

**LTC11D042**

**Title:** Easton College – New Course Proposal for 2012/13  
**Author:** Hannah Coman, Partnerships Manager, Partnerships Office  
**Date:** January 2012  
**Circulation:** Learning and Teaching Committee – 1 February 2012  
**Agenda:** LTC11A003  
**Version:** Final  
**Status:** Open

---

**Issue**

New course proposal from Easton College for the 2012/13 academic year.

**Recommendation**

That the following course be approved in principle and allowed to proceed to validation:

BSc Animal Science and Welfare (one year top-up) (attached as Appendix 1)

**Resource Implications**

Not applicable.

**Risk Implications**

Not applicable.

**Equality and Diversity**

To be considered as part of the course validation process.

**Further Information**

Hannah Coman  
Partnerships Manager  
01603 591603  
h.coman@uea.ac.uk

PARTNERSHIPS OFFICE  
PROGRAMME SPECIFICATION FOR  
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA

**SECTION A: SESSION: 2012 to 2016**

<b><u>A1</u></b>	<b><u>Course Name</u></b>	Bachelor of Science Honours Degree in Animal Science and Welfare Top Up
<b><u>A2</u></b>	<b><u>Final Award</u></b>	BSc (Hons) Animal Science and Welfare
<b><u>A3</u></b>	<b><u>College Course Code(s)</u></b>	
<b><u>A4</u></b>	<b><u>UCAS Course Code(s)</u></b>	
<b><u>A5</u></b>	<b><u>Professional Award</u></b> (if any)	
<b><u>A6</u></b>	<b><u>College</u></b>	Easton College

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

### **B Summary**

#### **1**

This honours top up focuses on understanding the specialist nature of the work that is undertaken in animal science and welfare. The aim is to continue to enhance the learning experience with a firm science foundation whilst recognising the many different types of work environments that students will progress into. Students will be equipped with the knowledge, understanding and practical skills to achieve successful employment in animal management careers or undertake a post graduate qualification.

The industry has become increasingly aware of the need to recognise practical skills and experience – especially where these can be linked to academic achievement and qualifications - and this honours top up enables individuals to access a higher education programme which supports and develops this combination of experience and learning.

## SECTION C: EDUCATIONAL AIMS AND OUTCOMES

### C1 Educational Aims of the Programme

*(Include any distinctive/innovative features/route pathways)*

- to produce Honours Degree (BSc) graduates at honours level who are capable of employment in animal management and associated occupations or progressing to research and development roles.
  - to continue to respond to an identified higher level skills shortage for the animal science sector by providing a Level 6 qualification that addresses this shortage in significant areas
  - to enable students to complete and achieve at Level 6 and progress to further post-graduate study as appropriate
  - to respond to industry needs by offering individual development and learning in vocational and managerial skills that have been identified as important requirements for a rapidly restructuring and challenging industry, and by setting standards for management skills
  - to offer a balance between knowledge in traditional vocational subjects and more generic transferable skills sought by today's employers
  - to provide a learning culture and experience of meeting challenges and providing solutions to problems – especially through developing the ability to explore new sector concepts and sector-related technology
  - to support an industry that requires, and is promoting, lifelong learning
  - to continue the commitment to introducing, developing and guiding change in the industry for the benefit of employers, the sector and ultimately customers of the businesses they choose to enter
    - to support and reinforce academic knowledge and understanding of scientific and managerial principles behind relevant vocational skills
    - to promote self-directed learning and opportunities to develop independent thinking, study and learning skills, research skills and to develop IT skills
    - to encourage team work, team development, accountability and self motivation by working with others and independently to set deadlines
-

## **C2 Course Outcomes**

### **C2(i) Knowledge and understanding**

Recognise and identify knowledge and skills needed for progression in education and employment

- Develop learners range, adaption and synthesis of information
- Research techniques, data analysis and processes
- Working with outside agencies
- Develop industry specific skills
- Develop transferable skills and attribute

### **Teaching/learning methods and strategies**

→ Group and individual activities, workshops, practicals, placements, visits, visiting speakers/ conferences, discussions

### **Assessment**

Logbooks, on-line journals, report writing, assignments, laboratory reports, exams/ timed practicals, practical coaching, academic posters, role play, presentations

### **C2(ii) Cognitive Skills**

Making appropriate judgements and decisions in relation to employment and a continuation of education, including: -

- Research and investigative analysis
- Evaluation and analytical interpretation of assignment/ assessment requirements
- Developing processes and ideas
- Problem solving
- Application of theoretical knowledge and understanding with work-based learning and industry

### **Teaching/learning methods and strategies**

→ Group and individual activities, workshops, practicals, placements, visits, visiting speakers/ conferences, discussions

### **Assessment**

Peer assessment, timed practicals, reports, presentations.

## **REFERENCED TO MODULE**

### **C2(iii) Subject Specific Practical Skills**

#### **Dissertation/Project** **Module Outcomes**

- Design, plan and execute original research
- Choose and apply appropriate methods in collection, treatment and analysis of data
- Explain your specific research in the context of current knowledge in the field
- Interpret results and draw conclusions in a scientifically rigorous manner
- Present your results in a scholarly report

### **Teaching/Learning methods and strategies**

This module involves the actual carrying out of the research and preparing the final written report. Normally you will develop a project from your own ideas. (Module leaders may also suggest project ideas for students to develop.) The project normally involves the treatment and interpretation of a set of raw data that you collect yourself. The data are usually collected in the field, from measurements on samples in the laboratory, or from data abstracted from an existing source.

### **Assessment**

Final report 80%  
Research seminar presentation 20%

## C2(iii) Subject Specific Practical Skills

### Dissertation/Research Project - Research Skills

### Teaching/Learning methods and strategies

#### Module Outcomes

- Create a hypothesis or an unambiguous framed question
- Design experiments, sampling programmes, questionnaires or other data collecting
- Planning and organising a complex work programme independently
- Choosing appropriate analytical methods
- Concisely communicating your ideas at a formative stage to others for critical review and discussion
- Present your results in a poster presentation

#### Assessment

- **Project proposal 30%**  
Background rationale  
Hypothesis/question  
Study system  
Design and methodology  
Data summaries and analysis  
Relevance  
Planning schedule
- **Progress report 0%**  
Not assessed as coursework – considered compulsory requirement of module
- **Seminar presentation 30%**  
Opportunity to obtain feedback on analysis, interpretation and conclusions before the final written report  
Development and practice in spoken presentations
- **Poster presentation 40%**  
Presentation of final report

## C2(iii) Subject Specific Practical Skills

### Applied Conservation (Field Study) Module Outcomes

### Teaching/Learning methods and strategies Seminars, group activities, industry visits, group and individual tutorials

- Evaluate common ecological census techniques to include a population study and biodiversity survey
- Investigate and review strategies to increase biodiversity through restoration ecology and improve the value of a protected area
- Critically analyse the influence of multinational conservation organisations on a selected habitat, particularly considering sustainability
- Reflect on the potential for existing knowledge to overcome constraints in conservation and mitigate impact of predicted climate change on currently endangered species

#### Assessment

- Field Study Report 30%
- Field Study Presentation 20%
- Reflective Essay 50%

C2(iii) Subject Specific Practical Skills

**Evolution and Adaptation**

**Module Outcomes**

- Investigate the variation in the natural history of carnivorous animals
- Research and reflect on the evolution of non carnivorous animals
- Analyse the adaptations specified species have undergone to survive in their habitat
- Appraise the way a chosen domestic species have evolved and adapted to life with humans

**Teaching/Learning methods and strategies**  
Group activities, workshops, seminars, individual activities, visits, visiting speakers, discussions, tutorials

**Assessment**

Project 50%

Report 50%

C2(iii) Subject Specific Practical Skills

**Advanced Companion Animal Behaviour and Training**

**Module Outcomes**

- Formulate a behaviour modification programme suitable for a specified behavioural problem
- Critically analyse current/modern training techniques, and their suitability in relation to behaviour modification.
- Investigate and review the changing methods of animal training utilised for companion animal species.
- Critically evaluate the role of pharmaceuticals and nutritional intervention within animal training programmes.

**Teaching/Learning methods and strategies**  
Group activities, workshops, seminars, individual activities, visits, visiting speakers, discussions, essays, tutorials

**Assessment**

Report 50%

Presentation 25%

Exam 25%

C2(iii) Subject Specific Practical Skills

**Alternative Therapies**

**Modules Outcomes**

- Critically analyse common alternative therapies currently utilised in the UK
- Examine and report on the effect of alternative therapies on companion animals
- Evaluate given complementary health methods used to resolve given illnesses and injuries reporting on their suitability and effectiveness

**Teaching/Learning methods and strategies**

Practicals, group activities, workshops, seminars, placements, individual activities, visits, visiting speakers, group activities, discussions.

**Assessment**

Investigative Report 50%

Portfolio 50%

- Investigate and review recent/topical research carried out regarding named complementary therapies and evaluate their effectiveness

**C2(iii) Subject Specific Practical Skills**

**Application of Molecular Biology**  
**Modules Outcomes**

- Develop an understanding of molecular biology processes in eukaryotes and prokaryotes
- Recognise and investigate the progression and applications of selected biotechnologies
- Consider ethical issues of animal experimentation and genetically modified organisms and their place in society

**Teaching/Learning methods and strategies**

Practicals, group activities, workshops, seminars, individual activities, visits, visiting speakers, group activities, discussions, laboratory reports

**Assessment**

Examination 30%  
Thesis and Presentation 70%



## 2(iv) Key Skills and Attributes

## Teaching/Learning methods and strategies

Recognising the continued development of core key skills such as communication, numeracy and IT, through academic and personal development. Applied on the honours degree programme throughout. Attention will also be placed on developing personal and transferable skills during the sessions and in assessment such as:-

Practicals, group activities, workshops, seminars, placements, individual activities, visits, visiting speakers, group activities, discussions, logbooks/ diaries, essays, laboratory reports, presentations

### Academic Skills:

- Research and assess subject specific facts, theories, paradigms, principles and concepts
- Critically assess, evaluate and interpret information
- Develop reasoned arguments/ challenge assumptions
- Personal responsibility for learning and continued professional development

→ Assessment

Ongoing throughout the award

### Personal Skills:

- Communicational & presentational
- Numeracy and ICT
- Interactive and group
- Problem solving skills
- Self appraise and reflect on practice
- Ability to plan and manage learning

### Transferable Skills:

- All skills capable of contextual application and development
- Skills which students understand are applicable in different contexts

## SECTION D1: COURSE PROFILE AND AWARD REQUIREMENTS

**NOTICE:** Whilst the College will make every effort to offer the units listed, changes may sometimes have to be made for reasons outside the College'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 College will endeavour to inform students.

<b>5.1 Modules for Validation 2012</b>		
<b>BSc (Hons) Animal Science and Welfare (Top Up)</b>		
<b>Core</b>	<b>Level</b>	<b>Credits</b>
Dissertation/Research Project	6	30
Dissertation/Research – Project Research Skills	6	10
<b>Programme Specific</b>	<b>Level</b>	<b>Credits</b>
Evolution and Adaptation	6	20
Application of Molecular Biology	6	20
Advanced Companion Animal Behaviour and Training	6	20
<b>Options</b>	<b>Level</b>	<b>Credits</b>
Alternative Therapies	6	20
Applied Conservation (Field Study)	6	20

### Course requirements:

<b>Pre – requisite qualifications</b>	<b>240 credits &gt; Achievement of average grade of &gt;65% at Level 5</b>
<b>Recommended</b>	<b>Grade A* - C English, Mathematics</b>

## SECTION D2: REGULATORY FRAMEWORK FOR AWARDS

**D2a Regulatory Framework:** *(please tick against the relevant framework)*

### Common Course Structure for Undergraduate Programmes (CCS)

#### College Regulatory Framework

### 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**

Year 5

**Year 2**

Year 6

**Year 3**

**100 %  
F/T**

Year 7

Year 4

Year 8

Year 9

- i) Please indicate whether an aggregate mark and/or the University marks profile is taken into consideration for the purpose of determining degree class.

**Degree class determined by the marks profile which aggregates the final grade through the profiling system.**

### D2c Postgraduate Awards and Foundation Degree awards

**N/A**

i)	Are (any) units assessed on a pass/fail (instead of numerical) basis?	YES	
		NO	
	If so how many credits are assessed on a pass/fail basis	.....	
ii)	Can the award be conferred with distinction?	YES	
		NO	
iii)	Can the award be conferred with merit?	YES	
		NO	
iv)			

**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 unit can be found in the study unit guide and course handbook. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency for Higher Education.

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

*Please indicate*

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

Easton College recognises that the ethos of valuing diversity and promoting equality rests on a firm foundation of good practices to support equality of opportunities in respect of access to Programmes, access to facilities and support for all students and their needs. To that end the College intends to uphold, and wherever possible exceed, the guidance provided by anti-discrimination and all other related legislation through its Equality and Diversity Policy, the Single Equality Scheme (incorporating Disability Equality Scheme, the Race Equality Scheme and the Gender Equality Scheme), and throughout its Admissions and Recruiting Procedures. In addition, equality of opportunity is monitored and maintained through recruitment literature, public information and employer links. By taking positive action to ensure promotion of equality of opportunity, monitoring of students and staff throughout admissions and recruitment to support, maintain response to a diverse student and staff body at all levels and in all areas.

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

The programme offered at Easton College will aim to preserve and promote equality of opportunity for all students through the College's Equality and Diversity Policy and Equality and Diversity Impact Measures which identifies programme specific targets where appropriate. There is a commitment to ensuring that whilst students are studying at the College each and every student will benefit from a supportive environment which the College will endeavour to maintain free from bullying, harassment, unfair discrimination, ensuring no individual is treated in an unfair manner and ensure there are no forms of unacceptable behaviour within the programme or College. The College will continue to provide a supportive environment in which to work and study. The College will take such steps as possible, reasonable and practicable to ensure that its opportunities for employment, study, academic success and career progression are through a positive experience and that this is equally accessible to all. The College will communicate its commitment to valuing Equality and Diversity by promoting these through policies and documents for staff and through student literature, handbooks, and other communications as appropriate. Ensuring that the learning and teaching offered at the College incorporates the academic contributions of a diverse range of individuals. The College will fulfil its statutory obligations under current and subsequent legislation – this includes the allocation of resources, both financial and human as required.

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

The teaching and learning and assessment methods will aim to preserve and promote equality of opportunity by treating individuals with whom the teaching and administrative staff come into contact with fairness, dignity, courtesy and respect, by ensuring no person is treated differently in any way which could be seen as giving different treatment in their course, module, subject or their assessment. Throughout the academic year there will be assessment of the impact of policies, practices and procedures on as diverse a range of individuals as possible – and from this the College will take whatever steps necessary to identify and eliminate unjustified and adverse impact on individuals. Students will be asked to comment on their experiences and the impact of each module during their programme of study. From this information the College will ensure promotion and support of the development and implementation of good practice at all levels and in all areas. Constant updating, training, development and attendance on a range of staff development programmes on Equality and Diversity and Equal Opportunities issues will be provided as appropriate. All staff will be required to attend such training with specific diversity training compulsory for members of the College recruitment and selection panel. Also scholarly activities will be available, supported and promoted to all staff delivering on the programmes.

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

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

**F Academic Strategy**

**1**

**a)** How does the course fit in with:

- Your College's academic plan?

Easton College has a three year Strategic Development Plan for its curriculum delivery which focuses on providing a wide and diverse range of courses through which individuals can progress from entry levels to Levels 1 and 2 and continue to complete a number of Level 3 qualifications which would enable progression into Higher Education.

The College has recently, in partnership with the UEA, The Food Research Institute, the John Innes Centre and NIAB/TAG, launched the Centre of Contemporary Agriculture with the objective of meeting the future needs of the agricultural industry for appropriately qualified high level staff.

This Honours Degree offers individuals who seek personal academic improvement the opportunity to achieve a higher level of qualification in a vocational subject which is not readily available in the eastern region.

This qualification is offered as part of the College's holistic approach to ensuring individuals will have the opportunity to undertake progressive study in a specialised career path in cooperation with the broader, higher education sector.

- UEA's corporate plan? (*Please refer to the UEA intranet <http://www.uea.ac.uk/ueanetwk/vco/welcome.html>*)
- Regional strategies

The objectives for Easton College are in line with those set by the funding councils for qualifications offering:

- Social progress, which recognises the needs of everyone
- Effective protection of the environment
- Prudent use of natural resources
- Maintenance of high and stable levels of economic growth and employment
- To allow up-skilling within the region, to aid in reducing the current national and regional shortages in agricultural technicians, supervisors and managers
- To give students a solid grounding in the theory, research and practical skills necessary in any field of agriculture

**b)** Does the course contain any overlap of material with existing courses at UEA? If so, please give details, naming the School of Studies concerned, identifying the course code and title, and summarising the outcome of prior consultations with that School(s) and the appropriate Faculty on the overlap issue.

**No**

**c)** Are there any related dormant course(s) that the College proposes permanently to discontinue? (Please give award, title of course, and effective date of discontinuation)

**No**

**d)** Are there any related course(s) that the College wishes to make dormant? (Please give award, title of course, and effective date of dormancy.)

**No**

**e)** Are there existing students on any courses affected by actions in d) above? If so, please state how the College will manage the 'exit' strategy?

**No**



## **F Market Demand**

**2**

- 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:

Askham Bryan – BSc Animal Management (Top Up)

Bishop Burton - BSc Animal Behaviour and Welfare (Top Up)

Bournemouth University - BSc Animal Behaviour and Welfare (Top Up)

Brooksby Melton College – BSc Animal Management (Top Up)

Guildford College - BSc Animal Management (Top Up)

Harper Adams University College - BSc Animal Behaviour and Welfare (Top Up)

Harper Adams University College - BSc Animal Management, Health and Welfare (Top Up)

University of Kent – BSc Animal Science (Top Up)

Leeds City College – BSc Animal Management (Top Up)

Moulton College – BSc Applied Animal Studies (Top Up)

Royal Agricultural College – BSc Animal Science and Management (Top Up)

University of West England – BSc Animal Management (Top Up)

Warwickshire College – BSc Animal Welfare (Top Up)

Writtle College - BSc Animal Management (Top Up)

The College Programme offers greater vocational, practical and on-site facilities and experiences with the farm, equine, veterinary and small animal related study above those available within the Eastern Region and better than some around the country. The College also has the ability to utilise the extensive laboratory facilities at the University of East Anglia for the Applied Molecular Biology module. The College is investing £1.4 million in the development of a new animal centre which is due to be completed in 2013. Our students benefit greatly from our working relationships with organisations and businesses such as RSCPA, Norfolk Wildlife Trust, RCVS and local veterinary centres.

- 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?

### **Current & Future Demand**

The animal-related sector has seen considerable growth and diversification over the last two decades resulting from the general public's increased awareness of issues surrounding food production, animal conservation and welfare. The sector is demanding that educational establishments provide highly trained graduates adaptable to meet the needs of this diverse, developing industry.

The Industry is continuously seeking to up-skill and up-grade current employees' skills and knowledge, while at the same time be able to offer appropriate qualifications to new entrants into the animal management industry.

It is essential that industry and business sectors, for which Honours Degrees are offered, ensure that new entrants to the labour market are equipped with appropriate higher level qualifications. The key for employers is that entrants/current employees understand how and what techniques and skills are required in order to deliver the product and to understand the methods being employed in this sector to deliver the products, of the type and at the level required by, and to, the customers

Employers identify that Honours Degrees are key to the future success of developing management skills in a sector which had not sought this level of qualification previously.

There is an increasing awareness of the use of rehabilitation therapies within the industry yet there is limited specialist knowledge available or comparative Honours Degree offering such a module. The addition of such a specialist module this will offer practical and timely knowledge and study to respond to the changes according to industry needs and attract larger numbers of students.

There are currently limited progression opportunities for Honours Degree 'Top Up' in the local vicinity with the addition of continued increase in FE learners providing full honours degree will hopefully attract larger number of Level 3 student progression.

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

### **Career Opportunities**

Individuals within the sector have not always had the opportunity to seek to achieve qualifications at a higher level, such as Level 4 and above, which will enable them to progress through the labour market with appropriate pace to positions of senior supervisors and managers. This Honours Degree will offer individuals in position (through part-time study) and persons thinking of career change and/or development the opportunity to gain these skills.

Individuals with industrial experience and agriculture sector skills seek to add to their abilities with academic recognition of these skills and through additional academic and vocational learning will gain these from the Honours Degree.

Achievement of the honours top up will enable student's entry to a range of careers in the animal management industry. Opportunities exist in animal collections, rehabilitation centres, animal parks and reserves and in education. Opportunities also exist for further research into the area of animal science and welfare.

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

### **Regionally**

Across the Eastern Region there is evidence of

- insufficient provision of higher education at an appropriate level in this industry sector
- insufficient take-up of higher education/higher level qualifications from employees and individuals entering the sector/industry
- lower levels of progression into higher education within the region than across the country – this Honours Degree is intended to reverse this trend
- many well resourced educational establishments are not offering higher level qualifications at a point of entry such as Honours Degree
- the need for the proposed vocationally and employment specific modules to be offered that reflect the needs expressed by employers in order that students achieve appropriate qualifications to career outcomes
- provision does not always reflect that employers are seeking to take on a higher qualified and knowledgeable graduate

### **Nationally**

As the sector responds to greater demands on the limited resource of land and the increasing demand for food, agricultural developments and efficiencies to raise value for money from capital and expensive resources there is a growing need for courses offering up-skilling at managerial level such as Honours Degrees and further progression to improve and achieve such outputs.

There are a number of courses which offer different core subjects, together with vocational subjects which ensure a dispersal of demand from individuals who wish to enter the sector at higher education level.

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

By continued liaison with industry skills groups; employers through an industry forum inviting interested parties; employees and owners and external agencies to contribute to, reflect and review on the progress of the course and students. The work-based experiential study and assessment will be evaluated by employers, and students will present their academic research and practical experiences to sector representatives at the forum.

**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)

240 credits

G.C.S.E. A\* - C in English and Mathematics (recommended)

**b)** Proposed student intake target

FT Home/EU...10.....FT

INTL.....PT(heads).....2.....DL(heads).....

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

**d)** Maximum viable intake (FTEs).....12.....

**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 college as agreed with UEA. Please give details:

**ii)** If the intake targets are additional, have the additional numbers been authorised by the Planning Office (Deputy Academic Registrar)?

YES

**F4 Course Management Details**

1. College: Easton College

2. i) Teaching Institution Easton College  
(UEA or elsewhere)

ii) Placement(s)/Work-based Practice required NO

iii) Please indicate type  
(e.g. year in industry)

3. i) Exit Awards below final award NO

- ii) If YES, please specify  
(e.g. Diploma of Higher Education, Certificate of Higher Education)
4. Length of Programme 1 year FT  
2 year PT  
Mode(s) of Attendance Full-time  
Part-time  
(Please tick as appropriate)
6. Course Director(s) Emma Claridge
7. Relevant Subject  
Benchmarking Statements
8. Start date (for new course proposals) September 2012
9. i) Accreditation/Professional Body (where applicable)  
ii) Date of original accreditation/recognition by Profession Body (if relevant)  
iii) Most Recent Accreditation Date (if relevant)
10. **Board of Examiners**  
i) Is a new Board of Examiners to be responsible for the programme(s)/course (please tick) NO  
ii) If NO, please specify which Board of Examiners will be responsible for the programme(s)/course  
iii) Is (are) any additional external examiner(s) required? NO  
NO  
If YES, how many?

11. (For existing programmes)  
**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.

**G  
1 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 Yes
- b) some other source (e.g. full cost fees, teaching contract) N/A for all EU students

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

YES	
NO	

**G  
2 Units of Teaching**

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

a)

**Yes**

For new programmes involving new units:

Please refer to MDFs

**G  
3 Staffing**

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

a)

**Recent recruitment of staff has considered the requirements of the new course**

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

i) new units of teaching are required?

ii) certain existing units of teaching are to be withdrawn?

**Staff will be offered CPD and Scholarly Activities to up-date and re-enforce vocational experiences and knowledge (as per usual process for Programmes)**

DRAFT



**G Other resources**

**4**

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

i) equipment, including computers

**Core funding**

ii) consumables

**Core funding**

iii) non-teaching staff

**N/A**

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

i) Library and Learning Resources

a) Resources:

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

Full range of books, journals, reference materials access to IT and full support with specific media needs and industry-specific learning resources have been built up in the College LRC

- 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.*

Constant up-date through LRC budget for resources identified for each Module (see MDF for references and resources)

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?

Both the UEA library and Easton College library are used by the students both during the daytime, in the evenings and at week-ends.

- *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.*

*Students will predominantly access the services available at Easton College – there is a restricted loan service and all areas/modules of study have specific loan terms to support all students' access to resources*

- *Will there be regular teaching in the evening?*

Yes

- *Will any teaching take place away from the campus?*

Yes

- *Will professional placement form part of the programme?*

Yes

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?

Other Honours and Foundation Degrees offered and there are cross-college (same module) components in each Programme

- 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 college or by Library staff?

Harvard Referencing is used throughout the programme

and taught during Induction and ongoing throughout the course.		
ii)	teaching accommodation	N/A
iii)	University Counselling Service	N/A
iv)	University Careers Service	N/A
<p>c) <b>Equal Opportunities</b></p> <p>i) Is any special provision (e.g. equipment) or alteration (e.g. to facilitate access, to ensure health and safety is maintained) required to preserve and enhance equality of opportunity.</p> <p>No</p> <p>ii) Has the Dean of Students' Office been consulted and if so, what is their advice?</p> <p>No</p>		

**SECTION G: SIGNATURE SHEET**

*Please ensure that Sections 1, 2, and 3 or 4 as appropriate are completed before submission to the Learning, Teaching and Quality Office, Academic Division, Floor 3, The Registry.*

**COLLEGE** .....

**TITLE OF PROGRAMME:** .....

**1 Date of Joint Academic Planning Forum approval (or equivalent) approval (SC only):** .....

**Signature of Chairs: (UEA).....(SC).....**

**2 Date of Joint Board of Study (or equivalent) approval (other validated provision):** .....

**Signature of Chair:** .....

**3 Signature of Principal or equivalent:**  
.....

**Date:** .....

**4 Signature of Librarian or equivalent:**  
.....

**Date:** .....

*After signatures in 1 and 2, 3 and 4 (if relevant) have been obtained, please forward this form to the Partnerships Office.*

**5 Date of LTC Approval:** .....

**Signature of Chair:** .....