

Title: *SSF LTQC Course Approvals*
Author: Heather Reynolds
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Issue

To receive minor changes course proposal for **DEV MSc Climate Change and International Development and MSc Environment and International Development** from the Faculty of Social Sciences, Teaching and Quality Committee.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

None.

Timing of decisions

SSF LTQC approved 25/3/14

Further Information

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background

N/A

Discussion

N/A

Attachments

Minor Changes Course Proposal.



University of East Anglia

LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
MINOR AMENDMENTS
with **NO RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? <i>note 1</i>		If no, please give existing course code
MSc Climate Change and International Development	Y	<u>N</u>	T1FL79101 T2FL79201
School(s) of study & Faculty			
DEV, SSF			
Proposer & proposer's school			
Heike Schroeder, DEV			
Proposed start date (of new course or of changes)			<i>note 2</i>
Academic year 2014/15			
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form <i>note 3</i>		<u>Y</u>	N

This form is in 5 parts:

- Part 1 Summary and Rationale
- Part 2 Impact Assessment
- Part 3 Academic Case including Programme Specification
- Part 4 Key Information Set (KIS) data
- Part 5 Approvals and Notification

The initiator is responsible for completing **parts 1-4**

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MINOR CHANGES COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	a	SCHOOL(S) OF STUDY	DEV	
<i>note S1c</i>	b	FACULTY or FACULTIES	SSF	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO	
	d	NAME OF COURSE DIRECTOR (Home School)	Heike Schroeder	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)		
S2 <i>note S2a</i>	a	COURSE TITLE	MSc Climate Change and International Development	
<i>note S2b</i>	b	COURSE CODE	T1FL79101, T2FL79201	
<i>note S2c & S2d</i>	c	AWARD	MSc	
	d	EXIT AWARD(S) AND TITLE(S)	MSc Climate Change and International Development	
	e	FULL/PART-TIME (please specify)	Full or Part-Time	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	Academic Year 2014/15	
S3 <i>note S3a</i>	a	PROFESSIONAL AWARD (if any)		
	b <i>note S3b</i>	ACCREDITING/VALIDATING BODY (if relevant)		
		Website (URL)		
		Date when accreditation/validation may take place		
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	x	
		Other postgraduate (please specify)		
S5 <i>note S5a</i>	a	DURATION (years or months)	1 year (full time), 2 years (part time)	

<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)				
S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES		NO	x
			If YES, does this conform with the UEA's code of practice on placements?			
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		n/a			
S8 <i>note</i> S8	ENTRY REQUIREMENTS		2:1 and 6.5 IELTS			
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case					
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case					
S11 <i>note</i> S11	FURTHER INFORMATION available via...					
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities					
<i>note</i> S12	I am not proposing a new course, only relatively minor changes to an existing course.					

****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
<i>note</i> S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>Three changes are proposed.</p> <p>First, instead of the core module Climate Change Policy for Development (CCPD), two climate change related core modules are proposed. Together, they will cover a wider range of climate change related topics and go more into depth on a number of key aspects than CCPD did.</p> <p>The first new core module, <i>Climate Change and Development I: Science, Impacts and Adaptation</i> introduces students to the phenomenon of climate change, interconnections between climate change and development and theory and practice for adapting to climate change, in the context of developing countries. The first part of the module covers key aspects of climate change science necessary for a basic understanding of the causes of climate change, future projections of climate change and key impacts as well as methods for assessing these. The second part of the module focuses on adaptation to climate change by introducing the concepts of adaptation, vulnerability and resilience. National and sectoral policy making for adapting to climate change is then explored with reference to case studies. Finally the interconnections between disaster risk reduction and climate change adaptation are explored. Seminars explore climate science and adaptation topics.</p>

The second new core module, *Climate Change and Development II: Governance, Policy and Society*, critically examines international/national climate change governance and policy and societal impacts from and responses to climate change and climate change policy. The first half of the semester (Section A) will discuss the history and politics of the international climate change negotiations and then critically examine the way the climate regime (UNFCCC) operates. The following three lectures will look in detail at two items under negotiation with significant implications for developing countries. Finally we will discuss global carbon markets.

The second half of the semester (Section B) will turn to the interface of climate change and society. It will start by discussing urban responses to climate change before critically examining geoengineering and other ethical/justice related debates before examining the role of energy demand and lifestyle in tackling climate change and ending with a session on conflict and human security implications from climate change. The seminars will be interactive and enable students to better understand the international negotiating process and ways to engage positively with climate change.

Second, rather than TSED and UGEC being core modules, students will be able to choose their third core module from TSED, UGEC and PEED. The reason for this change is to offer students a wider choice of modules to choose from for their third core module.

Third, a new module – ‘DEV-M06X Development Work Placement (40 credit) will be piloted in MScCCID in 2014/15 as an alternative to the 40 credit dissertation module. This change represents a pilot for the school of international development – to give students the opportunity to write a reflective report about an internship – rather than writing a conventional academic dissertation. There has been a great deal of discussion about the benefits and possible challenging of introducing such a module in DEV which have been documented elsewhere. In brief, it is hoped that this will broaden the appeal of our courses and make DEV courses more relevant to employability. The quality of internships and the standard of assessment will need to be closely monitored, however.

‘The module will be assessed via written coursework, similar in length to a research dissertation, also with learning outcomes requiring demonstration of PG scholarship and effective application of literature and analysis. However, the material to be analysed would not be primary (or secondary) data collected via research, but rather the students observations and experience from their development work setting - following the model of reflective practice.

The assessments will be entirely by DEV Faculty, with a faculty supervisor appointed as occurs with PGT dissertations. As with the UG example, students are welcome to find their own internship, with faculty support. There will be a limited number of pre-arranged placements available, depending on faculty success in securing these (this is one key reason why the module is only available to two courses in 2014-15: both have such contacts, and student cohorts oriented towards work experience). There will also be a process to confirm if students have secured a suitable placement in time - and otherwise qualify to do the placement (i.e. marks in merit zone) - otherwise they will revert to the dissertation module. This is a way of protecting DEV's reputation with workplace contacts, and ensuring students show a measure of organisation and initiative to get onto this module.

I copy in Bereket, who may be able to give further details, as he fine-tuned the module proposal. However, the DEV plan was always to fine-tune the module content and assessment over the coming year. Note that we already have a work experience UG module running for decades, with 60+ students a year on it...and anticipate only a few (<5) PGT students might take the PGT equivalent at the

outset.

We will, of course, be compliant with the Code of Practice. DEV has a detailed ethical and risk assessment procedure, managed by Janet Seeley, which ensures that issues of risk, contact with supervisor, and ethics are discussed and assessed by an independent faculty panel before work commences.

I hope that helps clarify.'

Dr. Shawn McGuire

Senior Lecturer, School Director of Teaching and Learning

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team
	NOT REQUIRED	

BC3 <i>note BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 <i>note BC4</i>	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	IMPACT					
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team				
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	<table border="1"> <tr> <td>YES</td> <td></td> </tr> <tr> <td>NO</td> <td>X</td> </tr> </table>	YES		NO	X
YES						
NO	X					
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)					
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?					

BC 5.2 <i>note</i> BC5.2	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	x
		NO	
b	Will any current students or applicants be affected by this proposal?	YES	
		NO (go to 5.3)	x
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
d	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/conditional firm or conditional insurance offers.		
BC5.3 <i>note</i> BC5.3	ACADEMIC STAFF	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year		33
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	x
c	Are new appointments required to meet any additional hours?	YES	
		NO	x
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
	Some additional time will be required to run the new 40 credit DEV-M06X Development Work Placement module. However, this will replace the time saved by those lecturers who would have been supervising conventional academic dissertations. The net result is the same.		
e	What is the source of funding for new academic staff?		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		

g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
BC5.4 <i>note</i> <i>BC5.4</i>	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	
		NO	x
	If YES, please specify Course name, UCAS Code(s) / Course codes		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	x
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above		

BC6	PHYSICAL RESOURCES
	NOT REQUIRED

BC7 <i>note</i> <i>BC7</i>	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES
	NOT REQUIRED

BC8	ADDITIONAL COMMENTS
	NOT REQUIRED

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
	NOT REQUIRED

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL**Part 3 ACADEMIC CASE (including Programme Specification)**

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations				x
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	x
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	x
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 <i>note</i> AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	x	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	DEV			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	x
AC3.3b	If yes, how many?				

PS	PROGRAMME SPECIFICATION
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing
PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE	

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES
	NOT REQUIRED

AC5	MINOR CHANGES TO EXISTING MODULES
	NOT REQUIRED

AC6	NEW MODULES
	NOT REQUIRED

AC 7 <i>note</i> <i>AC7</i>	DEFINED CHOICE
	NOT REQUIRED

AC8 <i>note</i> <i>AC8</i>	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	x
	If YES, how will the student experience be managed?		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES		
	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	YES	
		NO	

	If NO, go to AC10
<i>note</i> AC9	If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION	
	COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
<i>note</i> AC10	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.	
	NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal	
Date of circulation:	31 January 2014	
AC10.1	Careers Manager (CCEN)	
	No comments received	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
	<ol style="list-style-type: none"> 1. The requirement to be 'in the merit zone' to be able to do the placement needs to be in the course material/programme specification, and ensure that both students, and applicants, are aware of this. 2. The time frame which students should work to secure a suitable placement should also be provided. 	
	Becky Fitt Learning & Teaching Manager	
AC10.2	Equality & Diversity Manager (PPE)	
	No comments received	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
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<i>note</i> AC11	<p>We will take on board the evaluator's comments in planning the module, and in particular consider:</p> <ul style="list-style-type: none">• Management of time inputs and resources required from faculty for selection, supervision and assessment• Criteria and process including timeframe/deadlines for students to qualify for the module, make the choice between dissertation/ work placement module and secure a placement.• Assessment criteria and requirements for the reflective report• Potential role of formative exercises and feedback as part of the programme <p>We will do this by setting up a working group of the module convenor and three course directors piloting this module, first meeting on 4th April 2014, reporting to DEV HoS and present proposed module guidance at DEV staff meeting (by end June??). Marisa Goulden (CD for MSc Environment and International Development)</p>
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MINOR CHANGES COURSE PROPOSAL**Part 4 KEY INFORMATION SET (KIS) DATA**

KIS	KEY INFORMATION SET data (undergraduate courses only)						<i>Note KIS</i>
KIS1	Quantitative KIS data						<i>Note KIS1</i>
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams						
1.2	Percentage of assessment by practical exams						
1.3	Percentage of assessment by coursework						
1.4	Percentage of time in scheduled learning and teaching activities						
1.5	Percentage of time in guided independent study						
1.6	Percentage of time on placements						
KIS2	Professional Accreditation						<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						

MINOR CHANGES COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Shawn McGuire	Shawn McGuire	24/1/14
AP1.2	Head of School (on behalf of School Board)	John McDonagh	John McDonagh	24/1/14
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	20.3.14
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	John McDonagh	John McDonagh	24/1/14
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Helena Gillespie	Helena Gillespie	25/3/14
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

MINOR CHANGES COURSE PROPOSAL

Note N1				NOTIFICATION OF APPROVAL	
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.					
FACULTY	SSF		SCHOOL		DEV
NEW COURSE?	Y	N	If NO, please enter existing course code		T1FL79101 T2FL79201
DEGREE AWARD (e.g. BSc/MA)			MSc		
TITLE OF PROGRAMME			MSc Climate Change and International Development		
START DATE	SEPT 2014		LENGTH OF COURSE		1 YR FT, 2YR PT
Course Approved by:		Name of Committee Chair		Date of approval	
Faculty Learning and Teaching Quality Committee (FLTQC)		Helena Gillespie		25/3/14	
Learning and Teaching Committee (LTC)		Reported			
RELEVANT OFFICE INFORMED? *insert date					
Planning Office	Admissions and Marketing		Learning and Teaching Service		Union of UEA Students
*4.4.14	*4.4.14		*4.4.14		*4.4.14
sis.records@uea.ac.uk	arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk

Note N1		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			