

**Title:** *SSF LTQC Course Approvals*  
**Author:** Heather Reynolds  
**Date:** 4/4/14  
**Circulation:** List of recipients  
**Agenda:** 14/5/14  
**Version:** Final Version  
**Status:** Open

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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](mailto: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 &amp; 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 Environment and International Development	Y	N	T1FL87102 T2FL87202
School(s) of study & Faculty			
School of International Development (DEV), SSF			
Proposer & proposer's school			
Marisa Goulden, School of International Development (and Tyndall Centre)			
Proposed start date (of new course or of changes)			<i>note 2</i>
Start of 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>		Y	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**

## UEA LEARNING &amp; TEACHING SERVICE

**MINOR CHANGES COURSE PROPOSAL****Part 1 SUMMARY AND RATIONALE**

Course One			
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	DEV
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>
			<b>NO</b> NO
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Marisa Goulden
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)	
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	MSc Environment and International Development
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	<b>T1FL87102, T2FL87202</b>
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>MSc</b>
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	MSc Environment and International Development
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full or Part-Time
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich
	<b>g</b>	<b>AVAILABLE FROM:</b>	Start Academic Year 2014/15
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	
		<b>Website (URL)</b>	
		<b>Date when accreditation/validation may take place</b>	
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	
		Integrated Masters	
		Masters	Masters
		Other postgraduate (please specify)	
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION (years or months)</b>	1 year (full time), 2 years (part time)

<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)				
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES		NO	x
			If YES, does this conform with the UEA's code of practice on placements?			
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		N/A			
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		2:1 and 6.5 IELTS			
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...					
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note</i> S12	As existing. 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\*\*\*\*

<b>S13</b>	<b>RATIONALE FOR PROPOSAL</b>
<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>A new module – DEV-M06X Development Work Placement (40 credit) will be offered for this course for the academic year 2014/15 as an alternative to the 40 credit dissertation module. This change represents a pilot for the School of International Development for 2014/15 and will be continued for subsequent academic years if successful.</p> <p>The aim is 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 challenges of introducing such a module in DEV which have been documented elsewhere. In brief, it is hoped that this will broaden the appeal of the MSc EID and make it more relevant for building employability skills, especially for those who have very limited work experience before taking their masters degree. A sizable proportion of students on this course have done internships in the past or are interested in doing</p>

so and see them as a valuable opportunity to add to their skill set and employability. Some of those who are not interested in further academic study or research work would be interested in the option to gain credit for a reflective report based on an internship that allows them to focus fully on the internship over the summer, rather than having to divide their attention between an academic dissertation and an internship. 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 &amp; TEACHING SERVICE

## MINOR CHANGES COURSE PROPOSAL

## Part 2 BUSINESS CASE

*note BC*

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

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

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

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

<b>BC5</b>	<b>IMPACT</b>					
<b>BC5.1</b> <i>note BC5.1</i>	<b>EQUALITY AND DIVERSITY</b>	Consult with Equality & Diversity Manager and Widening Participation team				
<b>a</b>	<b>Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?</b>	<table border="1"> <tr> <td><b>YES</b></td> <td></td> </tr> <tr> <td><b>NO</b></td> <td>X</td> </tr> </table>	<b>YES</b>		<b>NO</b>	X
<b>YES</b>						
<b>NO</b>	X					
<b>b</b>	<b>If yes, what steps will be taken to attract non-traditional students to the course/School?</b> (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)					
<b>c</b>	<b>Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?</b>					
	Not likely to be relevant					

<b>BC 5.2</b> <i>note</i> BC5.2	<b>CURRENT STUDENTS AND/OR APPLICANTS</b>		
<b>a</b>	<b>Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?</b>	<b>YES</b>	<b>YES</b>
		<b>NO</b>	
	Enthusiastic response		
<b>b</b>	<b>Will any current students or applicants be affected by this proposal?</b>	<b>YES</b>	
		<b>NO</b> (go to 5.3)	<b>NO</b>
	Current students will not be affected. Current applicants will have this an additional choice.		
<b>c</b>	<b>Evidence of consultation of current students and written consent obtained</b>		
	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)?		
<b>d</b>	<b>Informing applicants</b>		
	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.		
<b>BC5.3</b> <i>note</i> BC5.3	<b>ACADEMIC STAFF</b>	Consult with HOS, Dean of Faculty	
	<b>What is the impact / what are the resource implications of the proposal on academic staff?</b>		
<b>a</b>	<b>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</b>		20
<b>b</b>	<b>Is a new discipline or specialism being introduced that requires a new appointment?</b>	<b>YES</b>	
		<b>NO</b>	<b>NO</b>
<b>c</b>	<b>Are new appointments required to meet any additional hours?</b>	<b>YES</b>	
		<b>NO</b>	<b>NO</b>
<b>d</b>	<b>If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?</b>		
	N/A		
<b>e</b>	<b>What is the source of funding for new academic staff?</b>		
	N/A		
<b>f</b>	<b>Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?</b>		
	N/A		
<b>g</b>	<b>Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?</b>		



	The Dissertation module DEV-M04X will become optional. Students will be required to either do a dissertation or the development work experience module.		
<b>BC5.4</b> <i>note</i> BC5.4	<b>COURSE RATIONALISATION</b>	Consult with HOS, Dean of relevant Faculties, PLN	
<b>a</b>	<b>DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?</b>	<b>YES</b>	
		<b>NO</b>	No
	If YES, please specify Course name, UCAS Code(s) / Course codes		
<b>b</b>	<b>IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?</b>	<b>YES</b>	
		<b>NO</b>	NO
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
<b>c</b>	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		

<b>BC6</b>	<b>PHYSICAL RESOURCES</b>
	<b>NOT REQUIRED</b>

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

<b>BC8</b>	<b>ADDITIONAL COMMENTS</b>
	<b>NOT REQUIRED</b>

<b>BC9</b>	<b>PROPOSER'S RESPONSE TO COMMENTS IN BC7 &amp; BC8 ABOVE</b>
	<b>NOT REQUIRED</b>

## UEA LEARNING &amp; 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 AC2.1</i>	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?				

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

<b>AC4</b>	<b>MODULE OUTLINES FOR EXISTING COMPULSORY MODULES</b>
	<b>NOT REQUIRED</b>

<b>AC5</b>	<b>MINOR CHANGES TO EXISTING MODULES</b>
	<b>NOT REQUIRED</b>

<b>AC6</b>	<b>NEW MODULES</b>
	<b>NOT REQUIRED</b>

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

<b>AC8</b> <i>note</i> <i>AC8</i>	<b>JOINT COURSES</b>					
	<table border="1"> <tr> <td rowspan="2">Is the proposed course is a joint course?</td> <td><b>YES</b></td> <td></td> </tr> <tr> <td><b>NO</b></td> <td>x</td> </tr> </table>	Is the proposed course is a joint course?	<b>YES</b>		<b>NO</b>	x
Is the proposed course is a joint course?	<b>YES</b>					
	<b>NO</b>	x				
	<b>If YES, how will the student experience be managed?</b>					

<b>AC9</b>	<b>COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES</b>					
	<table border="1"> <tr> <td rowspan="2">Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?</td> <td><b>YES</b></td> <td></td> </tr> <tr> <td><b>NO</b></td> <td>x</td> </tr> </table>	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	<b>YES</b>		<b>NO</b>	x
Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	<b>YES</b>					
	<b>NO</b>	x				

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

<b>AC10</b>	<b>COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION</b>	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
<i>note</i> AC10	<b>Please circulate Parts 1, 3 &amp; 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</b>	
	<b>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</b>	
<b>Date of circulation:</b>	6 February 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"> <li>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.</li> <li>2. The time frame which students should work to secure a suitable placement should also be provided.</li> </ol>		
Becky Fitt Learning & Teaching Manager		
AC10.2	Equality & Diversity Manager (PPE)	
No comments received		

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<p><i>note</i> AC11</p>	<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"> <li>• Management of time inputs and resources required from faculty for selection, supervision and assessment</li> <li>• 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.</li> <li>• Assessment criteria and requirements for the reflective report</li> <li>• Potential role of formative exercises and feedback as part of the programme</li> </ul> <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 4<sup>th</sup> 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>

**MINOR CHANGES COURSE PROPOSAL****Part 4 KEY INFORMATION SET (KIS) DATA**

<b>KIS</b>	<b>KEY INFORMATION SET data (undergraduate courses only)</b>						<i>Note KIS</i>
<b>KIS1</b>	<b>Quantitative KIS data</b>						<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						
<b>KIS2</b>	<b>Professional Accreditation</b>						<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*

<b>THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)</b>				
<b>AP1</b>	<b>APPROVAL OF THE BUSINESS CASE</b>			
	<b>APPROVAL/SIGNATURES</b>	<b>Name</b>	<b>Signature/ evidence of approval</b>	<b>Date</b>
AP1.1	School Director of Learning, Teaching and Quality	Shawn McGuire	Shawn McGuire	13/2/14
AP1.2	Head of School (on behalf of School Board)	John McDonagh	John McDonagh	13/2/14
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)			

<b>AP2</b>	<b>APPROVAL OF THE ACADEMIC CASE</b>			
AP2.1	<b>Head of School</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
	Approved:	John McDonagh	John McDonagh	13/2/14
	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**

<b>Note N1</b>				<b>NOTIFICATION OF APPROVAL</b>			
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.							
<b>FACULTY</b>		SSF		<b>SCHOOL</b>		DEV	
<b>NEW COURSE?</b>		Y	N	<b>If NO, please enter existing course code</b>			T1FL87102 T2FL87202
<b>DEGREE AWARD (e.g. BSc/MA)</b>				MSc			
<b>TITLE OF PROGRAMME</b>				MSc Environment and International Development			
<b>START DATE</b>		2014/15		<b>LENGTH OF COURSE</b>		1 Yr FT 2 Yr PT	
Course Approved by:			Name of Committee Chair			Date of approval	
<b>Faculty Learning and Teaching Quality Committee (FLTQC)</b>			Helena Gillespie			25.3.14	
<b>Learning and Teaching Committee (LTC)</b>			Reported				
RELEVANT OFFICE INFORMED? *insert date							
<b>Planning Office</b>		<b>Admissions and Marketing</b>		<b>Learning and Teaching Service</b>		<b>Union of UEA Students</b>	
*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	

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