

Learning, Teaching and Quality Committee

PROGRAMME SPECIFICATION FOR
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA

SECTION A: SESSION: 2010 to 2011 (in Partnership with the Royal College of Surgeons)		
A1	Course Name	Oncoplastic Breast Surgery
A2	Final Award <i>(e.g. BA/BSc(Hons)/ MA/MSc etc)</i>	Master of Surgery
A3	Named Interim Award e.g. Cert HE/DipHE	Postgraduate Diploma
A4	UEA Course Code(s)/ UCAS Course Code(s)	
A5	Professional Award (if any)	Recognition as Oncoplastic Breast Surgeon (PG Dip) by RCS and Association of Breast Surgeons
A6	School of Studies	MED

SECTION B: SUMMARY OF COURSE STRUCTURE AND FEATURES

B1 Summary

e.g. General statement about course structure, including special features such as placement opportunities, whether these are compulsory or optional; fieldwork; year abroad. Include any cross references to other relevant information such as Student Handbook and/or website.

Oncoplastic breast surgery is a sub-speciality which may be entered from General Surgery or Plastic Surgery. Training in the discipline is undertaken after completion of a CCT in General Surgery or Plastic Surgery and usually takes the form of a Fellowship in Oncoplastic Surgery. There is currently no formal qualification that identifies trained Oncoplastic Surgeons and the Royal College of Surgeons, the Association of Breast Surgeons and the British Association of Plastic, Reconstructive and Aesthetic Surgeons are in agreement that a Masters Degree is desirable. At UEA we are well placed to develop such a degree. Professor Leinster is one of the pioneers of the discipline in the UK and Professor Pereira is the RCS Tutor in Breast Disease in addition to being the lead for the National Audit of Breast Reconstruction.

Changes are proposed to the organisation and accreditation of Post Graduate Medical Education, suggestions indicate that in the next few years this is likely to move into higher education. (Currently Universities UK has a working party focusing on HE and medical education).

The speciality of Oncoplastic breast surgery is developing and the Royal College of Surgeons of England (Raven Department of Education whose tutors work in partnership

with their specialist associations) is keen to develop partners to engage with to devolve education. This therefore means that the development of this proposed Master programme could provide the template for other programmes with this College (e.g. Colorectal speciality) as well as further courses with other Royal Colleges. Currently Specialist surgeons undergo 2 years core training (MRCS) +3-4 years of Specialist Registrar general training + 3 year specialist training (FRCS). There will a real impact because of EU Working Time Directives since this will reduce the training by 50% of hours of experience.

The aim of the proposed course is to provide theoretical and evidence-based underpinning for the Royal College of Surgeons of England (RCS) specialist Oncoplastic Surgery competencies, which would be embedded within the programme and are mapped to the requirements of the Intercollegiate Surgical Curriculum (ISCP).

The programme needs to be accessible, and to attract practitioners from the national pool (probably in the order of 30 trainees in process at any one time) so will be offered as an online distance learning course. This will be achieved by the use of blended learning:

- Core study days/ seminars/blocks which will be delivered at UEA London to enhance access
- Trainees attend RCS 2 day Core and 2 day Advanced Skills courses, with the option of undertaking their masterclass (therefore UEA is likely to be validating these courses)
- Use of online learning packages/ Blackboard/Elluminate (currently trainees use online mentorship). The learning packages will also be available via CDROM/ hard copy (in case of technological difficulties) but enhanced by online tutorials and group activities.

Further developments from this proposed Master programme could include either a Professional Doctorate in Oncoplastic Surgery (incorporating Advanced Communication Skills) or PhD. This programme is likely to form the prototype model for other such programmes for other medical specialities and in partnership with other Royal Colleges.

The course would comprise 4 core 20 credit modules:

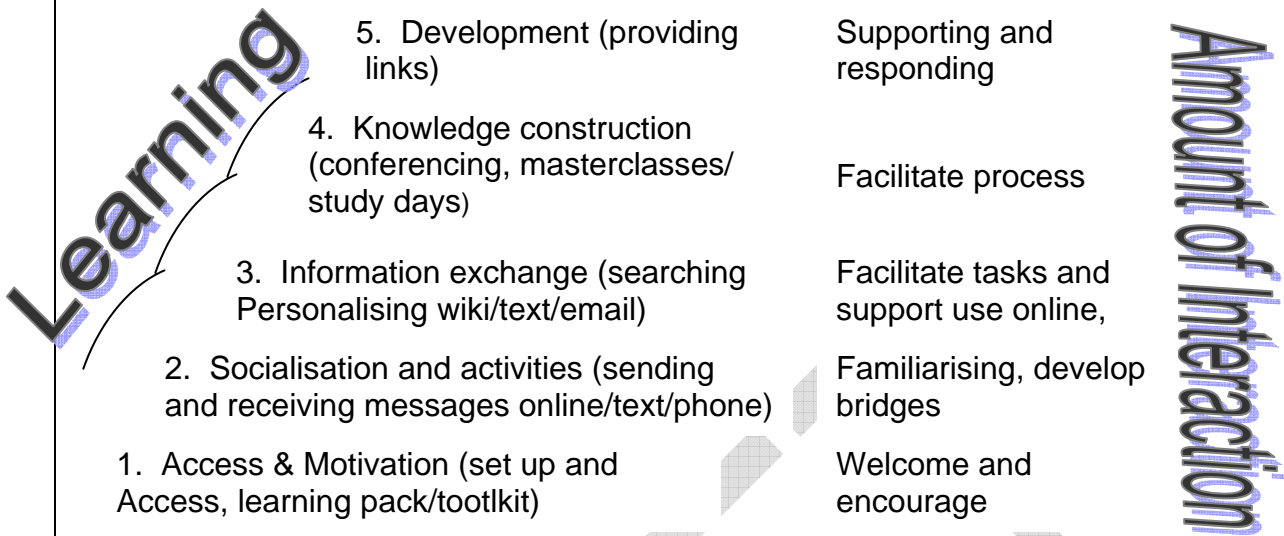
- Basic Science of Breast Disease
- The Breast Patient and Benign Breast Disease
- Management of Malignant Breast Disease
- Oncoplastic Surgery – Level 1

Two optional modules would be taken from:

- Oncoplastic Surgery – Level 2
- Research, Audit and Service Evaluation (must be undertaken by students progressing to Dissertation module)
- Introduction to Research Ethics and Governance
- Clinical Education
- Management and Service Delivery
- Breast Ultra-sound

Plus 60 credit Dissertation

MODEL REPRESENTING BLENDED LEARNING APPROACH (adapted from Salmon, 2003)



The programme will conform to the following QAA guidance:

Code of Practice Section 2: Collaborative provision and flexible and distributed learning (including e-learning); Section 9: Work-based and placement Learning (QAA 2007), demonstrating an 'integrated teaching, learning and assessment strategy' (QAA, 2009 p4).

The supervision of students in practice will be undertaken by supervisors approved by the RCS/ Association of Breast Surgeons in accredited Breast Centres.

SECTION C: EDUCATIONAL AIMS AND OUTCOMES

C1	<p>Educational Aims of the Programme <i>(Include any distinctive/innovative features/route pathways)</i></p> <p>Currently Specialist surgeons undergo 2 years core training (MRCS) + 3-4 years of Specialist Registrar general training + 3 years specialist training (FRCS). There will a real impact because of EU Working Time Directives since this will reduce the training by 50% of hours of experience. This course aims to provide robust underpinning and to be the first such course nationally.</p> <p>The aims of the proposed course are to:</p> <ul style="list-style-type: none"> • provide theoretical and evidence-based underpinning for the Royal College of Surgeons of England (RCS) specialist Oncoplastic Surgery competencies, which would be embedded within the programme and are mapped to the requirements of the Intercollegiate Surgical Curriculum (ISCP). • be accessible, and to attract practitioners from the national pool and will be offered as on online distance learning course. This will be achieved by the use of blended learning. • enhance patient care and service development in Oncoplastic breast surgery.
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<ul style="list-style-type: none"> • enable practitioners to gain the required qualification for recognition as an oncoplastic surgeon. • enable flexible workplace and work-based learning taking account of workforce pressures (impact of EU working time directives). • to meet the requirements of the unified surgical curriculum framework (involving all Surgical Colleges and specialist advisory committees).
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C2 Course Outcomes	
C2(i) Knowledge and understanding	
<p>a In-depth understanding of basic biological sciences pertaining to breast disease.</p> <p>b In-depth understanding of the pathophysiology of breast disease, particularly breast cancer.</p> <p>c Critical awareness of psychosocial implications of breast disease.</p> <p>d Critical appreciation of the principles of the management of breast cancer including the indications for various surgical options.</p> <p>e In-depth understanding of the principles of cancer biology and oncology.</p> <p>f Critical appreciation of principles of breast reconstruction.</p> <p>g In-depth understanding of principles of breast imaging.</p> <p>h Demonstrate effective management of advanced breast cancer and ability to articulate the rationale for interventions.</p> <p>i Demonstrate proficient management of benign breast conditions including mastalgia and duct ectasia.</p> <p>j In-depth understanding of oncoplastic breast surgery informed by current research, scholarship and current service and policy developments.</p>	<p>Teaching/learning methods and strategies. Comprise 4 elements:</p> <ol style="list-style-type: none"> 1. Flexible and blended learning including online Blackboard and Elluminate activities with DVD/CDRom/ toolkit, PBL and workbook based elements. 2. Tutorial support both group and individual both online, via email and phone 3. Students will attend core study days and Royal College of Surgeons Masterclasses 4. Practice-based supervision and competency development (to meet RCS competency framework) <p>→ The PG Dip/Masters programmes would take place concurrently with the student's advanced clinical training.</p> <p>Assessment</p> <p>A variety of assessment methods will be utilised.</p>

C2(ii) Cognitive Skills		
a	Critical appraisal and evaluation of multiple sources of evidence to support advanced decision-making.	Teaching/learning methods and strategies See section C2(1) above Assessment → See section C2(1) above
b	Development of strategic and political thinking capabilities.	
c	Critical evaluation of the effectiveness of interventions, drawing on new insights gained.	
d	Ability to manage risk appropriately and to provide justification for therapeutic risk taking.	
e	Ability to articulate a robust evidence-based case and to support effective problem-solving.	
f	Engagement in independence of thought, initiative and creativity.	
g	Critical evaluation of current research and advanced scholarship in surgical practice (QAA, 2001).	
h	Critical appraisal and evaluation of research methodologies (QAA, 2001).	

C2(iii) Subject Specific Practical Skills		
	Students will demonstrate expertise in safely and effectively using:	Teaching/Learning methods and strategies See section C2(1) above Assessment → See section C2(1) above
a	Diagnostic techniques including fine needle aspiration and core biopsy.	
b	Wide local excision of breast cancers.	
c	Mastectomy.	
d	Sentinel lymph node biopsy.	
e	Axillary node clearance.	
f	Conservative oncoplastic techniques.	
g	Techniques for breast reconstruction.	

C2(iv) Key Skills and Attributes	
a	Problem-solving and solution generation.
b	Facilitate creative and innovative approaches to patient care and service development and delivery.
c	Select, analyse, interpret and evaluate diverse data.
d	Evaluate current practice.
e	Exhibit confidence in exercising personal accountability and taking personal responsibility for actions.
f	Proficiency in managing complex situations.
g	Leadership to push practice boundaries forward.
h	Effective data collection and analysis.
i	Confidence to challenge and be challenged.
j	Safe, ethical and professional behaviour.
k	Establishment of effective roles as practitioner, partner and leader.
l	Cultural competence.
m	Planning a research project.
n	Effective communication using a variety of media.

Teaching/Learning methods and strategies

See section C2(1) above

Assessment

See section C2(1) above



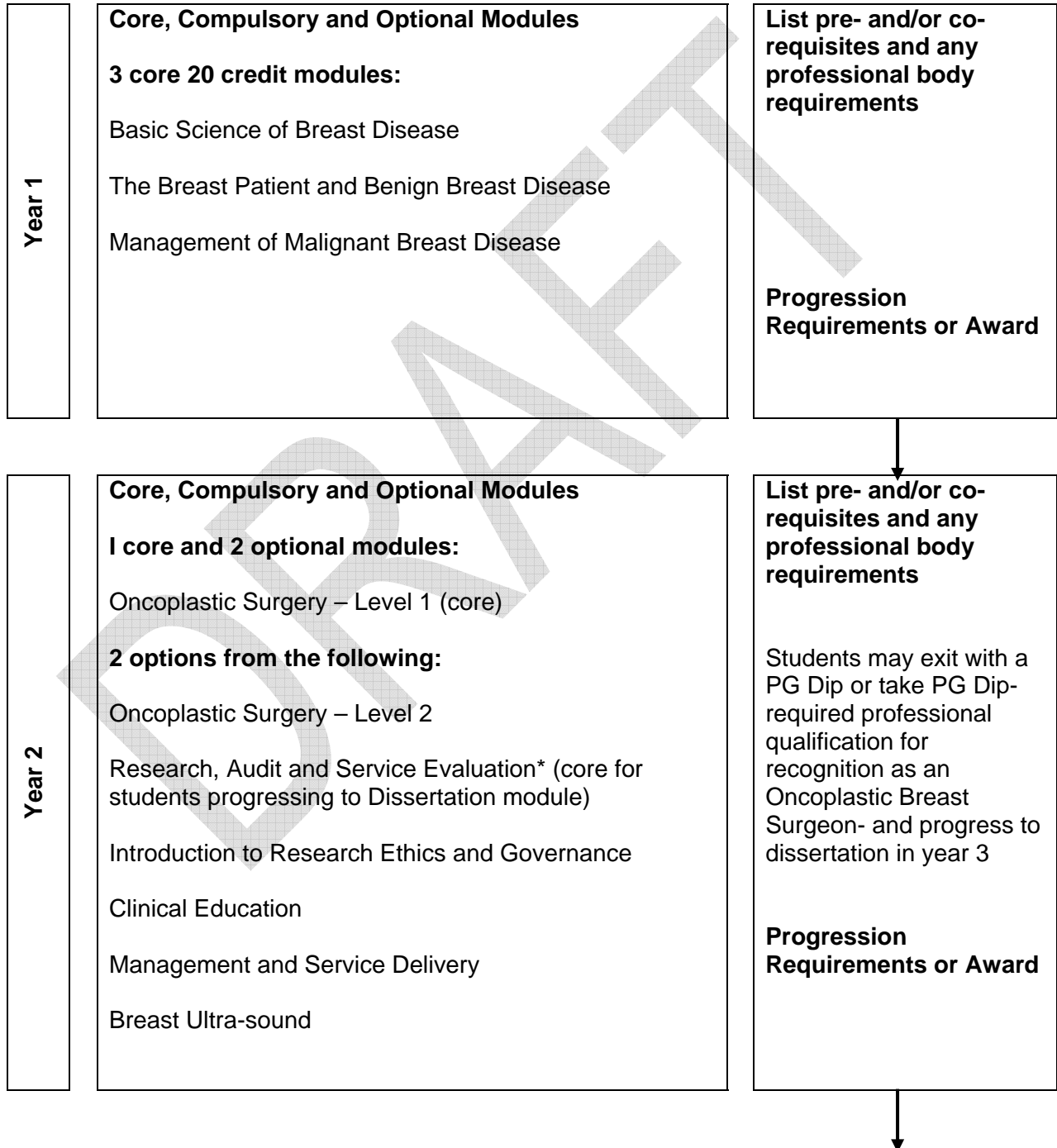
SECTION D1: COURSE PROFILE AND AWARD REQUIREMENTS

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

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

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





SECTION D2: REGULATORY FRAMEWORK FOR AWARDS

D2a Regulatory Framework: <i>(please tick against the relevant framework)</i>		
Common Course Structure for Undergraduate Programmes (CCS)		
NAM Common Course Structure (NAM-CCS)		
Common Regulatory Framework for Postgraduate Programmes (CPG)	X	
It is expected that all new degree courses will conform to the common University regulations (either to CCS, NAM-CCS or CPG, and the associated Instructions to Examiners).		
D2b Degree Classifications For First degree programmes		
i) Weighting (in percentage terms) which each year of the course contributes to the calculation of the degree classification.		
(Part-time Programmes)		
Year 1	<input type="text"/>	
Year 2	<input type="text"/>	
Year 3	<input type="text"/>	
Year 4	<input type="text"/>	
Year 5	<input type="text"/>	
Year 6	<input type="text"/>	
Year 7	<input type="text"/>	
Year 8	<input type="text"/>	
Year 9	<input type="text"/>	
ii) Please indicate whether an aggregate mark and/or the University marks profile is taken into consideration for the purpose of determining degree class.		
D2c Postgraduate Awards and Foundation Degree awards		
i) Are (any) modules assessed on a pass/fail (instead of numerical) basis? If so how many credits are assessed on a pass/fail basis	YES	
	NO	X
ii) Can the award be conferred with distinction?	YES	X
	NO	
iii) On what criteria is the distinction awarded? (See also the Regulations for the Common Postgraduate Regulatory Framework.) Candidates with an overall aggregate of 70% or above.		

Please note:

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

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

Please indicate

<p>a) How the admissions policy will aim to preserve and promote equality of opportunity for all applicants.</p> <p>The admissions policy for the PGDip/ Master in Surgery programmes will adhere to the University's code of practice which is designed to promote equal opportunities for all students and to ensure that individual educational decisions are related only to the relevant merits, abilities and potential of individuals. The selection criteria for admission are based on individual student's professional qualifications and academic ability. No applicant will be treated less favourably on the grounds of sex, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious belief or any other criterion accepted as irrelevant by the Council. Applications from people with disabilities will be welcomed and all reasonable steps taken to enable all academically qualified applicants to access the course.</p>
<p>b) How the course will aim to preserve and promote equality of opportunity for all students.</p> <p>Applicants will be medical professionals and our student base will reflect the diversity of personnel working in surgical speciality care practice.</p> <ul style="list-style-type: none">• The course is designed to accommodate students with a range of knowledge and experience and key concepts will be covered in core study days/ master classes and in learning packages allowing for a shared understanding and core competencies (determined by the Royal College of Surgeons, England) to be achieved.• Students will be made aware of the University's Statement of Policy and of Code of Practice on equality of opportunity and will be given copies in the course literature.• Students will be allocated a personal advisor with whom they can discuss issues affecting their engagement with the course.
<p>c) How teaching and learning and assessment methods will aim to preserve and promote equality of opportunity.</p> <p>All reasonable adjustments will be made to accommodate the needs of students with disabilities. Assignments will be marked and moderated and will be scrutinised by an external examiner in accordance with the Rules the Board of Examiners.</p>
<p>[For any resource implications, please see Section G4c].</p>

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

F1 Academic Strategy	
a)	<p>How does the course fit in with:</p> <ul style="list-style-type: none"> • Your School's academic plan? • Your Faculty's academic plan • UEA's corporate plan? <i>(Please refer to the UEA intranet https://portal.uea.ac.uk/webapps/portal/frameset.jsp)</i> <p>This programme fits with a number of objectives from the Corporate Plan by providing first class education that ensures fitness for practice, purpose and award as well as raising the UEA and FOH educational reputation both nationally and internationally (03). The programme will draw in additional students (04), increasing the diversity, range and quality of applicants. This programme is clearly innovative, with its flexible and distance learning delivery model (06). Progression from the programme to PhD studies will be facilitated and this will enhance the research capacity and capability of service providers, and feed into enhanced patient care.</p> <p>The programme will be a key component of the FOH PGTP strategy, providing a template for other more flexible programmes which will be needed as release of health care practitioners to attend education becomes increasingly difficult. The distance learning module 'Research Methods' will be an appropriate alternative in future to the current attendance model of this module.</p> <ul style="list-style-type: none"> • Regional strategies <p>This programme will fit well with the East of England Strategic Health Authority's E-learning strategy and its priority to enable access to education by health care practitioners.</p>
b)	<p>Does the course contain any overlap of material with existing courses at UEA? If so, please give details, naming the School of Studies concerned, identifying the course code and title, and summarising the outcome of prior consultations with that School(s) and the appropriate Faculty on the overlap issue.</p> <p>The programme will draw on the expertise and experience/ curriculum of the current Introduction to Research module as will the Clinical Education module (they will however be appropriately 'repackaged' for more flexible delivery.</p>
c)	<p>Are there any related dormant course(s) that the School proposes permanently to discontinue? (Please give award, title of course, and effective date of discontinuation)</p> <p>No</p>
d)	<p>Are there any related course(s) that the School wishes to make dormant? (Please give award, title of course, and effective date of dormancy.)</p> <p>No</p>

- Are there existing students on any courses affected by actions in d) above? If so, please state how the School will manage the 'exit' strategy?
 +e)
) No

F2 Market Demand

- a) Are identical or similar courses offered elsewhere in the UK? If so, please give details of the number, title(s), institution(s) etc and indicate why you think your course has a comparative advantage over its competitors:

None

- b) i) What is the evidence of current and future demand for the course from employers (industry, commerce, government agencies, the professions etc.), broadly defined national needs, students, developments in the subject area?

At present there are at least 30 UK based trainees starting the programme each year. In addition, there is likely to be a large international interest as we cannot find evidence of any equivalent qualification in this relatively new but growing field of surgery.

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

The course will be open to senior surgical trainees (ST4 – ST7 or equivalent) who intend a career in oncoplastic breast surgery.

- c) *(For UG proposals only):* What is the annual number of applicants currently applying nationally for similar courses (details available from Admissions and Outreach Office, Tel. 01603 593728)?

- d) Is there evidence that current and projected demand for such a course cannot be met from existing provision (a) nationally and (b) regionally? If so, please give details:

There is no other currently existing provision either in UK or beyond.

- e) What external bodies (e.g. professional associations and relevant employers or employers' groups) have been consulted about the course and what views have they expressed?

The programme has been endorsed by the Royal College of Surgeons, ABS and BPRAS all of whom are agree that there is a national need. They have have given support to the programe and will promote it as a recommendation for Higher Surgical Training.

f) How will the School ensure that the views and/or requirements of professional bodies and of employers are taken into account during the lifetime of the course?

Both Professor Leinster and Professor Pereira are pioneers of the discipline in the UK and Professor Pereira is the RCS Tutor in Breast Disease in addition to being the lead for the National Audit of Breast Reconstruction. They will therefore be feeding any emerging requirements/ changes directly into the course curriculum

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

No

F3 Admissions

a) Admissions Criteria (please specify)

b) Proposed student intake target

FT Home/EU.....FT INTL.....PT/DL(heads)...20-30.....

c) Minimum viable intake (FTEs).....5.....

d) Maximum viable intake (FTEs).....30.....

e) *(For UG proposals only):* Are any particular Access programmes relevant to this course (and if so which)?

f) Student Targets

i) Are the intake targets given in Section E3 additional to the currently approved student targets of the School as agreed with UEA. Please give details:

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

F4 Course Management Details			
1.	Faculty	Health (MED)	
2.	i) Teaching Institution (UEA or elsewhere)	UEA and UEA London, clinical training and assessment will be undertaken in approved breast surgery centres co-ordinated by UEA supported by RCS Department of Education	
	ii) Placement(s)/Work-based Practice required	YES	X
		NO	
	iii) Please indicate type (e.g. year in industry)	Concurrent advanced clinical practice education	
3.	i) Exit Awards below final award	YES	X
		NO	
	ii) If YES, please specify (e.g. Diploma of Higher Education, Certificate of Higher Education)	Postgraduate Diploma in Oncoplastic Breast Surgery	
4.	Length of Programme	3 years (part time)	
5.	Mode(s) of Attendance (Please tick as appropriate)	Full-time	
		Part-time	X
		Distance Learning	X
6.	Course Director(s) Professor Sam Leinster Professor Jerome Pereira	Course Code	
		Course Code	
		Course Code	
		Course Code	
		Course Code	
		Course Code	
		Course Code	
7.	Relevant Subject Benchmarking Statements	N/A	
8.	Start date (for new course proposals) September 2010	Course Code	Date
		Course Code	Date
		Course Code	Date
		Course Code	Date
		Course Code	Date
		Course Code	Date
		Course Code	Date
9.	i) Accreditation/Professional Body (where applicable)	N/A	
	ii) Date of original accreditation/recognition by Profession Body (if relevant)	N/A	
	iii) Most Recent Accreditation Date (if relevant)	N/A	

10. Board of Examiners		
i)	Is a new Board of Examiners to be responsible for the programme(s)/course <i>(please tick)</i>	YES
		NO X
ii)	If NO, please specify which Board of Examiners will be responsible for the programme(s)/course	FOH Post Graduate Taught Programmes Examination Board
iii)	Is (are) any additional external examiner(s) required?	YES
		NO X
		If YES, how many?
11. (For existing programmes)		
i)	Date of most recent School periodic review	
ii)	Date of next School periodic review	

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SECTION G: RESOURCES

Preamble

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

G1 Tuition Fees

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

- a) tuition fees at the standard home/EU rate plus any HEFCE recurrent grant for teaching that the student numbers may generate
- b) some other source (e.g. full cost fees, teaching contract)
- self funding
 - post registration contract

Seed corn funding of £60,000 from RCS, ABS and BPRAS underwritten by JPH. Thereafter the course will be supported by student fees. Local clinical supervision will be cost neutral.

c) Has the Fees Officer in the Planning Office of the Academic Division (Tel: 01603 593498) been consulted?

YES

NO

G2 Modules of Teaching

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

Yes all modules will be additional

For new programmes involving new modules:

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

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

G3 Staffing

- a) Are new teaching appointments required and if so how many, at what level and how does the School intend to fund these?

Seed corn funding of £60,000 from RCS, ABS and BPRAS underwritten by JPH. Thereafter the course will be supported by student fees. New post 1 WTE to develop the learning materials and packages. The plan will be to roll out 1 module in advance of the start date for the full PGDip/Masters Course. The seedcorn money will meet these costs.

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

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

G4 Other resources

a) Is any other additional recurrent or non-recurrent expenditure envisaged. If so, please give details, indicating how the School intends to fund these:

i) equipment, including computers

ii) consumables

iii) non-teaching staff

b) What are the resource implications for the following central services of the course (delete if not applicable to your institution):

i) academic administration

ii) the Audio Visual Service

iii) Dean of Students' Office

iv) IT and Computing Services

v) Library and Learning Resources

a) Resources:

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

b) Services

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

c) Usage

- Are there other, similar programmes which the Library could use as indicators of likely demand for stock and services if the programme is approved and introduced?
- What level of bibliographic instruction is likely to be required in order that the students taking the programme are able to use the Library fully and effectively? Will this be given by School or by Library staff?

vi) teaching accommodation

vii) University Counselling Service

viii) University Careers Service

c) **Equal Opportunities**

- i) Is any special provision (e.g. equipment) or alteration (e.g. to facilitate access, to ensure health and safety is maintained) required to preserve and enhance equality of opportunity.
- ii) Has the Dean of Students' Office been consulted and if so, what is their advice?

SECTION H: APPROVAL SHEET

TITLE OF PROGRAMME:

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

3. LEARNING, TEACHING AND QUALITY COMMITTEE APPROVAL

3.1 (for new course proposals with resource implications)

Date of LTQC Approval in principle:

Signature of Chair:

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

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

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Date:

ii) Signature of Academic Registrar:

Date:

iii) Signature of Director of Admissions (or nominee):

Date:

4. FACULTY APPROVAL

(for new course proposals remitted to the Faculty for detailed consideration)

Date of Faculty approval:

Signature of Associate Dean: