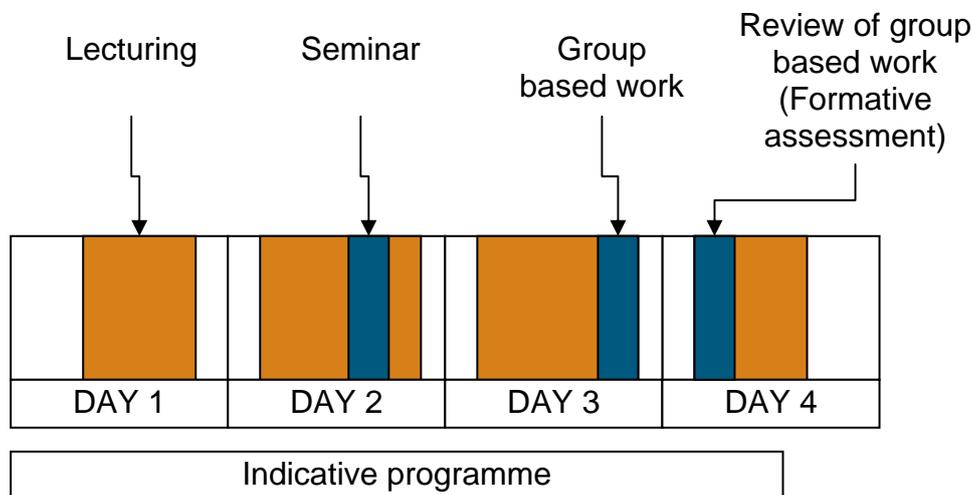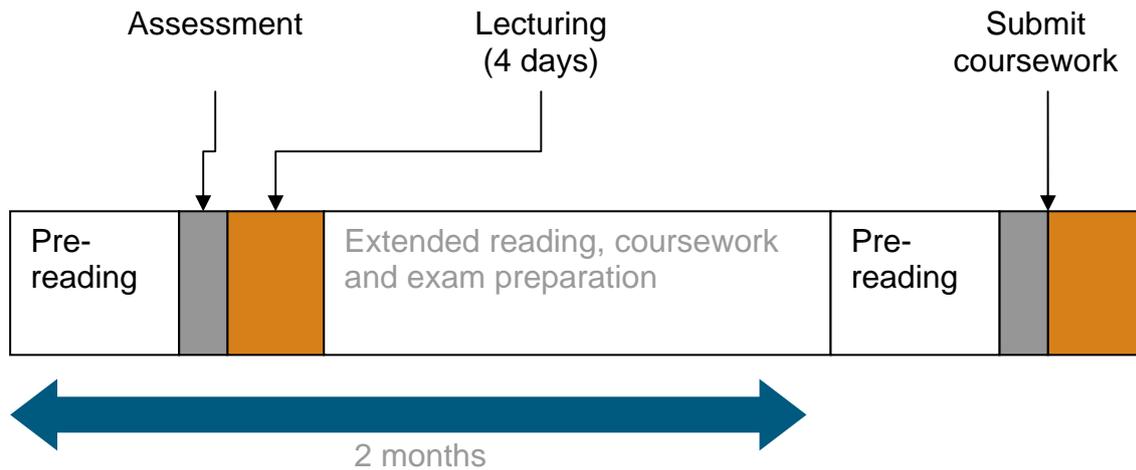
Suggested start and end times for the module have also been developed. It is important to note that this is only a guide, but these generics have been developed to:

1. Help to ensure a balance of teaching styles and
2. Provide students with knowledge about the timings so they are able to plan their work and learning commitments

If a student unfortunately became ill during a module then they would be able to withdraw from the interrupted module and continue on the next presentation of that module which would take place during the followng year. There are very few prior requisites for modules so some flexibility in sequencing can take place. Consequently some flexibility exists for student to extend the duration or to interrupt their studies either due to work commitments or health problems. Furthermore this approach allows students to convert from a two to a three-year course.

If a lecturer is ill and the course can not be run, the course will be rescheduled.

A summary of the assessment styles for each of the modules is given in Appendix 4.

Overview of the 60 credit module (Management Consultancy Skills)

Set against this background of 10 credit modules, the Consultancy Skills module will run over the first two years of the programme (see Appendix 3). For all students (i.e. both two and three year students) the consultancy module runs over 18 months in parallel with the two-year programme. The Management Consultancy Skills module is comprised of the followng main elements:

1. Four-day lecture series (year 1)
2. Consultancy project 1 (year 1)
3. One-day lecture series (year 2)
4. Consultancy project 2 (year 2) and
5. The Challenge, which can be broken down in to Challenge preparation (year 2) and the Challenge itself (year 2).

The lectures for the Management Consultancy Skills use the generic module design for delivering lectures over four days in the first year. In the second year only one day of lectures is required. The remaining three days of this block will be used to deliver the career impact programme and other seminars as required.

To maximise the relevance of the modules, the students will be given real consultancy projects with external organisations. These real life group projects will allow students gain a range of additional skills associated with project delivery, team working and report writing. Oral communication skills will be summatively assessed during face-to-face client presentations at the end of the project. This will be operating on the same lines as the existing and successful MBA programme.

The Management Consultancy Skills module will be assessed using a variety of summative and formative methods, including the group and individual summative assessments where students will be marked in relation to a variety of soft and hard skills (see section PS1.5). Each consultancy group has a mentor to ensure ongoing formative assessment.

Assessment pattern

The two month lecturing cycle is set within a 6 month examination cycle during which 3 modules will be delivered. At the end of that period examinations for those modules which are examined will take place. The timetable has been designed to ensure that no more than 2 modules with examinations will take place in any six month period.

Examinations have been timetabled to take place the day before lecturing commences every six months, thereby minimising the amount of travelling.

The exams will take place at UEA London. The periods of examinations have been scheduled to coincide with the University examination periods as far as possible. Appendix 4 summarises how each 10 credit module will be assessed.

Assessments will be undertaken in-line with the Common Masters Framework and QAA MBA Guidelines. All students will be required to pass each module on a Pass Aggregate (PA basis).

Student progression will be monitored within 6 months cycle (3 modules each of 2 months) and where referral is required this can take place within the established exam frames of May/June and December. Students referred would be able to retake the examination during the next scheduled reassessment period six months later (see Appendix 3). Where students are deficient in credits early decisions on honourable withdrawal with Certificate may be possible.

Awards Body Cycle

Students will be awarded an MBA using the criteria of the Common Masters Framework, in-line with MBA guidelines.

The existing examination boards for the MBA programme will be used to make award decisions. Students who fail to meet the required standards for an MBA will be awarded either a post graduate certificate or diploma.

The Award & Progress Board fits the established model. Examinations would operate within the established time frame and regulations. Provision has been made of interruption of study or intercalation.

Appendix 3   Timetables

Guide and rules for module timing

Year 1	Year 2	Year 3

Min 40 credits **Max 60 credits**	**Min 40** **Max 60**	**Min 40**

COMPULSORY: In year 1 students must take: Module 1 NBSLM01E Module 2 NBSLM02E Module 3 NBSLM03E Module 6 NBSLM01D	COMPULSORY: In year 2 students must take: Module 7 NBSLM04E Module 9 NBSLM05E Module 10 NBSLM02F Module 12 NBSLM04D	If students choose 3 year route, they must take these modules Module 4 NBSLM01F Module 5 NBSLM02D
		Module 8 NBSLM06E Module 11 NBSLM03D

Additional modules students can take in year 1: Module 4 NBSLM01F Module 5 NBSLM02D	Additional modules students can take in year 2: Module 8 NBSLM06E Module 11 NBSLM03D

COMPULSORY: Management Consultancy Skills, 4 days	COMPULSORY: Management Consultancy Skills, 1 day top-up

Consultancy project 1	Consultancy project 2
	Challenge

Modules	**All 10 credits**
1 **2**	Climate Change & Energy: past, present and future Strategy
3	Low Carbon Technologies and Solutions
4	Economics of the low carbon environment
5	Leadership and Change
6	Customer focus and innovation
7	Corporate Responsibility
8	Operations, logistics and Information Technologies
9	Climate Change Risk Management, Strategies and Management Systems
10	Accounting and carbon finance
11	Management of talent
12	Climate Change Governance and compliance

Management Consultancy Skills NBSLN 60 credits
This module comprises:
4-day Management
Consultancy skills teaching
(Yr 1)
Consultancy Project 1
1-day Management
Consultancy skills top-up
(Year 2)

Consultancy Project 2
Challenge

Key to modules	
	Year 1
	Year 2

MBA SCM (Modular, London)

General Timetable
NOTE: not applicable to 2010

10 Credit Modules

▔ (red)	Year 1
▔ (magenta)	Year 2

Consultancy skills (60 credit)

▔ (dark green)	Year 1
▔ (bright green)	Year 2

Teaching Timetable at steady state

	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thurs AM	Thurs PM	Fri AM	Fri PM	Sat AM	Sat PM
Week 1												
Week 2												
Week 3					7. Corporate Responsibility							
Week 4				Induction	1: Climate change and energy: past present and future							
Week 5												
Week 6												
Week 7												
Week 8												
Week 9												
Week 10												
Week 11					2. Strategy							
Week 12					8. Operations, Logistics and Information Technology							
Week 13					Approximate period of Easter vacation							
Week 14												
Week 15												
Week 16												
Week 17												
Week 18												
Week 19	Re-assessment period		Assessment period		3. Low Carbon Technologies and Solutions							
Week 20	Re-assessment period		Assessment period		9. Climate Change Risk Management, Strategies and Management Systems							
Week 21												
Week 22												
Week 23												
Week 24												
Week 25					Consultancy skills							
Week 26					Consultancy skills		Master classes					
Week 27												
Week 28												
Week 29					4. Economics of the Low-Carbon Environment							
Week 30					10. Accounting and Carbon Finance							
Week 31												
Week 32												
Week 33												
Week 34												
Week 35												
Week 36												
Week 37												
Week 38					5. Leadership and Change							
Week 39					11. Management of Talent							
Week 40												
Week 41												
Week 42					Challenge period - Keep clear							
Week 43												
Week 44												
Week 45	Re-assessment period		Assessment period		6. Customer Focus and Innovation							
Week 46	Re-assessment period		Assessment period		12. Climate Change Governance and Compliance							
Week 47												
Week 48												
Week 49												
Week 50												
Week 51					Christmas vacation							

Full-year Timetable

Teaching Timetable over first three years

Timetable Year 1 (2010)

Week starting	Week	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thurs AM	Thurs PM	Fri AM	Fri PM	Sat AM	Sat PM
	Week 1												
04-Jan-10	Week 2												
11-Jan-10	Week 3												
18-Jan-10	Week 4												
25-Jan-10	Week 5												
01-Feb-10	Week 6												
08-Feb-10	Week 7												
15-Feb-10	Week 8												
22-Feb-10	Week 9												
01-Mar-10	Week 10												
08-Mar-10	Week 11												
15-Mar-10	Week 12				Induction	1: Climate change and energy: past present and future							
22-Mar-10	Week 13					Easter vacation Saturday 20 March to Sunday 18 April 2010							
29-Mar-10	Week 14												
05-Apr-10	Week 15												
12-Apr-10	Week 16												
19-Apr-10	Week 17												
26-Apr-10	Week 18					2. Strategy							
03-May-10	Week 19												
10-May-10	Week 20												
17-May-10	Week 21												
24-May-10	Week 22												
31-May-10	Week 23												
07-Jun-10	Week 24			Assessment period		3. Low Carbon Technologies and Solutions							
14-Jun-10	Week 25												
21-Jun-10	Week 26												
28-Jun-10	Week 27												
05-Jul-10	Week 28												
12-Jul-10	Week 29												
19-Jul-10	Week 30					Consultancy skills							
26-Jul-10	Week 31												
02-Aug-10	Week 32												
09-Aug-10	Week 33												
16-Aug-10	Week 34												
23-Aug-10	Week 35												
30-Aug-10	Week 36					4. Economics of the Low-Carbon Environment							
06-Sep-10	Week 37												
13-Sep-10	Week 38												
20-Sep-10	Week 39												
27-Sep-10	Week 40												
04-Oct-10	Week 41												
11-Oct-10	Week 42					5. Leadership and Change							
18-Oct-10	Week 43												
25-Oct-10	Week 44												
01-Nov-10	Week 45												
08-Nov-10	Week 46												
15-Nov-10	Week 47												
22-Nov-10	Week 48	Re-assessment period		Assessment period		6. Customer Focus and Innovation							
29-Nov-10	Week 49												
06-Dec-10	Week 50												
13-Dec-10	Week 51					Christmas vacation							

Timetable Year 2 (2011)

Week starting	Week	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thurs AM	Thurs PM	Fri AM	Fri PM	Sat AM	Sat PM
	Week 1												
03-Jan-11	Week 2												
10-Jan-11	Week 3					7. Corporate Responsibility							
17-Jan-11	Week 4				Induction	1: Climate change and energy: past present and future							
24-Jan-11	Week 5												
31-Jan-11	Week 6												
07-Feb-11	Week 7												
14-Feb-11	Week 8												
21-Feb-11	Week 9												
28-Feb-11	Week 10												
07-Mar-11	Week 11					2. Strategy							
14-Mar-11	Week 12					8. Operations, Logistics and Information Technology							
21-Mar-11	Week 13					Easter vacation Saturday 19 March to Sunday 17 April 2010 - TBC							
28-Mar-11	Week 14												
04-Apr-11	Week 15												
11-Apr-11	Week 16												
18-Apr-11	Week 17												
25-Apr-11	Week 18												
02-May-11	Week 19	Re-assessment period		Assessment period		3. Low Carbon Technologies and Solutions							
09-May-11	Week 20	Re-assessment period		Assessment period		9. Climate Change Risk Management, Strategies and Management Systems							
16-May-11	Week 21												
23-May-11	Week 22												
30-May-11	Week 23												
06-Jun-11	Week 24												
13-Jun-11	Week 25					Consultancy skills							
20-Jun-11	Week 26					Consultancy skills		Master classes					
27-Jun-11	Week 27												
04-Jul-11	Week 28												
11-Jul-11	Week 29					4. Economics of the Low-Carbon Environment							
18-Jul-11	Week 30					10. Accounting and Carbon Finance							
25-Jul-11	Week 31												
01-Aug-11	Week 32												
08-Aug-11	Week 33												
15-Aug-11	Week 34												
22-Aug-11	Week 35												
29-Aug-11	Week 36												
05-Sep-11	Week 37												
12-Sep-11	Week 38					6. Leadership and Change							
19-Sep-11	Week 39					11. Management of Talent							
26-Sep-11	Week 40												
03-Oct-11	Week 41												
10-Oct-11	Week 42					Challenge period - Keep clear							
17-Oct-11	Week 43												
24-Oct-11	Week 44												
31-Oct-11	Week 45	Re-assessment period		Assessment period		5. Customer Focus and Innovation							
07-Nov-11	Week 46	Re-assessment period		Assessment period		12. Climate Change Governance and Compliance							
14-Nov-11	Week 47												
21-Nov-11	Week 48												
28-Nov-11	Week 49												
05-Dec-11	Week 50												
12-Dec-11	Week 51					Christmas vacation							

Timetable Year 3 (2012)

Week starting	Week	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thurs AM	Thurs PM	Fri AM	Fri PM	Sat AM	Sat PM
	Week 1												
02-Jan-12	Week 2												
09-Jan-12	Week 3					7. Corporate Responsibility							
16-Jan-12	Week 4				Induction	1: Climate change and energy: past present and future							
23-Jan-12	Week 5												
30-Jan-12	Week 6												
06-Feb-12	Week 7												
13-Feb-12	Week 8												
20-Feb-12	Week 9												
27-Feb-12	Week 10												
05-Mar-12	Week 11					2. Strategy							
12-Mar-12	Week 12					8. Operations, Logistics and Information Technology							
19-Mar-12	Week 13												
26-Mar-12	Week 14					Easter vacation Saturday 19 March to Sunday 17 April 2010 - TBC							
02-Apr-12	Week 15												
09-Apr-12	Week 16												
16-Apr-12	Week 17												
23-Apr-12	Week 18												
30-Apr-12	Week 19	Re-assessment period		Assessment period		3. Low Carbon Technologies and Solutions							
07-May-12	Week 20	Re-assessment period		Assessment period		9. Climate Change Risk Management, Strategies and Management Systems							
14-May-12	Week 21												
21-May-12	Week 22												
28-May-12	Week 23												
04-Jun-12	Week 24												
11-Jun-12	Week 25					Consultancy skills							
18-Jun-12	Week 26					Consultancy skills		Master classes					
25-Jun-12	Week 27												
02-Jul-12	Week 28												
09-Jul-12	Week 29					4. Economics of the Low-Carbon Environment							
16-Jul-12	Week 30					10. Accounting and Carbon Finance							
23-Jul-12	Week 31												
30-Jul-12	Week 32												
06-Aug-12	Week 33												
13-Aug-12	Week 34												
20-Aug-12	Week 35												
27-Aug-12	Week 36												
03-Sep-12	Week 37												
10-Sep-12	Week 38					5. Leadership and Change							
17-Sep-12	Week 39					11. Management of Talent							
24-Sep-12	Week 40												
01-Oct-12	Week 41												
08-Oct-12	Week 42					Challenge period - Keep clear							
15-Oct-12	Week 43												
22-Oct-12	Week 44												
29-Oct-12	Week 45	Re-assessment period		Assessment period		6. Customer Focus and Innovation							
05-Nov-12	Week 46	Re-assessment period		Assessment period		12. Climate Change Governance and Compliance							
12-Nov-12	Week 47												
19-Nov-12	Week 48												
26-Nov-12	Week 49												
03-Dec-12	Week 50												
10-Dec-12	Week 51					Christmas vacation							

Student timetable for study over two years

Timetable Year 1 (2010)

Week starting	Week	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thurs AM	Thurs PM	Fri AM	Fri PM	Sat AM	Sat PM
	Week 1												
04-Jan-10	Week 2												
11-Jan-10	Week 3												
18-Jan-10	Week 4												
25-Jan-10	Week 5												
01-Feb-10	Week 6												
08-Feb-10	Week 7												
15-Feb-10	Week 8												
22-Feb-10	Week 9												
01-Mar-10	Week 10												
08-Mar-10	Week 11												
15-Mar-10	Week 12				Induction	1: Climate change and energy: past present and future							
22-Mar-10	Week 13					Easter vacation Saturday 20 March to Sunday 18 April 2010							
29-Mar-10	Week 14												
05-Apr-10	Week 15												
12-Apr-10	Week 16												
19-Apr-10	Week 17												
26-Apr-10	Week 18					2. Strategy							
03-May-10	Week 19												
10-May-10	Week 20												
17-May-10	Week 21												
24-May-10	Week 22												
31-May-10	Week 23												
07-Jun-10	Week 24			Assessment period		3. Low Carbon Technologies and Solutions							
14-Jun-10	Week 25												
21-Jun-10	Week 26												
28-Jun-10	Week 27												
05-Jul-10	Week 28												
12-Jul-10	Week 29												
19-Jul-10	Week 30					Consultancy skills							
26-Jul-10	Week 31												
02-Aug-10	Week 32												
09-Aug-10	Week 33												
16-Aug-10	Week 34												
23-Aug-10	Week 35												
30-Aug-10	Week 36					4. Economics of the Low-Carbon Environment							
06-Sep-10	Week 37												
13-Sep-10	Week 38												
20-Sep-10	Week 39												
27-Sep-10	Week 40												
04-Oct-10	Week 41												
11-Oct-10	Week 42					5. Leadership and Change							
18-Oct-10	Week 43												
25-Oct-10	Week 44												
01-Nov-10	Week 45												
08-Nov-10	Week 46												
15-Nov-10	Week 47												
22-Nov-10	Week 48	Re-assessment period		Assessment period		6. Customer Focus and Innovation							
29-Nov-10	Week 49												
06-Dec-10	Week 50												
13-Dec-10	Week 51					Christmas vacation							
20-Dec-10	Week 52												

Timetable Year 2 (2011)

Week starting	Week	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thurs AM	Thurs PM	Fri AM	Fri PM	Sat AM	Sat PM
	Week 1												
03-Jan-11	Week 2												
10-Jan-11	Week 3					7. Corporate Responsibility							
17-Jan-11	Week 4												
24-Jan-11	Week 5												
31-Jan-11	Week 6												
07-Feb-11	Week 7												
14-Feb-11	Week 8												
21-Feb-11	Week 9												
28-Feb-11	Week 10												
07-Mar-11	Week 11												
14-Mar-11	Week 12					8. Operations, Logistics and Information Technology							
21-Mar-11	Week 13					Easter vacation Saturday 19 March to Sunday 17 April 2010 - TBC							
28-Mar-11	Week 14												
04-Apr-11	Week 15												
11-Apr-11	Week 16												
18-Apr-11	Week 17												
25-Apr-11	Week 18												
02-May-11	Week 19												
09-May-11	Week 20	Re-assessment period		Assessment period		9. Climate Change Risk Management, Strategies and Management Systems							
16-May-11	Week 21												
23-May-11	Week 22												
30-May-11	Week 23												
06-Jun-11	Week 24												
13-Jun-11	Week 25												
20-Jun-11	Week 26					Consultancy skills		Masterclasses					
27-Jun-11	Week 27												
04-Jul-11	Week 28												
11-Jul-11	Week 29												
18-Jul-11	Week 30					10. Accounting and Carbon Finance							
25-Jul-11	Week 31												
01-Aug-11	Week 32												
08-Aug-11	Week 33												
15-Aug-11	Week 34												
22-Aug-11	Week 35												
29-Aug-11	Week 36												
05-Sep-11	Week 37												
12-Sep-11	Week 38												
19-Sep-11	Week 39					11. Management of Talent							
26-Sep-11	Week 40												
03-Oct-11	Week 41												
10-Oct-11	Week 42					Consultancy skills: Challenge period							
17-Oct-11	Week 43												
24-Oct-11	Week 44												
31-Oct-11	Week 45												
07-Nov-11	Week 46	Re-assessment period		Assessment period		12. Climate Change Governance and Compliance							
14-Nov-11	Week 47												
21-Nov-11	Week 48												
28-Nov-11	Week 49												
05-Dec-11	Week 50												
12-Dec-11	Week 51					Christmas vacation							
19-Dec-11	Week 52												

Student timetable for study over three years
Timetable Year 3 (2013)

		Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thurs AM	Thurs PM	Fri AM	Fri PM	Sat AM	Sat PM
09-Jan-11	Week 3												
16-Jan-11	Week 4												
23-Jan-11	Week 5												
30-Jan-11	Week 6												
06-Feb-11	Week 7												
13-Feb-11	Week 8												
20-Feb-11	Week 9												
27-Feb-11	Week 10												
06-Mar-11	Week 11												
13-Mar-11	Week 12												
20-Mar-11	Week 13												
27-Mar-11	Week 14												
03-Apr-11	Week 15					Easter vacation Saturday 19 March to Sunday 17 April 2010 - TBC							
10-Apr-11	Week 16												
17-Apr-11	Week 17												
24-Apr-11	Week 18												
01-May-11	Week 19												
08-May-11	Week 20	Re-assessment period		Assessment period		8. Operations, Logistics and Information Technology							
15-May-11	Week 21												
22-May-11	Week 22												
29-May-11	Week 23												
05-Jun-11	Week 24												
12-Jun-11	Week 25												
19-Jun-11	Week 26												
26-Jun-11	Week 27												
03-Jul-11	Week 28												
10-Jul-11	Week 29												
17-Jul-11	Week 30												
24-Jul-11	Week 31												
31-Jul-11	Week 32												
07-Aug-11	Week 33												
14-Aug-11	Week 34												
21-Aug-11	Week 35												
28-Aug-11	Week 36												
04-Sep-11	Week 37												
11-Sep-11	Week 38												
18-Sep-11	Week 39					11. Management of Talent							
25-Sep-11	Week 40												
02-Oct-11	Week 41												
09-Oct-11	Week 42												
16-Oct-11	Week 43												
23-Oct-11	Week 44												
30-Oct-11	Week 45												
06-Nov-11	Week 46	Re-assessment period		Assessment period									
13-Nov-11	Week 47												
20-Nov-11	Week 48												
27-Nov-11	Week 49												

Module name	Credit	Module number	Module Organiser	Running order	Exam period	Coursework (Individual)	Coursework (Group)	Examination	Comment
Climate Change and Energy: Past, Present and Future	10	NBSLM01E	Dr Gideon Middleton	1	-	100	0	0	New module
Climate Change Governance and Compliance	10	NBSLM04D	Prof Nikos Tszokas	13	-	80	20	0	New module
Economics of the Low Carbon Environment	10	NBSLM01F	Dr Ivan Diaz-Rainey	5	Autumn 1	50	0	50	New module content
Accounting & Carbon Finance	10	NBSLM02F	Prof Andros Gregoriou	11	-	100	0	0	Module name and content signficantly changed
Low-carbon Technologies and Solutions	10	NBSLM03E	Dr Gideon Middleton	3	-	100	0	0	New module
Climate change risk management, strategies and management systems	10	NBSLM05E	Dr Gideon Middleton	9	-	100	0	0	New module
Management Consultancy Skills	60	NBSLM01X	Mr Terry Kendrick	4	-	55	45	0	No change
Customer Focus & Innovation	10	NBSLM01D	Dr Fiona Lettice	6	-	100	0	0	Module might require updating to increase comms and changedm from 20 to 10 credit module
Leadership & Change	10	NBSLM02D	Dr Kevan Williams	8	Autumn 1	50	0	50	No change
Corporate Responsibility	10	NBSLM04E	Prof Peter Newell & Prof Rhys Jenkins	7	-	100	0	0	Module name and content signficantly changed
Operations, Logistics and Information Technology	10	NBSLM06E	Mr Ian Brodie	10	Spring 2	50	0	50	Based on MBA module, but will be updated to include IT and more systems
Management of Talent	10	NBSLM03D	Dr Susan Sayce	12	Autumn 2	30	20	50	New to carbon MBA
Strategy	10	NBSLM02E	Dr Kevan Williams	2	Spring 1	0	0	100	Reduced to 10 credit module from 20 credit

Appendix 5: Module outlines (brief)

CODE	NBSLM06E	MODULE LEVEL	M (Compulsory)
TITLE	**Operations, Logistics and Information Technology**		
LECTURER(S)	Mr Ian Brodie		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME		100 hours: 25 contact /75 study hours	

AIMS The aim of this module is to provide students with a detailed review of the various issues surrounding operations and logistics processes & technology. A supply chain can be viewed as a system to fulfil customer needs via a network of 'beginning-to-end' business processes that span conventional organizational boundaries. The module therefore addresses as its core theme the supply chain environment, and the need for organisations to manage, effectively and efficiently, the key input, transformation and output processes involved in the delivery of high quality product/service combinations.

The module reflects on the strategic importance of Operations and Supply Chain processes and the close interaction that they have with supporting technology. Process and information technologies are viewed as 'enablers' that facilitate both the improvement and re-engineering of supply chain processes and the module therefore addresses important technology management issues. Students will
examine the nature of Supply Chain processes for various organisations and consider the latest international developments from a broad spectrum of commercial sectors.

The module will seek to combine the core elements involved in managing Supply Chain processes and technology with demonstrations of 'best practice' from a number of different commercial sectors in a global setting. In this way, learning outcomes will be increased and more easily transferred to the workplace.

LEARNING OUTCOMES

By the end of this module the student will be able to:

- make supply network boundary judgments and identify the components of a supply network
- describe and understand the information technologies employed to enable efficient supply network processes
- understand the effects information technology is having on supply network configuration
- appreciate what a process approach to supply network management means
- analyse and design supply network processes

- identify supporting supply network technologies
- how Operations and Information Systems converge to form the new discipline of E-operations

LEARNING/TEACHING METHODS

These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2.

ASSESSMENT

50% cw, 50% examination

PLAN

The following will be covered in the module:

Introduction to Systems theory
Introduction to Operations and processes
Operations Infrastructure and Software
Supply Chain Management & ICT
Process design, positioning and analysis
Seminar – Birmingham Airport Exercise
Product and service design processes
Supply network design
E-Fulfilment and Logistics
Quality management and improvement
Group Work – Easyjet Case
Review of group work
Lean synchronization

READING LIST

Pre-reading
Open Learning Module – Understanding Operations Management (Approx. 4 hours of study)
http://openlearn.open.ac.uk/course/view.php?id=1612

Open Learning Module – Operations, technology and stakeholder value, sections 1-3 (Approx 11 hours of study)

http://openlearn.open.ac.uk/course/view.php?id=3659&topic=all

Set Text
Slack, Nigel et al . Operations and Process Management: Principles and Practice for Strategic Impact Second Edition. Financial Times Prentice Hall.

CODE	NBSLM01D	**MODULE LEVEL**	M (Compulsory)
TITLE	**CUSTOMER FOCUS AND INNOVATION**		
LECTURER(S)	Dr Fiona Lettice		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME		100 hours: 25 contact /75 study hours	

AIMS The module lays the foundation for general marketing knowledge. Throughout the module, the aim is to focus on the use of marketing skills. The key purpose of marketing is to "advance the aims of the organisations (whether private, public or voluntary) by providing direction, gaining commitment and achieving sustainable results and value through identifying, anticipating and satisfying stakeholder requirements". The module will aim:

- To develop a knowledge and understanding of marketing as an integrated approach to business activity.
- To provide a framework for analysing business problems and an appreciation of the analytic tools available in developing strategic responses.

LEARNING OUTCOMES

By the end of the module the student should be able to appreciate and demonstrate:

- An understanding of marketing as both a functional area of management and an overall business philosophy integral to business strategy to provide strategic marketing direction for the organisation
- Knowledge of the marketing environment, both internal and external to the company to provide marketing intelligence and insight.
- Development of the customer proposition based upon an understanding of the customer base and the need to relate product formulation to customer needs.
- Knowledge of the importance of long and medium term planning to the success of particular products and services, the identification of the opportunities and the demand for new product/services based upon customer insights, and the development of new product strategies.
- An appreciation of marketing strategy relating to developing an integrated marketing communications plan for target individuals and segments.

- An understanding of the use and development of a customer information strategy for existing and potential customers to achieve customer value and satisfaction and achieve a customer focused organisation.

LEARNING/TEACHING METHODS

These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2.

ASSESSMENT
100% Coursework

PLAN
The following will be covered in the module: 1. Introduction to Innovation 2. Introduction to Marketing, Market Orientation and Market Planning 3. Customers, Market Segmentation, Products and Brands 4. Marketing Objectives and Strategies, Marketing Knowledge

READING LIST
McDonald M. 2007. Marketing Plans: How to prepare them, how to use them, 6th edition, Elsevier: Butterworth Heinemann

CODE	NBSLM01E	**MODULE LEVEL**	M (Compulsory)
TITLE	**Climate change and energy: past, present and future**		
LECTURER(S)	Dr Gideon Middleton		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME		100 hours: 25 contact /75 study hours	

AIMS

The aim of this module is to provide students with a broad knowledge about the science and theory behind climate change, the global social and environmental impacts and how these can be managed through mitigation and adaption.

The module will allow students to understand the climate change from a geological perspective and how atmospheric levels of greenhouse gasses and global temperatures are affected by a range of biogeochemical processes. The module will then provide an overview about global temporal and spatial changes in energy consumption and the role of fossil fuels in climate change. It will then introduce the likely temporal and spatial impacts of climate change on society and the environment and how these could be reduced through mitigation and adaption.

LEARNING OUTCOMES

By the end of this module the student will be able to understand:

- The scientific basis for climate change
- The context of current changes in climate in terms of the earth's history
- How atmospheric levels of greenhouse gasses are controlled by biogeochemical process
- How patterns of energy and fossil fuel consumption have and may change over time
- The predicted spatial and temporal impacts of climate change
- How the impacts of climate change can be reduced through mitigation and adaption

LEARNING/TEACHING METHODS

These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2.

ASSESSMENT

100% cw

PLAN

The following will be covered in the module:

Not too hot, not too cold: why is earth a good place to live?
Is Gaia always nice?
The role of fossil fuels in climate change
Climate change: is it true?
The impacts of climate change: how are they predicted
The impacts of climate change: temperature
The impacts of climate change: sea-level change
The impacts of climate change: rainfall and water availability
The impacts of climate change: economic impacts
The impacts of climate change: social
The impacts of climate change: how will they be managed?
Work group
The impacts of climate change: how will they be managed?

READING LIST

Pre-work
Film: An inconvenient truth
Reading:
Hulme, Mike (2009) Why We Disagree About Climate Change: Understanding Controversy, Inaction and Opportunity, Cambridge University Press. ISBN 978-0-521-72732-7
IPCC Assessment reports

CODE	NBSLM01F	MODULE LEVEL	M (Compulsory)
TITLE	Economics of the Low-Carbon Environment		
LECTURER(S)	Dr Ivan Diaz-Rainey		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME		100 hours: 25 contact /75 study hours	

AIMS This is a compulsory module for all MBA in Strategic Carbon Management students and is designed as an introduction to general economics and environmental economics. More specifically this module considers the economics of transitioning to a decarbonised economy by;

(1) framing the environmental problem in economic terms and in terms of energy policy and the international political economy (i.e. the contemporary globalised market economy and prevailing economic conditions)

(2) critically examining the tools environmental economist use (Cost Benefit Analysis and environmental valuation techniques) and the policies those tools support in a transition to decarbonisation

(3) exploring the macro and micro-economic implication of transition, with particular focus on economic growth, equity, employment, and technological change (innovation and innovation diffusion).

LEARNING OUTCOMES

1. To introduce students to the fundamental tools of economic analysis.
2. To apply these tools to the analysis of how private companies, operating in competitive and other markets, determine the range and quantity of products which they produce and (in particular) the environmental impacts of such decisions.
3. To present students with analytical tools capable of incorporating environmental impacts into economic decision making and to explore the range of instruments that governments can use to influence the behaviour of private, profit-seeking firms and self-interested individuals.
4. To apply economic analysis to the peculiarities and challenges that the transition to a low-carbon society poses.
5. To give an awareness of the wider implications and requirements of a shift from a 'resource-exploitative' to a 'sustainable development' economy.
6. To provide a range of transferable skills including literature review, academic writing, active participation in debates.

LEARNING/TEACHING METHODS
These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2.

ASSESSMENT
The module is assessed by 50% coursework and 50% examination .

PLAN
The following will be covered in the module:
Overview of the Contemporary Globalised Market Economy and Prevailing Economic Conditions; Energy Policy and The Environmental Challenge from a Political Economy Perspective; Consumers, Firms, Markets and Markets Structures; Pollution as a Market Failure; Valuing the Environment; Cost Benefit Analysis; The Economics of Technological Change; Environmental Policy Tools; Induced Innovation and Induced Diffusion as steps towards a Low Carbon Economy; Macro-economic Implication of Transition to a Decarbonised Economy; Demographic Change, Climate Change and Economic Growth

READING LIST
Kolstad, Charles D. (2000) Environmental Economics, Oxford University Press

CODE	NBSLM01X	**MODULE LEVEL**	M (Compulsory)
TITLE	Management Consultancy Skills		
LECTURER(S)	Mr Terry Kendrick		
CREDIT	60		
PRE-REQUISITES	NONE		
STUDY TIME	600 hours		

AIMS This unit aims to offer a practical approach to management consultancy skills whether used in external consultancy (for those intending to seek positions in management consultancy practices) or internal consultancy (for those interested in managing consultancy projects within their employing organisations).

To achieve this aim the unit will draw on the knowledge base in the other MBA units to undertake two consultancy projects within a taught framework of management consultancy skills.

These will be undertaken with a client organisation and will be either two integrated parts of one large project from diagnosis to recommendations or two separate projects. The two projects will either be for the same organisation or separate organisations as specific issues and circumstances dictate.

In addition, there is an assessed Challenge. This Challenge is to raise the profile of a partner agency and raise funds for that agency through an event in the Summer. This enables students to work as a group towards a common goal and deliver a real financial return

LEARNING OUTCOMES

- Understand the consultancy process and roles within it
- Application of client management and ethics during management consultancy activities
- Exposure to, and effective use of, a set of analytical consultancy tools and techniques
- Understand, and apply, the fundamentals of facilitation skills and consultative workshops
- Apply project and programme management skills in consultancy activities
- Utilise information gathering and research methods approaches to support consultancy activities
- Development of interpersonal and communications skills
- Ability to set up and manage a management consultancy

LEARNING/TEACHING METHODS

These will be delivered by the Management Consultancy Skills teaching methods as stipulated in Appendix 2.

ASSESSMENT

 100% CW

PLAN

The following will be covered in the module:

Introduction to the module and its assessment. The consultancy process.

Client management during the project, consultant as an agent of change, business ethics and consulting

Information gathering (internal and external) and research methods skills for management consultancy activities

Devising questionnaires and analysing responses

The consultant's kit bag of analytical tools and techniques

Facilitation skills – developing workshop agendas and running consultative workshops and meetings

Interpersonal and communications skills - establishing credibility and authenticity, writing skills, presentation skills

Project and programme management in consultancy

Consultancy as a business –setting up, selling consultancy, relationship and account management for consultancy

READING LIST

Cope, M (2003) The Seven Cs of Consulting. 2nd edition. FT Prentice Hall.

Rasiel, EM and Friga, PN (2001). The McKinsey Mind: understanding and implementing the problem solving tools and management techniques of the world's top strategic consulting firm. McGraw Hill

Ten Have, S (2002). Key Management Models, FT Prentice Hall.

Bain and Company (2007) Management Tools 2007: An Executive's Guide . Downloadable from www.bain.com

CODE	NBSLM02D	**MODULE LEVEL**	M (Compulsory)
TITLE	**Leadership & Change Management**		
LECTURER(S)	Dr Kevan Williams		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME	100 hours: 25 contact /75 study hours		

AIMS This module recognises that progression in organisations requires that we are wiling to change. It also recognises that change for good requires energy, conscious decisions and leadership. All of this is underpinned by the principle that organisations (*per se*) do not change; it is the people within that change. To be a successful manager, and consequently within the aims of this module, we must learn to understand people and that we develop the skills of leading people through the change process.

LEARNING OUTCOMES

By the end of this module the student should understand:

- Why change is important.
- The challenges of managing change in a complex environment.
- The appreciation and application of the different theories and models of organisational change.
- Barriers to change and strategies for overcoming them.
- The skills of leadership and the role of leadership in delivering change.
- Leadership in different environments.
- The influence of culture in change and leadership
- How to analyse an organisation and design appropriate change interventions
- How to build confidence in leading people through change.

LEARNING/TEACHING METHODS

These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2.

ASSESSMENT

The module will be assessed by an unseen examination (50%) and CW (50%)

PLAN

The following will be covered in the module:

Why Change?
Introduction to the subject. The changing business environment. Expectations, assignment, exam, deadlines.
What are we changing?
Organisations and the people within them.
Am I a leader? How will I become a better leader?
Leadership**.**

Culture – ignore it at your peril!
Recognising culture. Managing culture.
Change as a recipe…not!
Analysing the change context.
The what, when and how of change.
Designing the transition**.**
How do we know we are on the path to success?
Managing the transition
How do we get smarter?
Organisational learning and change.

READING LIST

Bernard Barnes, Managing Change, Prentice Hall, fifth edition, 2009, ISBN: 9780273711742.

Julia Balogun and Veronica Hope Hailey, Exploring Strategic Change, Prentice Hall, third edition, 2008, ISBN: 0273708023

CODE	NBSLM02E	**MODULE LEVEL**	M (Compulsory)
TITLE	Strategy		
LECTURER(S)	Dr Kevan Williams		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME		100 hours: 25 contact /75 study hours	

AIMS This module provides a theoretical appreciation of strategy and strategy development and insight into developing sound strategy in a complex environment. Overall it guides in achieving the critical dimension of business that of achieving sustainable competitive advantage. And most important of all it goes beyond the conventional view of analysing the future but develops an appreciation of the need be the organisation and to be the manager that creates the future.

LEARNING OUTCOMES

By the end of this module the student will be able to:

- Appreciate why strategy is important.
- Understand the different schools of strategy (including different levels of strategy) and the strategic management process.
- Analyse competitive strategies and understand the nature of competitive advantage.
- Understand the key analytical tools in strategic management.
- Develop insight into international strategy.
- Prepare a strategic plan for an organisation.
- Confidence in developing and leading strategic developments.

LEARNING/TEACHING METHODS

These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2.

ASSESSMENT

The module will be assessed by an open book, case based examination (100%).

PLAN

The following will be covered in the module:

What is so important about strategy? Introduction to the subject. Strategy and strategic management.

Looking through the office window. Analysing the business environment.

Where is our competitive advantage? Strategic capability**.**

Do we have the right to create our own strategy?
Expectations and purpose.

Is strategy the same for all? Corporate level and business level strategy

Road A…Road B…Road C…which one is right? It's your choice!
Directions and methods of development

Today the country, tomorrow the World! Is it that easy?
International Strategy

Strategy: the good, the bad, the ugly! Current developments.

READING LIST

Essential purchase

Gerry Johnson, Kevan Scholes, and Richard Whittington, Exploring Corporate Strategy:
Text and Cases, Prentice Hall, eight edition, 2008, ISBN-13**:** 978-0273-71192-6

CODE	NBSLM02F	MODULE LEVEL	M (Compulsory)
TITLE	Accounting and Carbon Finance		
LECTURER(S)	Professor Andros Gregoriou		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME		100 hours: 25 contact /75 study hours	

AIMS This lays the foundation for general accounting and finance knowledge and then applies this to emerging national and global themes of carbon pricing, including the European Emissions Trading Scheme. It is an introductory course for students with differing prior knowledge and backgrounds. Throughout the unit, the aim is to focus on the use and users of accounts, with an emphasis on management. It does so by introduction to the construction of the key reporting and performance statements used within the organisation and reported to the stakeholders. The course explores the sources and applications of financial resources and the accounting for other resources and their utilisation within the organisation. The emphasis is on performance improvement and the tools for decision making by management. Learning methods include lectures, interactive workshops and case studies

LEARNING OUTCOMES

By the end of this module the student will be able to understand

- The purpose of accounting and its role in business and society
- The process by which accounting reports are prepared
- The nature of operating, investing and financing in a business context
- The purpose and principles of managerial accounting
- How opportunities arise for investment through analysis and evaluation of accounts
- How businesses are accounting for the environment and use of triple bottom line
- Impact of Carbon pricing and European Emissions Trading Scheme.

LEARNING/TEACHING METHODS

These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2..

ASSESSMENT

100% CW

PLAN

External financial reporting

Internal management accounting

Carbon Trading

READING LIST

Accounting & Finance for non specialist 5th edition. (publ. 2006), Authors: Atrill & Mclaney. Publ. FT Prentice Hall

Corporate Finance: Theory and Practice (publ. 2003),Authors: Lumby & Jones Publ. Thomson Learning

Rob Gray and Jan Bebbington**.** Accounting for the Environment, 2nd ed Sage 2001

Howes, R. (2002), Environmental Cost Accounting. An Introduction and Practical Guide,   CIMA/Elsevier publishing

Labatt, S., White, R.R., 2007. *Carbon Finance: The Financial Implications of Climate Change*, Wiley

CODE	NBSLM03D	**MODULE LEVEL**	M (Compulsory)
TITLE	**MANAGEMENT OF TALENT**		
LECTURER(S)	Dr Susan Sayce		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME		100 hours: 25 contact /75 study hours	

AIMS The aim of this module is to provide the students with an advanced knowledge of the management of self and other's talent.

Focusing on the competencies needed in the contemporary workplace, understanding labour markets, and development of agility and career resilience, it will help the students in improving their employability and their ability to manage their employees effectively. Issues such as how to identify fresh talent, and how to manage existing talent within and outside organisations will form the focal points of this module. The module starts at the micro level of the individual, through the organisation, and up to the macro levels of national and global society. Particular attention will be paid to transformations of work environments and to technologies likely to affect people in their impending careers.

LEARNING OUTCOMES

By the end of the module the student will:

1. Be equipped with self knowledge of competencies and how to develop them

2. Understand the dynamic nature of labour markets in the UK and globally

3. Command the capability for effective staffing

4. Performance management of self and employees

5. Understand both traditional and postmodern innovative career systems including alternative work arrangements

6. Develop career agility and resilience as well as improved employability

7. Become an able mentor and coach to his or her employees

LEARNING/TEACHING METHODS

These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2.

ASSESSMENT

50% examination, 50% CW

PLAN

The following will be covered in the module:

Managing Talent: What does it mean?

Career choice and Career stages models: The Story so Far? .

Managing Talent; The Organisational Tale

War for talent – staffing organisations (selection)

Managing others – performance management

Global Careers and Innovation

The War for Talent: Into the Battle

Managing Diversity

READING LIST

Career Management: Theory and Practice (2004) by Y. Baruch (Pearson Education)

CODE	NBSLM03E	MODULE LEVEL	M (Compulsory)
TITLE	**Low-carbon Technologies and Solutions**		
LECTURER(S)	Dr Gideon Middleton		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME		100 hours: 25 contact /75 study hours	

AIMS

The aim of this module is to give a holistic review of the current and emerging technologies and solutions required to manage and reduce energy consumption and decarbonise society - from the micro to the macro. The module will teach students about the benefits and risks associated with key renewable technologies and how to undertake an energy or carbon audit. It will also examine how changes in the design of major human systems, such as town planning, transport networks and food supply chains can be managed to significantly reduce carbon emissions.

LEARNING OUTCOMES

By the end of this module the student will be able to:

- Understand the major current and emerging renewable technologies, including wind, geothermal, smart grids and biomass and their associated benefits and risks
- Undertake an energy audit or review of a building
- Understand how the carbon footprint of major human systems, such as towns, transport network and food can be reduced through structural and policy changes

LEARNING/TEACHING METHODS

These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2.

ASSESSMENT

100% CW

PLAN

The following will be covered in the module:

Overview of options
Wind and solar
Energy storage and smart grids - from batteries to molten salt

| Tidal, hydro and waves |
| Geothermal and biomass |
| Geo-engineering |
| Biomass |
| Carbon capture and storage |
| Transport: the role of modal planning in logistics |
| Transport: alternative fuels and technologies |
| How to design a low-carbon society |
| Going local? The role carbon constraints on the supply chain paradigm |
| Going local? The role carbon constraints on the supply chain paradigm |

READING LIST

Read: DeFRA reporting guidelines and a selection of corporate reports

Reading
McKay, David J C (2009). Sustainable Energy - Without the Hot Air . UIT Cambridge.

CODE	NBSLM04D	MODULE LEVEL	M (Compulsory)
TITLE	Climate Change Governance and Compliance - An international perspective		
LECTURER(S)	Professor Nikos Tzokas		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME		100 hours: 25 contact /75 study hours	

AIMS.

Examines the history and future of global climate change governance and from Kyoto to Copenhagen and beyond. Provides managers with knowledge about different regional and national approaches climate change regulation and compliance and the role of government in policy and regulation

LEARNING OUTCOMES

By the end of the module the student should be able to:

1. appreciate the impact of contextual forces on international organisations, specifically keeping abreast of and complying with environmental regulation and good practice; ethical, economic, social and technological change issues; international developments; corporate governance
2. show an awareness of international nuances in markets and customers; the development and operation of markets and sales strategies for resources, goods and services (including environmental goods and services); expectations of customers including those from other cultures as well as green and emerging markets, and equivalent stakeholders, service and orientation
3. usefully integrate the concepts, processes and institutions in marketing goods and/or services globally
4. appreciate the importance of making effective, balanced management choices which integrate resource use, pollution reduction, waste management, environmental health, risk assessment, quality and safety as well as employee involvement
5. understand the global issues pertinent to develop appropriate business policies and strategies within a changing context to meet stakeholder interests, specifically covering CSR and environmental policies, strategies and service agreements that ensure corporate sustainable development
6. make sound decisions which incorporate contemporary global issues including sustainability, business ethics, values and norms; globalisation

LEARNING/TEACHING METHODS
These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2.

ASSESSMENT
100% CW

PLAN
The following will be covered in the module: - International NGOs and their role in climate change policy making.   - Policy making and policy influence beyond national boundaries.   - The EU and UK view What are the "world leaders" of the climate regime doing for carbon management?   - BRIC Economies (Brazil, Russia, India and China). What is the perspective of the large emerging economies? What is their role in the global carbon management?   - Competition within the energy sector in South Eastern Europe   - Developing Economies (Asia, Africa). What does carbon management mean for developing countries? How are they affected by the international climate change regime?   - Different perspectives across industrial sectors and between industry and environmental approaches   - International Negotiations and Conflicts on Carbon Management. What happens when conflict arises in carbon management? International mediation and arbitration on climate change policy.

READING LIST

Pre – reading

Chasek, P.S., Downie, D.L., Brown, J.W., 2006, Global Environmental Politics (Dilemmas in World Politics), Fourth Edition, (fifth edition available by February 2010), Westview Press, Perseus Books Group.

Reading

Egenhofer, C., 2007, "The Making of the EU Emissions Trading Scheme: Status, Prospects and Implications for Business", European Management Journal 25 (6), pp. 453-463.

Fry, I., 2008, "Reducing Emissions from Deforestation and Forest Degradation: Opportunities and Pitfalls in Developing a New Legal Regime", RECIEL 17 (2), pp. 166-182.

Fujino, J., Hibino, G., Ehara, T., Matsuoka, Y., Masui, T., Kainuma, M., 2008, "Back-casting analysis for 70% emission reduction in Japan by 2050", Climate Policy 8 (SUPPL.), pp. S108-S124.

Lovell, H., Bulkeley, H., Owens, S., 2009, "Converging agendas? Energy and climate change policies in the UK", Environment and Planning C: Government and Policy 27

(1), pp. 90-109.

Mouzas, S., 2006, "Negotiating Umbrella Agreements", Negotiation Journal 22 (3), pp. 279-301.

Murazzani, M.L., 2009, "NGOs, Global Governance and the UN: NGOs as ''Guardians of the Reform of the International System''", Transition Studies Review 16, pp. 501-509.

Poitras, J., 2009, "What makes Parties trust Mediators", Negotiation Journal 25 (3), pp. 307-325.

Reddy, S.B., Assenza, G.B., 2009, "Climate change – a developing country perspective", Current Science 97 (1), pp. 50-62.

Storch, V.H., Krauss, W., 2005, "Culture Contributes to Perceptions of Climate Change", Niemen Reports, Winter 2005.

Tamazian, A., Chousa, J.P., Vadlamannati, K.C., 2009, "Does higher economic and financial development lead to environmental degradation: Evidence from BRIC countries", Energy Policy 37 (1), pp. 246-253.

Tseng, C.Y., 2009, "Technological innovation in the BRIC economies", Research Technology Management 52 (2), pp. 29-35.

Weber, C.L., Peters, G.P, 2009, "Climate change policy and international trade: Policy considerations in the US", Energy Policy 37 (2), pp. 432-440.

CODE	NBSLM04E	MODULE LEVEL	M (Compulsory)
TITLE	**CORPORATE RESPONSIBILITY**		
LECTURER(S)	Professor Rhys Jenkins Professor Peter Newell		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME		100 hours: 25 contact /75 study hours	

AIMS To explore the development of CR and to provide an understanding of the ethical challenges faced by business operating in a global context. The module examines the responsibilities and ethical concerns and conflicts that arise from corporate operations. It considers the social, environmental and human rights dimensions of corporate behaviour in different contexts and discusses the major international CR initiatives as well as corporate and multi-stakeholder codes of conduct.

LEARNING OUTCOMES

Students will:

1 Acquire a sound grasp of the challenges faced by business of operating responsibly in a global context

2 Be able to make sound decisions about the alternative approaches that can be used to face these challenges

3 Understand the impact of contextual forces on organisations including ethical and social change issues; international developments; corporate governance

4 Recognise ethical situations, applying ethical and organisational values to situations and choices

5 Appreciate the importance of effective communication strategies

6 Be equipped to deliver appropriate business policies and strategies within a changing context to meet stakeholder interests, specifically covering Corporate Social Responsibility (CSR) and environmental policies

7 Expand personal effectiveness: greater self-awareness and sensitivity to diversity in people, values and cultures

LEARNING/TEACHING METHODS

These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2.

ASSESSMENT

100% Coursework

PLAN

The following will be covered in the module:

The Changing Nature of the Global Economy: Key trends and challenges
Governing the Global Economy: Regulation, Standards and Accountability
What is CSR? History, evolution, contemporary debates
Case 1: CSR, Development and Poverty
Case 2: CSR and the Environment
Case 3: CSR, Labour and Human Rights
CSR Tools 1: Codes of Conduct (RJ)
CSR Tools 2: Reporting, auditing, benchmarking and disclosure
Public/private partnerships
Taking stock – future directions

READING LIST

Blowfield, M. and Murray, A. (2008) *Corporate Responsibility: A Critical Introduction* Oxford University Press.

Burchell, J. (ed.), 2008, *The Corporate Social Responsibility Reader,* Routledge

Kline, J. (2005), *Ethics for International Business: Decision Making in a Global Political Economy,* London: Routledge

Vogel, D. (2005), *The Market for Virtue: The Potential and Limits of Corporate Social Responsibility,* Washington, D.C.: Brookings Institution Press.

CODE	NBSLM05E	**MODULE LEVEL**	M (Compulsory)
TITLE	**Climate Change Risk Management, Strategies and Management Systems**		
LECTURER(S)	Dr Gideon Middleton		
CREDIT	10		
PRE-REQUISITES	NONE		
STUDY TIME		100 hours: 25 contact /75 study hours	

AIMS

The aim of this module is to provide students with a comprehensive understanding of how organisations can identify, govern, measure, analyse, manage and report their climate change risks

The module will teach students how to identify climate change related corporate risks and how to develop climate change strategies for corporates. It will also teach how to undertake corporate carbon footprints and how these should be reported in corporate reports. It will also examine product related carbon footprints and how these can be used to reduce the carbon risks associated with the supply chain. The module will use real-life information from corporate reports and look at how these can be critically evaluated. It will also look at carbon strategies can affect the brand and how customers, suppliers and employees can all be engaged to reduce the carbon intensity of an organisation

LEARNING OUTCOMES

By the end of this module the student will be able to:

- Understand the carbon risks faced by organisations
- Understand how to develop a low-carbon strategy
- How to measure corporate carbon footprints
- The production corporate reports
- How to undertake product carbon footprints
- Understand how carbon related risks can impact on the brand value of a company
- Engage with employees, customers and suppliers to manage carbon

LEARNING/TEACHING METHODS

These will be delivered by the generic teaching methods stipulated for the course as in Appendix 2.

ASSESSMENT
100% CW

PLAN
The following will be covered in the module: Risk management and climate change Risk management and climate change Risk management and climate change Climate change strategies: from governments to corporates Climate change strategies: from governments to corporates Climate change management systems Climate change management systems Carbon measurement, analysis and reporting: carbon reporting standards Carbon measurement, analysis and reporting: carbon footprinting Carbon measurement, analysis and reporting: carbon footprinting: workshop Carbon measurement, analysis and reporting: carbon footprinting: workshop Engaging with employees, suppliers and customers Engaging with employees, suppliers and customers

READING LIST
DeFRA reporting guidelines and a selection of corporate reports UK Low-carbon transition strategy **Reading** Begg, Catherine (2005) The Business of Climate Change: Corporate Responses to Kyoto. Greenleaf.