

LTC11D127

Title: *BA Landscape History (fast track course proposal)*
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Issue

The School of History propose to close the existing History with Landscape Archaeology course and replace it with a BA Landscape History.

Recommendation

Recipients are invited:
To receive this fast track course proposal which has been approved by the HUM Learning Teaching and Quality Committee and the HUM Faculty Executive.

Resource Implications

None

Risk Implications

N/A

Equality and Diversity

The key selection criteria for admission are the academic ability and potential of the applicant. No applicant will be treated less favourably on grounds of sex, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious beliefs or any other criterion accepted as irrelevant by the University's Council.

These courses will embrace the University's dedication to the advancement of learning and the increase in knowledge, both to satisfy the aspirations of individuals and to contribute to economic, social and cultural progress.

These courses will embrace the University's continued development of its quality assurance systems to monitor and identify any differential impact on any student arising from policy or practice in admissions and teaching and assessment

Timing of decisions

It is planned to recruit to this course from September 2013.

Further Information

Enquiries about this course should be sent to the HIS Director of Learning, Teaching and Quality, Rowena Burgess (Rowena.Burgess@uea.ac.uk)

Background

The development of this new degree programme will enable the School of History to built on its existing success in Landscape History and to offer a course which, as well as having a strong intellectual rationale, also has an important vocational aspect. It will therefore attract a new group of undergraduate students, keen not only to study history but also to acquire skills necessary to pursue a career in the heritage sector, in the management of the historical environment and similar areas.

There is no identical course on offer anywhere in the UK. There are heritage degrees at a number of universities, and landscape history is taught as a component of archaeology and geography degrees at Sheffield and elsewhere, but no other history department offers a course like this, embracing all aspects of the historical environment and combining a high level of intellectual rigour with a strong practical, vocational component.

Discussion

None required. Members are asked to note this new fast track proposal



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.

Course Title(s)
Landscape History

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

PRC Approval Required (Subject area new to UEA)		LTC Approval in Principle Required (Subject area new to UEA or new to School)	
Full		Fast-Track	X

PART ONE - SUMMARY OF THE PROPOSAL

(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)		
	Is the subject area new to the University? If yes, needs LTC and PRC approval	No – course presently exists as the subsidiary component of V1V4, 'History with Landscape Archaeology'.	
	Is the subject area new to the School? If yes, needs LTC approval in principle	Landscape History is currently offered at BA, MA and PhD levels	
(If yes to either question, the fast-track route is not applicable).			
S2	PROFESSIONAL AWARD (if any)		
S3	ACCREDITING/VALIDATING BODY (if relevant)		
S4	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	BA(Hons)
		Integrated Masters	
		Masters	
		Postgraduate Research	
S5	AVAILABLE FROM (academic session) <i>Insert (mm/yyyy)</i>	09/2013	
S6	SCHOOL OF STUDIES	HIS	

Please complete the following section for each new course being proposed

Course One		
S7	COURSE TITLE	Landscape History
S8	AWARD (e.g. BSc, MA)	BA
S9	DURATION (years or months)	3 years
S10	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full-time
S11	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES X
		NO
S12	COURSE HIGHLIGHTS (for publication)	
	This course provides students with a firm foundation in the study of the historical environment – the historical dimension of the landscape all around us. Landscape history, now a recognised sub-discipline with its own societies, conferences and journals, combines conventional documentary history with aspects of archaeology, historical geography and historical ecology. Students will learn how to interpret and understand the myriad traces left by human societies from late prehistory to the	

	<p>present. These include buildings, such as churches, vernacular houses, castles and country houses; semi-natural environments, such as ancient woods; and above-ground archaeological features, especially earthworks. Patterns of fields and settlements, urban topography, and the study of designed landscapes – parks and gardens – all fall within this broad field. Students will learn both how to understand and explain such features, but also how evidence of this kind can be employed in wider debates in history. In addition to introducing students to a wide range of theoretical debates the course also has a strong practical and vocational component. They will learn a range of practical skills, from map interpretation and the interpretation of aerial photographs, to surveying. A major and distinctive element of the programme – one already in place as part of our existing offerings in this field – is a third year work placement module, on which students are attached to an archaeological unit, county council environment department, National Trust property or similar organisation or body, and undertake a specific research project on their behalf, supervised by members of the academic staff.</p> <p>Students will be able choose from a range of existing modules in Landscape History, as well as new modules. There will be five Level 2 courses. ‘An Introduction to Landscape History’ provides a broad overview of the subject, from prehistory to the Middle Ages; ‘Built and Semi-Natural Environments’ is a more detailed consideration of buildings and habitats in the medieval and early modern periods (explaining, for example, the development of moorland or heathland); while ‘The History of Norwich: Urban and Industrial Landscapes’ explores non-rural heritage, using Norwich as a central case study ‘Rural Society, 1600-1900’ is a more conventional history module, providing key social and economic background to landscape development. ‘Heritage and Public History’ allows students the opportunity to reflect on the meaning of ‘heritage’, and to discuss theoretical issues relating to its presentation and consumption. At Level 3 we offer two practical, skills-based modules. ‘Fieldwork in Landscape History’ involves an intensive fieldwork course surveying and recording a particular site or building, followed by the production of individual projects based on further research in local record offices. ‘Working in the Historic Environment’ is the work placement module already described. There is also a two-seminar special subject, ‘The Making of the English Landscape’, which focuses on the development of the landscape in the post medieval period, with a particular focus on the landscape of great estates (covering both the designed ‘core’ of house and grounds, and the development of the wider estate land through planting, enclosure reclamation etc). Lastly, ‘Castles, Cannon and Concrete’, a single-semester module, provides students with an introduction to military landscapes.</p>	
S13	RELEVANT SUBJECT BENCHMARK STATEMENT(S)	History (2007) ISBN 978 1 84482 674 2
S14	ENTRY REQUIREMENTS	AAB
S15	CAREER POSSIBILITIES	Heritage Sector (museums, galleries, charities, historic properties, interpretation, education etc.) Historic Landscape Management and Interpretation. Local Government (Planning, Archaeology and Local Environment Teams) Preparation for a MA degree
S16	JACS Subject Level Code(s)	

	To be completed by the Planning Office following approval of the Business Case	
S17	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case	
S18	FURTHER INFORMATION <i>Insert contact address/email/tel no. (e.g. Faculty Admissions Office)</i>	
S19	Course Director	Prof Tom Williamson and Dr Robert Liddiard
S20	Course Proposer(s)	Prof Tom Williamson and Dr Robert Liddiard

Questions for Initiator:

1. Do you want to propose another course? If yes, please complete Sections S7 – S19 (see below) for each related but separate award for which students may register from the outset.
2. Do you want to complete the Business Case yourself or do you want to send the Business Case to another member of staff to complete?
3. Do you also want to complete the Academic Case yourself or do you want to send the Academic Case to another member of staff to complete?

Course Two

(To be completed if there is a related but separate award for which students may register from the outset.)

S7	COURSE TITLE	
S8	AWARD (e.g. BSc, MA)	
S9	DURATION (years or months)	
S10	MODE OF ATTENDANCE (full-time, part-time, distance, other)	
S11	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES
		NO
S12	COURSE HIGHLIGHTS (for publication)	
S13	RELEVANT SUBJECT BENCHMARK STATEMENT(S)	
S14	ENTRY REQUIREMENTS	

S15	CAREER POSSIBILITIES	
S16	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case	
S17	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case	
S18	FURTHER INFORMATION <i>Insert contact address/email/tel no. (e.g. Faculty Admissions Office)</i>	
S19	Course Director	
S20	Course Proposer(s)	

Please copy and paste the above table for additional new courses / exit awards.

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		
	<p>The development of this new degree programme will enable the School of History to built on its existing success in Landscape History and to offer a course which, as well as having a strong intellectual rationale, also has an important vocational aspect. It will therefore attract a new group of undergraduate students, keen not only to study history but also to acquire skills necessary to pursue a career in the heritage sector, in the management of the historical environment and similar areas.</p> <p>There is no identical course on offer anywhere in the UK. There are heritage degrees at a number of universities, and landscape history is taught as a component of archaeology and geography degrees at Sheffield and elsewhere, but no other history department offers a course like this, embracing all aspects of the historical environment and combining a high level of intellectual rigour with a strong practical, vocational component.</p>		
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.		
	Consultation with External Examiner in process		
BC0.3	Is this a Fast-track proposal?	YES	X
		NO	
BC0.4	If Yes, what features of the proposal make it a fast-track? <i>Please refer to the New Course Approval Procedure</i>		
	Only one new module (as this course is a replacement for History with Landscape Archaeology (V1V4))		
BC1	ACADEMIC AND RECRUITMENT STRATEGY		
BC1.1	How does the proposal fit with School academic plans?		
	<p>The School of History aims to offer a new undergraduate course that is not provided anywhere else in the UK or internationally. This course will strengthen the recruitment of undergraduates, attracting applications not only from those whose main focus has been the study of history but also those with an interest in geography.</p> <p>We believe that, as fees rise, students and parents will be ever more concerned about employability issues. The proposed course offers the combination of high-level intellectual engagement, practical skills and vocational experience required for a career in organisations like the National Trust or English Heritage, The course makes good use of</p>		

	existing skills within the School, and builds on firm foundations: Landscape History has now been taught within the School for more than 30 years, and UEA is an acknowledged leader in the discipline. The course will also provide a feeder pathway for MA and PhD research.		
	The Faculty's academic plans?		
	The proposed programme fits in well with the Faculty's emphasis on wider community engagement, for it builds on well-established links with local government and community organisations. It also responds to the Faculty's policy of encouraging practice-oriented work by offering the opportunity for students to acquire skills in researching, recording and interpreting aspects of the physical environment, and to work in and with heritage organisations. The programme is designed to increase UG admission numbers by creating an innovative degree which has no direct parallels at other universities in the UK.		
	The University's Corporate Plan?		
	The proposal helps to build a new brand of study at UEA that attracts additional students into UEA's UG programmes. It is meant to be particularly attractive to students who are seeking a career-focussed degree programme that offers a mixture of academic excellence with practical training.		
BC1.2	Proposed Recruitment Strategy		
	<p>The new degree will be advertised as part of the HIS portfolio of BA programmes. Advertisements will appear in all publicity materials, all current posters and brochures will be amended to highlight this new programme, and the proposed programme will benefit from an increased online presence. The Landscape Group – the name given to the collective of scholars involved in teaching and researching landscape history within the School, and also for the outside consultancy in which these same people are engaged – has its own powerful online presence, via website and a variety of social media.</p> <p>International student agencies will be targeted through personal contacts, professional mailing lists, advertising at conference venues and education fairs, as well as at events on campus.</p>		
BC1.3a	Is the proposal commercially sensitive?	YES	
		NO	No
BC1.3b	If yes, what are the reasons?		
	N/A		

Please either complete section BC2 in consultation with the Faculty Admissions Office and send (email) the summary and sections BC1 and BC2 to MAS and request that they complete section BC2.7; or, send (email) the summary and section BC1 to MAS and request that they complete section BC2.

Rebecca.Price@uea.ac.uk

Please either complete section BC3 and send (email) the Summary and sections BC1 and BC3 to CCEN and request that they complete section BC3.3; or send (email) the Summary and section BC1 to CCEN and request that they complete section BC3

A.Benson@uea.ac.uk

Section BC2 and BC3 may be completed in parallel

To be sent to MAS and completed by the Market Research Team

Please return 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 course proposer or MAS)	
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?	
	No identical course. Many archaeological departments (York, Sheffield) offer experience in field survey techniques and field archaeology; some geography courses provide an introduction to landscape history; and courses at MA level, most notably at Leicester, provide a more detailed treatment of the subject. But no existing undergraduate course provides our own distinctive mix of approaches; and none offers such a combination of practical, theoretical and vocational elements.	
BC2.2	Are there any likely international competitors? (Please give brief details)	
	No	
BC2.3	What is the annual number of applicants currently applying nationally for similar courses?	See BC2.5 below
BC2.4	What is the evidence for current and future demands for the course from <ul style="list-style-type: none"> • potential students? • Employers (public services, private sector, the professions etc) 	
	<p>The present 'History with Landscape Archaeology' course does not recruit particularly well at entry level, although once students arrive at UEA and are introduced to the subject the individual components do attract large numbers, and a significant number of students transfer to the full course. We have the problem that sixth-form applicants are generally unclear precisely what 'landscape history' may involve. Recent increases in the number of staff teaching landscape and heritage courses allow us to expand the practical/vocational aspects of the course and we are confident that this, combined with a more systematic use of social media and school visits to raise awareness of what we have to offer, will ensure that the new course is successful. We are also convinced – largely on the basis of extended discussions with the existing cohort of students – that increases in fees will favour course which provide an entry into careers with a major historical component, and in practice this means course which deal with the management and interpretation of the historical environment.</p> <p>We have regular dealings with potential employers (National Trust, Local Authorities etc.), both through work placements and external consultancy work, and a number of former students are now employed by such institutions. There is widespread recognition of the particular value and distinctiveness of UEA's approach to the teaching of Landscape</p>	

	History.	
BC2.5	Can current and projected demand be met from existing provision?	
	Nationally:	No
	Regionally:	No
BC2.6	Where is/what are the competitive advantage(s) for UEA?	
	UEA will be the only place where a course with this precise character is offered; the course will contribute to UEA's academic reputation, will increase recruitment to MA and PhD courses, and will also enhance the employability of students by providing job-specific skills.	
BC2.7	ADDITIONAL COMMENTS BY MAS:	
	<ul style="list-style-type: none"> - No research was requested from the MR Team. - As no research into demand for this type of subject has been carried out it is not possible for me to comment on its viability. A search on the UCAS website confirms that there are no current UG offerings in this precise subject so it would not be possible to order data to review current demand. Ideally, qualitative testing of the concept with potential students would be carried out. This would have considerable time and budget implications. 	

To be sent to the Careers Centre for completion

Please return within 10 working days of receipt.

The Business Case cannot be considered by the Faculty Executive until this section has been completed.

BC3	MARKET DEMAND AND RECRUITMENT (to be completed by the course proposer or the Careers Centre)	
BC3.1	What graduate career opportunities may be available?	
	<p>Professional career paths in the heritage industry, historic environment management, and related fields in both the public, private and charity sectors (National Trust, local government, English Heritage, archaeological units and the like).</p> <p>Students who have taken the Landscape minor degree in recent years have gone onto employment with The National Trust, English Heritage, the Tate Gallery, Historic Royal Palaces, Norfolk and Suffolk County Councils and Natural England.</p>	
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs)?	
BC3.3	ADDITIONAL COMMENTS BY CAREERS:	

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		
	FT (Home/EU)	10	
	FT (International)	1	
	PT (Heads)		
	DL (Heads)		
	Minimum viable intake (ftes)	3-4	
	Maximum viable intake (ftes)	30	
	Are the student numbers:		
	a) available via redistribution within the School? <i>Consult the Head of School</i>	YES	
		NO	
	b) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i>	YES	
		NO	
	c) additional numbers required? <i>Consult the Planning Office (ACAD)</i>	YES	x
		NO	
BC4.1.2	Tuition Fees:		
	Please select the relevant fee schedule:		
	a) Standard Home/EU/International	X	
	b) Full-cost <i>Please specify requested fee levels and consult the University's Fees Officer (P.Courridge@uea.ac.uk)</i>		
	c) External Teaching Contract <i>Please provide brief details</i>		
BC4.2	EQUALITY AND DIVERSITY		
BC4.2.1	Does the course fall into a subject area which traditionally attracts a very specific or narrow student profile?	YES	
		NO	X
BC4.2.2	If yes, what steps will be taken to attract non-traditional students to the course / School? (Areas to consider include: age, disability, ethnicity (home and international), gender and socio-economic group.)		
	The key selection criteria for admission are the academic ability and potential of the applicant. No applicant will be treated less favourably on grounds of sex, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious beliefs or any other criterion accepted as irrelevant by the University's Council.		

	<p>These courses will embrace the University's dedication to the advancement of learning and the increase in knowledge, both to satisfy the aspirations of individuals and to contribute to economic, social and cultural progress.</p> <p>These courses will embrace the University's continued development of its quality assurance systems to monitor and identify any differential impact on any student arising from policy or practice in admissions and teaching and assessment.</p>
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Now complete BC5 AND BC6 if the proposal is following the 'full' new course proposal route.

OR

Complete BC5F AND BC6F if the proposal is following the 'fast-track' route.

FOR FULL NEW COURSE PROPOSALS

BC5	What is the impact of the proposal on ACADEMIC STAFF?		
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?		
	What is the source of funding for new academic staff?		
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 proposed programme will utilise a mixture of existing and new modules. A sequence of recent new appointments in History will provide the capacity to sustain the expected rise in numbers.		
BC5.3	Is any course(s) to be withdrawn?	YES	
		NO	
	If Yes, please specify UCAS Code(s) / Course codes and session from which course(s) withdrawn?		
BC5.4	Are there any implications outside the sponsoring School (e.g. service teaching, by other Schools of Studies)?		
	No		

FOR FAST TRACK NEW COURSE PROPOSALS

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BC5F	What is the impact of the proposal on ACADEMIC STAFF?		
BC5F.1	Are new appointment(s) required? If yes, please refer to Full New Course Proposal	YES	
		NO	X
BC5F.2	Are any new modules to be introduced?	YES	
		NO	
	If yes, please include code, credit value and level/year.		
BC5F.3	Is any course(s) to be withdrawn?	YES	X
		NO	
	If Yes, please specify course and UCAS Code(s) and session from which course(s) withdrawn?		
	BA History with Archaeology V1V4 (from 2013/14)		
BC5F.4	Are there any implications outside the sponsoring School (e.g. service teaching, by other Schools of Studies)		
	No		

FOR FULL NEW COURSE PROPOSAL

BC6	What is the impact of the proposal on PHYSICAL RESOURCES & OTHER FACILITIES?	
BC6.1	What are the recurrent or non-recurrent expenditure to be incurred in respect of:	
	i) Classroom and study facilities?	
	ii) Other equipment?	
	iii) Consumables?	£5,000
BC6.2	Computer equipment?	£800
BC6.3	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?	

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?		
BC6.5	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	X
		NO	
	If yes, please give details:		

FOR FAST TRACK NEW COURSE PROPOSALS

BC6.1F	What will be the impact of the proposal on existing physical resources & other facilities?
	Any costs will be charged via apportionments. The School has a range of surveying equipment (GPS, EDM etc.). This is also used by the Landscape Group Consultancy, with the agreement that the latter will provide funds for replacement and upgrading as necessary (most of this funding is already in place)
BC6.2F	Will additional books/journals/electronic resources other than those already available be required?
	The library already has all the required books and journals, and the School has its own collection of maps and related teaching materials. The School has sufficient funds to purchase any additional resources required and a portion of the HIS library budget will be devoted to maintaining relevant library resources.

BC7 seeks comments from other Divisions which have an interest in new course proposals, for example, because it has an impact on central provision of ICT or requires new library books or there are issues regarding regulatory frameworks. This section is for their comments.

Please send (email) the Summary and Sections BC1, BC4, BC5 (or BC5F) and BC6 (or BC6F) to each of the following (who should be consulted in parallel), with a request that they complete the relevant part of Section BC7

- Dean of Students

- Director of Information Services
- Director of Library Services
- Deputy Registrar & Secretary
- Director(s) of Faculty Administration
- Deputy Dean of Students (for Accommodation)

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)

Sections BC7A – BC7F should be completed in parallel

Please complete the relevant section on behalf of the departments 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 from those listed below. **Please enter “no comment” if appropriate.***

This proforma has also been sent to the other central offices for consultation in parallel.

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?

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?
	No comments

BC7C	Comments by Deputy Registrar & Secretary
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?

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?

BC7E	Comments by Deputy Dean of Students (Accommodation)
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	<p>New residential capacity is anticipated and the planned removal of the guarantee to continuing overseas fee paying undergraduates should ensure that this and other modest increases in student numbers can be accommodated within the scope of the University's current accommodation guarantee.</p>

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?
	<p>We feel that the demands for books can be managed from existing stock and extra copies are within the constraints of the existing HIS book budget. We have received confirmation that no new journal titles will be required. We would expect the HIS and book budget to be fully spent up each year. It is therefore inevitable that other areas may receive slightly less investment if we are adding stock for this course. To help plan for this course in September 2013 we would need to see a reading list as soon as possible and consult with the course directors and the HIS Library representative.</p> <p>It should be noted that any future acquisition of any new journal titles would be more challenging as our journals budget is effectively capped because publisher inflation continues to exceed the headline rate of inflation (RPI). Therefore normally, in order to gain access to a new title, the current policy is for the School(s) to either identify other less-used titles of equivalent cost for cancellation, or we would request the School(s) to provide additional supplementary funding.</p>

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

BC8A	INITIATOR'S RESPONSE TO SUPPORT STAFF/PHYSICAL RESOURCES COMMENTS and Market Research/Demand comments

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

Approval of the Business Case

BC8	APPROVAL/SIGNATURES	Approved Yes/No?	Date
BC8.L1	School Director of Learning, Teaching and Quality:		
BC8.L2	Head of School (on behalf of School Board):		
BC8.L3	Dean of Faculty (on behalf of Faculty Executive):		
BC8.L4	PRC (if relevant)		
BC8.L5	LTC (if relevant)		

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

BC9	Send approved Summary and approver list (BC8) to:
	Admissions Manager, MAS (Laura.Thompson@uea.ac.uk) for reporting purposes
	CAMS Manager/Planning Office (ACAD) (A.M.Watson@uea.ac.uk) for allocation of: <ul style="list-style-type: none">• 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.

PART 3 – THE ACADEMIC CASE

Please complete sections AC1 to AC5 for each new course being proposed

	Faculty	HUM
	School(s)	HIS

AC1a	Course Title	Landscape History
	Course Director	Prof Tom Williamson and Dr Robert Liddiard
AC1b	Exit Award(s) and Title	BA(Hons) Landscape History

AC2	COURSE MANAGEMENT INFORMATION			
AC2.1	REGULATORY FRAMEWORK (please tick all that apply)			
	CCS for Undergraduate Courses			X
	Graduate Diplomas			
	Integrated Masters			
	PGCE			
	Common Masters 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	X	NO
	If so, how many modules and what is the credit volume for each module?			
	First Year is pass/fail but does not contribute to overall degree classification.			

AC3	(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)	
	Stage 0		
	Stage 1		
	Stage 2		
	Stage 3		
	Stage 4		
	Stage 5		
	Stage 6		
	Stage 7		

AC4	BOARD OF EXAMINERS			
AC4.1	Is there an existing Board of Examiners?	Yes	X	No
AC4.2	If YES, which existing board will be responsible for the course?	HIS		
AC4.3	If NO, please enter details for new board of examiners			

AC4.4	Are any new external examiner(s) required?	Yes	<input type="checkbox"/>	No
AC4.5	If yes, how many?			X

AC5	ACCREDITATION/VALIDATION			
AC5.1	Is accreditation/validation by a Professional and/or Statutory Body required?	Yes	<input type="checkbox"/>	No
AC5.2	Please specify which PSB and when accreditation/validation may take place.			

AC6	NEW MODULES			
AC6a	Are there any new modules to be introduced?	YES	<input type="checkbox"/>	X
		NO	<input type="checkbox"/>	
	If Yes, then proceed to AC6b			
	If No, then proceed to AC6c			
AC6b1	Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module:			
	Module Title:			
	Rural Society 1660 to 1900			
	Level:	2	Credit Value:	20
	Semester:	??		
	Module Type: (e.g. EX, CW, WW, PR)	??		
	Module marking Scheme (e.g. M40PA)			
	Module Organiser	Rowena Burgess		
	Distance Learning?	YES	<input type="checkbox"/>	NO
			<input type="checkbox"/>	X
AC7b2	Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module			
	Module Title:			
	Level:		Credit Value:	
	Semester:			
	Module Type: (e.g. EX, CW, WW, PR)			
	Module marking Scheme (e.g. M40PA)			

	Module Organiser			
	Distance Learning?	YES		NO
	Brief Outline			

AC7c1	DESCRIBE CORE OR COMPULSORY EXISTING MODULES			
	Please complete for existing modules that are Core or Compulsory for this course			
	Module Title:	An Introduction to Landscape History (currently 'Landscape 1')		
	Module Code:	HIS2A51	Semester:	Autumn
	Level:	2	Credit Value:	20
	Module Organiser	Dr Jon Gregory		
	Module Type: (EX / CW / WW / PR etc)	WW		
	Module marking Scheme: (e.g. M40PA)			
	Brief Outline:			

	<p>This module provides an introduction to the history of the English landscape from prehistory to the high Middle Ages. It deals with the formation of the basic framework of the landscape, primarily of England but with some coverage of Britain and Europe: particular attention is paid to archaeological approaches to prehistoric landscapes; Roman Britain; debates about Roman/Anglo-Saxon 'continuity'; the interpretation of Domesday; the development of medieval villages; and the debates surrounding regional variations in field systems and settlement patterns in medieval England.</p>		
AC7c2	<p>DESCRIBE CORE OR COMPULSORY EXISTING MODULES</p> <p>Please complete for existing modules that are Core or Compulsory for this course</p>		
	Module Title:	Built and Semi-Natural Environments (currently 'Landscape 2')	
	Module Code:	HIS2A51	Semester: Spring
	Level:	2	Credit Value: 20
	Module Organiser	Dr Robert Liddiard	
	Module Type: (EX / CW / WW / PR etc)	WW	
	Module marking Scheme (e.g. M40PA)		
	Brief Outline:		
	<p>This module provides a wide-ranging introduction to two key areas. Firstly it examines the semi-natural landscapes which make up the majority of the countryside – the origins, development and management of woods, hedges, hedgerow trees, marshes and fens, moors, heaths etc. Secondly, it deals with the interpretation of buildings of medieval and early post-medieval date found in such rural landscapes – parish churches and other ecclesiastical structures, castles, and 'vernacular' houses (traditional farmhouses and cottages).</p>		
AC7c3	<p>DESCRIBE CORE OR COMPULSORY EXISTING MODULES</p> <p>Please complete for existing modules that are Core or Compulsory for this course</p>		
	Module Title:	Heritage and Public History	
	Module Code:	HIS2H05	Semester: Spring
	Level:	2	Credit Value: 20
	Module Organiser	Dr Richard Maguire	
	Module Type: (EX / CW / WW / PR etc)	CW	
	Module marking Scheme (e.g. M40PA):		

Brief Outline:
<p>Public history is history in the public sphere, whether in museums and galleries, heritage sites and historic houses, radio and television broadcasting, film, popular history books, or public policy within government. In the UK, it is a new and burgeoning area of academic interest and debate. The central challenge and task of public history is making history relevant and accessible to its audience of people outside academia, whilst adhering to an academically credible historical method. This module explores the theory and practice of public history in heritage, broadcasting and publication. The first half of the module considers the principles of visitor interpretation, museology and curatorship, asking questions such as, how is the past used? What is authenticity? What decisions are made in the presentation and interpretation of museums and historic houses? Must public – or popular – history mean ‘dumbing down’, or can we satisfy the public’s curiosity about the past in a way that also satisfies us as historians? The second half of the module seriously engages with the challenge of how to represent history in television documentaries, radio broadcasts, mainstream cinema, in the making of public policy, and as popular history or historical fiction.</p>

AC7c3	DESCRIBE CORE OR COMPULSORY EXISTING MODULES		
	Please complete for existing modules that are Core or Compulsory for this course		
Module Title:	A History of Norwich: Urban Landscapes 1066 to 1950		
Module Code:	HIS2B37	Semester:	Autumn
Level:	2	Credit Value:	20
Module Organiser	Dr Sarah Spooner		
Module Type: (EX / CW / WW / PR etc)	CW		
Module marking Scheme (e.g. M40PA):			
Brief Outline:			
<p>This module will examine urban landscapes in England from the Conquest to the post war period. The city of Norwich will form the main case study, but the module will also draw together evidence from towns and cities across England to place Norwich in its wider context. Students will use a range of evidence, including historic documents in the Norfolk Record Office and fieldwork investigating historic landscapes and buildings in the city to build up a picture of the changing urban landscape. We will work closely with Norwich HEART to understand how historic urban landscapes are managed and interpreted for the wider public.</p>			

AC7c3	DESCRIBE CORE OR COMPULSORY EXISTING MODULES		
	Please complete for existing modules that are Core or Compulsory for this course		

Module Title:	Fieldwork in Landscape History (currently Landscape 3)		
Module Code:	HIS3P4Y	Semester:	Year
Level:	3	Credit Value:	30
Module Organiser	Dr Jon Gregory and Dr Sarah Spooner		
Module Type: (EX / CW / WW / PR etc)	CW		
Module marking Scheme (e.g. M40PA):			
Brief Outline:			
<p>This module provides students with practical experience in surveying, recording, and documentary research. It is based on a week-long intensive course on which students work as a team to survey and recording a site or landscape using electronic surveying equipment. Not only conventional 'archaeological' features, in the form of earthworks, are planned, but aspects of the semi-natural environment are also recorded, such as veteran trees. The site is revisited by the group on several occasions during the autumn semester, and the students introduced to the use of the Norfolk Record Office and other resources. They prepare a report (complete with plans prepared to professional standards) and then undertake a substantial piece of original research into the site. They attend regular seminars at which they present findings and discuss progress.</p>			

AC7c3	DESCRIBE CORE OR COMPULSORY EXISTING MODULES		
Please complete for existing modules that are Core or Compulsory for this course			
Module Title:	Castles, Cannons and Concrete: Landscapes of Fortification from the Middle Ages to the Cold War		
Module Code:	HIS3K06	Semester:	Spring
Level:	3	Credit Value:	30
Module Organiser	Dr Robert Liddiard		
Module Type: (EX / CW / WW / PR etc)	CW		
Module marking Scheme (e.g. M40PA):			
Brief Outline:			

The module examines the landscape of fortification from the origins of the castle to the Cold War, with the aim of assessing the landscape 'footprint' of defended sites. The module starts with the castle and an examination of the place of 'fortified residence' in medieval war. We will then go on to assess the artillery forts of the Tudors and the archaeology of the English Civil War. Thereafter we will examine the various schemes for national defence up to 1900 before looking at landscapes of 'Total War'. The latter includes both World Wars and the archaeology of Britain's nuclear deterrent.

AC7c3	DESCRIBE CORE OR COMPULSORY EXISTING MODULES		
	Please complete for existing modules that are Core or Compulsory for this course		
	Module Title:	Working in the Historic Environment	
	Module Code:	HIS3H1Y	Semester: Year
	Level:	3	Credit Value: 30
	Module Organiser	Dr Sarah Spooner	
	Module Type: (EX / CW / WW / PR etc)	CW	
	Module marking Scheme (e.g. M40PA):		
	Brief Outline:		
	<p>This module will provide students with the opportunity to undertake a work placement with an employer working in the historic environment sector. A number of placements based on specific projects will be arranged with host organisations, and students will choose their placement from these options. Every student will be expected to attend an informal interview with their host organisation prior to starting their placement. Alternatively, a student may arrange their own work placement but this must be approved in advance by the module organisers. Past placements have been hosted by the National Trust, Norfolk Historic Environment Service, Suffolk County Council and the Peak District National Park Authority. Placements must be undertaken between June and December, and will be followed up by a series of practical seminars in the spring semester.</p>		

AC7c3	DESCRIBE CORE OR COMPULSORY EXISTING MODULES		
	Please complete for existing modules that are Core or Compulsory for this course		

Module Title:	The Making of the English Landscape (Special Subject)		
Module Code:	FTVF2P81	Semester:	Year
Level:	3	Credit Value:	60
Module Organiser	Dr Sarah Spooner		
Module Type: (EX / CW / WW / PR etc)	WW		
Module marking Scheme (e.g. M40PA):			
Brief Outline:			
<p>The Special Subject deals with the development of the English landscape from c.1450 to 1950. The module focuses on agricultural change in the period up to 1870, before moving on to consider the landscape and architecture of the English country house and landed estates. Students will develop a detailed understanding of changes in architectural design, spatial planning and the changing appearance of parks and gardens during this period, as well as discussing the social and political ideologies that underpin these developments. We will also consider the development of the rural landscape in the period after 1870; the decline of the great estates, the effects of the agricultural depression and the impact of war and suburbanisation. Finally, changing attitudes towards the conservation and preservation of the countryside will be discussed. Throughout there will be an emphasis on the importance of sources which relate to the study of landscape history, including maps, estate archives and contemporary art and literature.</p>			

AC8	If the course is a joint course, how will the student experience be managed?
	N/A

AC9	COURSE PROFILE AND AWARD REQUIREMENTS	
	Year 0	
	Core Modules	
	Compulsory Modules	
	Option A	
	Option B	

Option C	
Free Choice Modules – Enter number of credits	
Year 1	
Core Modules	
Compulsory Modules	HIS-1A13 Introduction to Medieval History HIS-1A15 Introduction to Early Modern Studies HIS-1A19 Introduction to Modern History HIS-1A22 Witchcraft, Magic and Belief in Early Modern Europe HIS-1A24 History and the Environment HIS-1A26 The Holocaust in History
Option A	
Option B	
Option C	
Free Choice Modules – Enter number of credits	
Year 2	
Core Modules	
Compulsory Modules	Introduction to Landscape History (20 credits) Heritage and Public History (20 credits) Built and Semi-Natural Environments (20 credits)
Option A	Rural History 1660-1900 (20 credits) A History of Norwich: Urban Landscapes 1066 to 1950 (20 credits)
Option B	
Option C	
Free Choice Modules – Enter number of credits	20 credits
Year 3	
Core Modules	
Compulsory Modules	The Making of the English Landscape (Special Subject) Fieldwork in Landscape History
Option A	Castles, Cannon and Concrete
Option B	Working in the Historic Environment
Option C	
Free Choice Modules – Enter number of credits	Students opting for Fieldwork in Landscape History will take one other 30 credit HIS module
Year 4	

	Core Modules	
	Compulsory Modules	
	Option A	
	Option B	
	Option C	
	Free Choice Modules – Enter number of credits	

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	<p>Overview of aims and learning outcomes:</p> <ul style="list-style-type: none"> • The course is intended to provide students with a broad overview of the historical development of the landscape. • Students will develop a clear understanding of the main theoretical debates in landscape history and related fields • Students will be introduced to the methodologies and techniques used to study the history and archaeology of the landscape. • Students will acquire the key practical skills necessary to understand a piece of landscape and/or receive experience of working with an institution involved in conserving or interpreting the historical environment • The programme will nurture the development of the ability to work independently and as part of a team. • Students will develop a capacity for independent research, enhance their ability to express their ideas and develop skills to effectively present those ideas and arguments.
PS1.2	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • An understanding of key issues associated with the study of the history of the landscape and the relation of landscape studies to other disciplines in the humanities and natural sciences • An understanding of how archaeological and botanical approaches can contribute to the study of the past • An awareness of the range of approaches and methodologies involved in landscape history, and of the connections and contrasts that exists between the different academic traditions therein.
PS1.3	<p>Cognitive Skills:</p>

	<ul style="list-style-type: none"> • Analyse and interpret a diverse range of documentary, archaeological and ecological sources. • Critically review scholarly literature from a range of disciplines. • Understand the use of evidence and supporting material in drawing conclusions. • Show independence of thought. • Construct reasoned arguments. • Synthesise information and arguments. • Capacity for self-directed learning • Capacity to reflect on one's own academic progress via feedback on assessed work
PS1.4	<p>Subject specific skills (including practical skills):</p> <ul style="list-style-type: none"> • Locate and retrieve sources from libraries, archives and online sources. • Evaluate arguments in the scholarly literature pertaining to Landscape history and archaeology. • Develop the ability to understand history through the study of the physical – both landscapes and buildings . • . • Apply relevant critical theories to the interpretation of the past environment • The production of a sustained piece of writing based on individual supervision and research
PS1.5	<p>General/transferable key skills and attributes:</p> <ul style="list-style-type: none"> • Communicate effectively in verbal exchanges. • Communicate effectively in writing. • Communicate effectively and fluently through the use of audio visual media • Gather information from a variety of sources. • Capacity to synthesise from a variety of sources. • Collaborate with others to achieve common goals. • Use IT and audio visual media effectively to retrieve and present information. • Demonstrate critical judgement. • Reflect on own learning and make constructive use of feedback. • Develop and demonstrate independence of thought and initiative. • Experience of practical surveying and recording, and/or of a working environment (field course and work placement modules).

PS2	TEACHING AND ASSESSMENT STRATEGIES AND METHODS
PS2.1	(please describe including how these enable students to demonstrate achievement of the learning outcomes):

Teaching: Throughout the programme, a range of teaching formats and strategies are combined to provide a variety of learning experiences and are geared to the specific learning outcomes above. During each year, students take seminar modules as well as modules which combine seminars with lectures. Lectures are used to introduce broad themes, issues, methodologies or approaches, depending on the topic. Seminar discussion aims to consolidate and develop understanding gained from lectures and reading or, in stand-alone seminar modules, to explore ideas relevant to the course material. A range of assessment forms encourage students to demonstrate organised knowledge, cognitive skills and understanding of the subjects.

The curriculum is arranged so that learning of the subject and the acquisition of skills is progressive and cumulative. A range of critical and theoretical based assessments including essays encourage students to demonstrate organised knowledge and understanding of the subjects and gain experience of *doing* landscape history, while practical elements not only provide valuable vocational experience but also deepen students' understandings of landscape history through hands-on experience. The curriculum is arranged so that learning of the subject and the acquisition of subject, cognitive and transferable skills is progressive and cumulative.

Assessment: Students are assessed through a variety of practically and theoretically informed methods, including written essays, unseen written examinations, project work (requiring the student to formulate and undertake independent work) and oral presentations.

Seminars are designed to promote oral and aural skills of argument, debate and the coherent presentation of ideas. Whether in group work or with individual class presentations, students will encounter some form of seminar task based upon their ability to present and communicate their ideas orally. Group work in class also fosters collaborative learning and initiative. Particular care is taken to encourage students to develop transferable skills including presentation of written work and the use of library and electronic resources. Level two and three work promotes initiative and intellectual autonomy. The Fieldwork in Landscape History unit at Level 3 requires students to work as a group to produce a detailed site plan which conforms to professional archaeological standards, but also to work independently on their projects and to be able to research, organise and produce a detailed and extended piece of work, based on original research.

Key skills are assessed in the context of wider aspects of learning rather than being assessed separately. Students are given carefully directed advice as to how they develop transferable and study skills in order to meet the required standards and successfully progress as undergraduates. Written and verbal feedback enables students to understand, and act upon, advice given as part of the assessment process.

PS3	EQUALITY
PS3.1	How do the admissions criteria ensure equality of opportunity for all applicants?

	<p>The School has a flexible admissions policy, in addition to the University's general initiatives on widening participation. Academic standards and quality are vital elements, but the School remains concerned with (and committed to) attracting those with non-traditional experiences that could add value to (and gain value from) the degree.</p>
PS3.2	<p>What steps have been taken to ensure an inclusive curriculum?</p> <p>The curriculum has been designed so that all students are offered the same range of options, and the same opportunity to select their own preferred pathway through those options.</p> <p>Should students be unsure of any aspect of the curriculum, they can arrange individual consultation with either module tutors or their academic advisor</p>
PS3.3	<p>In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?</p> <ul style="list-style-type: none"> - All module teaching is open and accessible to each student, with sessions conducted to include all voices. - Relevant hand-outs or materials are made available via the teaching Blackboard. - All students are assigned an advisor to whom they can turn for help if there are issues around teaching or assessment. - Students can consult individual module tutors if elements of teaching or assessment are unclear. - Students are also recommended to utilise the services provided by the Dean of Students Office, particularly around essay writing and plagiarism. - External examiners provide a tertiary level of confirmation around marks and quality of marking.

Please send (email) the whole Academic Case and the Summary to the Learning, Teaching and Quality Office (Assistant Registrars UG / PGT as appropriate) and to the Equality and Diversity Manager (in parallel) for comment.

For undergraduate proposals Claudia.Gray@uea.ac.uk

For integrated masters proposals Joanne.Ashman@uea.ac.uk

For Master's level proposals Joanne.Ashman@uea.ac.uk

Equality & Diversity Manager H.Murdoch@uea.ac.uk

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

AC11	COURSE PROPOSER'S RESPONSE TO COMMENTS ON THE ACADEMIC CASE (WHERE RELEVANT)

AC12	APPROVALS	SIGNATURE AND DATE
AC12.1	Head of School	
	Approved:	
	Approved with amendments:	
	Rejected:	
AC12.2	Faculty Associate Dean (following Faculty LTQC)	
	Approved:	
	Approved with amendments:	
	Rejected:	

CIRCULATION (for office use only)		
	Course Proposer	<ul style="list-style-type: none"> ○ Summary ○ Approvals
	LTQO (for report to LTC) W.Forsdick@uea.ac.uk	<ul style="list-style-type: none"> ● Summary ● Approvals
	Planning Office A.M.Watson@uea.ac.uk	<ul style="list-style-type: none"> ● Summary ● Approvals
	Faculty Teaching Office	<ul style="list-style-type: none"> ● Summary ● Programme Specification ● Course profile ● Approvals
	Marketing & Admissions Service Laura.Thompson@uea.ac.uk	<ul style="list-style-type: none"> ● Summary ● Approvals
	Academic Officer of the UAEAS / President of GSA (for taught postgraduate only)	<ul style="list-style-type: none"> ● Summary ● Approvals