

**LTC13D090 Appendix iii**

Title: *SSF LTQC Course Approvals*
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Issue

To approve new course approval for EDU PGCE Primary and EDU PGCE Secondary from the Faculty of Social Sciences, Teaching and Quality Committee.

Recommendation

To approve the course proposals

Resource Implications

Increase from 60cr to 90cr will not have any resource implication as the additional credit will be achieved by converting existing formative assessments and existing tasks. There will be a modest increase in staff workload with the conversion of existing formative assessment into summative assessment contributing towards Masters credits. However, this increase is only in relation to refining existing formative feedback processes to ensure robustness in summative assessment protocol. The workload allocation within the School will be kept under review

LTS: No significant impact on LTS envisaged as a result of this proposal. However, as a result of the introduction of the Schools Direct students, noted in the new course proposals in 2013, the LTS administrative workload associated with PGCEs as a whole should continue to be reviewed annually, and if there is a significant overall increase in PGCE numbers, LTS may require additional resources

Risk Implications

None.

Equality and Diversity

None.

Timing of decisions

SSF LTQC approved 11/6/14

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
Course Proposals



LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
COURSE AMENDMENTS
 with **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					
PGCE Primary	Y	N	T1X120101P T1X120101PY T1X120101Q T1X120101R T1X120101S T1XR21101 T1XR11101					
School(s) of study & Faculty								
EDU / SSF								
Proposer & proposer's school								
Penny Lamb (EDU)								
Proposed start date (of new course or of changes)				<i>note 2</i>				
September 2014								
This proposal requires: <i>note 3</i>	Prior approval by Council		Y	N	Prior approval by LTC		Y	N

This form is in 5 parts:

Part 1 **Summary and Rationale**
Part 2 **Business Case**

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 & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	a	SCHOOL(S) OF STUDY	EDU	
<i>note S1c</i>	b	FACULTY or FACULTIES	SSF	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO NO	
	d	NAME OF COURSE DIRECTOR (Home School)	Jenifer Smith	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)		
S2 <i>note S2a</i>	a	COURSE TITLE	PGCE Primary Years	
<i>note S2b</i>	b	COURSE CODE	T1X120101P T1X120101PY T1X120101Q T1X120101R T1X120101S T1XR21101 T1XR11101	
<i>note S2c & S2d</i>	c	AWARD	PGCE	
	d	EXIT AWARD(S) AND TITLE(S)	Postgraduate Certificate in Educational Theory OR Qualified Teacher Status	
	e	FULL/PART-TIME (please specify)	Full time	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	Norwich	
	g	AVAILABLE FROM:	September 2014	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	PGCE	
	b	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	Y								
		Other postgraduate (please specify)									
S5 note S5a	a	DURATION (years or months)	10 months								
note S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full time								
S6 note S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		<table border="1"> <tr> <td>YES</td> <td>YES</td> <td>NO</td> <td></td> </tr> <tr> <td colspan="3">If YES, does this conform with the UEA's code of practice on placements?</td> <td>YES</td> </tr> </table>	YES	YES	NO		If YES, does this conform with the UEA's code of practice on placements?			YES
YES	YES	NO									
If YES, does this conform with the UEA's code of practice on placements?			YES								
S7 note S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)										
S8 note S8	ENTRY REQUIREMENTS		<p>Candidates are required to have an appropriate good honours degree (preferably 2:ii and above) or its equivalent*.</p> <p>Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language, Mathematics and in a natural Science subject (i.e. Biology, Chemistry, Physics or a combination of these) regardless of your date of birth. We would also expect to see a good standard of academic attainment at A-Level or its equivalent*.</p> <p>Candidates applying for the Primary Language courses must have achieved an A-Level or gained considerable experience working with or using their chosen language</p>								
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 note S11	FURTHER INFORMATION available via...										
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities										
note S12											

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

S13	RATIONALE FOR PROPOSAL
<i>note S13</i>	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>The National Qualifications Framework previously constrained the credit that could be assigned to the PGCE (as a Postgraduate Certificate it was calibrated at 60 credits). Changes in the Academic Infrastructure mean that there is more emphasis on the credit assigned to an award reflecting the effort hours associated with the course. The PGCE is a very intensive course, combining full days of theory with substantial blocks of school-based experiential and practical learning. The course therefore easily represents 900 study hours – the national requirement is for 120 days in schools and (until 2014) at least 60 days of University based training.</p> <p>As the competitor analysis below shows, several peer institutions have recently moved their PGCE provision to 90 credits.</p> <p>The ITE / ITT landscape is changing and with the introduction of the School Direct routes there is increasing competition between providers, where previously there was an effective regional balance. The School of Education and Lifelong Learning is seeking to reinforce its market position by emphasising the academic gravitas of the UEA PGCE and by creating an easier and faster route to a full MA (instead of requiring a further 120 credits and 3 or 4 years further study, graduates will require a further 90 credits, which could be completed in 1 year).</p>

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)	
BC1.1	How does the proposal fit with the University's Corporate Plan?		
<i>note BC1.1</i>	Increasing the credit value of the course ensures that the School can continue to recruit the best calibre graduates to UEA and ensures the course remains competitive within the market.		
BC1.2	Proposed Recruitment Strategy		
<i>note BC1.2</i>	As for the current PGCE programme, with emphasis on progression routes to the MA.		
BC1.3	Partnership and commercial sensitivity		
<i>note BC1.3</i>	Has this proposal, in outline, been approved by the Partnerships Office?	YES	
		NO	
	Please paste their comments below		

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team	
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?		
	<p>There are a number of HEIs offering 90 credit PGCE courses, these include</p> <ul style="list-style-type: none"> • Durham University • University of Sussex • University of Warwick • Loughborough University • Staffordshire University • University of Cambridge • University of Roehampton • Turo and Penwith College • West Midlands Consortium School Centred Initial Teacher Training <p>EDU would view Durham, Sussex, Cambridge and Warwick as peer competitors.</p>		
BC2.2	Are there any likely international competitors? (Please give brief details)		

	None – the PGCE course is UK specific and monitored by Ofsted.	
BC2.3 <i>note</i> BC2.3	What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?	
	<p>The number of places on ITE courses are regulated nationally by the Department for Education.</p> <p>ARM have been asked to provide this information for PGCE in general and for the above list specifically – information awaited.</p> <p>There were 790 applications to EDU's PGCE programmes for September 2013 admission.</p> <p>There have been changes in the way in which admissions to ITE courses are administered for 2014 entry, which make comparisons more complex.</p> <p>There are standard admissions requirements set by the Department for Education.</p> <p>Durham – same as for UEA; Secondary subjects require a 2.1 (e.g. English and Biology) or 2.2 (e.g. Maths and Chemistry)</p> <p>Sussex – as UEA, no minimum classification noted</p> <p>Warwick –as for UEA, but require 2.1 for Primary (2.2. will be considered); Secondary at least 2.2 (2.1 for History and English)</p> <p>Cambridge - first or 2.1</p>	
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>This is current provision. The admissions process has changed in 2013/4 (three choices instead of 1 in Phase 1) and therefore comparisons are difficult to make.</p> <p>As FLTQC and LTC will recall, there is substantial volatility in the initial teacher education sector at present. ITT places are allocated by the Department for Education to ensure adequate teacher supply (across both core and School Direct provision). There has been no announcement that overall numbers will be reduced nationally.</p> <p>EDU's very strong Primary and Secondary Partnerships (embracing the majority of Norfolk and Suffolk schools and Headteachers) indicate that they continue to view UEA graduates as highly employable.</p>	
BC2.5	Can current and projected demand be met from existing provision?	
	Nationally:	EDU currently supplies approximately 350 teachers p.a.
	Regionally:	EDU currently supplies approximately 350 teachers p.a.
BC2.6	Where is/what are the competitive advantage(s) for UEA?	
	<ul style="list-style-type: none"> • Reputation of the University • Reputation of the School of Education and Lifelong Learning (judged Outstanding by Ofsted in the past three inspections for both Primary and Secondary) • Progression routes to an MA • Strong and broad partnership relationship with regional schools 	

BC3 <i>note</i> BC3	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
BC3.1	What graduate career opportunities may be available?	
	Teaching Educational policy	
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?	

BC4 <i>note</i> BC4	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM			
BC4.1	Student Numbers				
a	Proposed student target intake	number			
<i>note</i> BC4.1a	Full Time (Home/EU)	Maintain current targets / allocation by DfE			
	Full Time (International)				
	Part Time (Heads)	Nil			
	Distance Learning (Heads)	Nil			
	Minimum viable intake (full times equivalents)	165			
	Maximum viable intake (full times equivalents)	180			
b	Are the student numbers:				
<i>note</i> BC4.1b	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 (PLN)</i>	YES		NO	
	Please give a summary of how your answers to a), b) and c) above will be achieved.				
	PGCE numbers are allocated by the Department for Education – either to ITE Providers or to schools. We will continue to bid for numbers from DfE and are making strategic links regionally to ensure that Partner Schools bid for numbers to ensure the continued viability of the course.				
BC4.2	Tuition Fees				
	Please select the relevant fee schedule:				

	a) Standard Home/EU/International	
	b) Full-cost <i>Please consult with FFM</i>	
	c) Other <i>Please provide brief details</i>	PGCE fee of £9,000

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?	YES	
		NO	No
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.)		
	There are issues nationally around male teachers in primary schools, which the Partnership regularly discuss and which the team are working with the Outreach team to address.		
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?		
	CRB checks are required for all PGCE (as currently)		
BC 5.2 <i>note BC5.2</i>	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	
		NO	No
b	Will any current students or applicants be affected by this proposal?	YES	
		NO (go to 5.3)	
	The PGCE courses are 1 year in duration and therefore the changes will not impact directly on current cohorts. There are currently applicants in the system who will be affected as the changes are planned to come into effect in September 2014.		
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.		
	The School will write to applicants.		

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	Nil The additional credit will be achieved by converting existing formative assessments and existing tasks.	
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	No
c	Are new appointments required to meet any additional hours?	YES	
		NO	No
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?		
	n/a		
e	What is the source of funding for new academic staff?		
	n/a		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
	Nil		
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
	The workload allocation within the School will be kept under review.		
BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	Yes
		NO	
	If YES, please specify Course name, UCAS Code(s) / Course codes		
	This proposal replaces the existing PGCE provision		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	No
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
	The existing PGCE routes will be discontinued		

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	
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BC6	PHYSICAL RESOURCES		
BC6.1 <i>note</i> <i>BC6.1</i>	What new or additional facilities and /or equipment are required for the delivery of this course?		
a	Classroom and study facilities	None (no additional teaching to current PGCE)	
b	Computer equipment	None	
c	Other equipment	None	
d	Consumables	None	
BC6.2	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
	None		
BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	No
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
	There will be no changes to the current PGCE programme in respect of time spent in placements		
BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	
		NO	No
	If yes, please give details:		

BC7 <i>note</i> <i>BC7</i>	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note</i> <i>BC7</i>	What is the impact of the proposal on support staff and resources in the office for which you are responsible?		
Date of circulation:	16/04/2014		
BC7.1	Dean of Students (DOS)		
	No comment received.		

BC7.2	Deputy Dean of Students (accommodation)
	Under the current accommodation guarantees, only new overseas fee paying postgraduates are eligible for University accommodation. Since all the students concerned will be Home/EU, there will be no implications for University accommodation.
BC7.3	Director of Information Services (ISD)
	No comment received.
BC7.4	Director of Library Services (LIB)
	No comment received.
BC7.5	Careers Manager (CCEN)
	No comment received.
BC7.6	Head of Learning & Teaching Service (LTS)
	I do not envisage any significant impact on LTS as a result of this proposal. However, as a result of the introduction of the Schools Direct students, noted in the new course proposals in 2013, the LTS administrative workload associated with PGCEs as a whole should continue to be reviewed annually, and if there is a significant overall increase in PGCE numbers, LTS may require additional resources
BC7.7	Head of Admissions (ARM)
	No comment received.
BC7.8	Director of Planning Office (PLN)
	<ol style="list-style-type: none"> 1. I am not absolutely certain but I think we currently record in the student records system the course as 120 credits so there may need to be some additional discussions about the cases especially about how we record them in HESA and show them as full-time. Andrew Watson should be the first point of contact to discuss this. 2. There will be a requirement for us to create new versions of the existing route codes to reflect the change in the credit value. Andrew will also be the person to ensure that this is done once final approval is given.
BC7.9	Any other service or department
<i>note</i> BC7.9	

BC8	ADDITIONAL COMMENTS
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	

Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.

<i>note</i> <i>BC8</i>	Is there anything further to add to the proposal from the perspective of your service and expertise?
Date of circulation:	16/04/2014
BC8.1	Market Research Manager (on Section BC2)
	No comment received.
BC8.2	Careers Manager (on Section BC3)
	No comment received.
BC8.3	Equality & Diversity Manager (on Section BC5.1)
	No comment received.
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	See BC7.8 above
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> <i>BC8.5</i>	I have read the business case for the proposal to convert the credit value of the PGCE courses from 60 credits to 90 credits. There are no financial implications and therefore I am content to support the proposals from a financial perspective.

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
<i>note</i> <i>BC9</i>	No further comment

UEA LEARNING & TEACHING SERVICE

FULL 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				
	Graduate Diplomas				
	PGCE				Yes
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES	Yes	NO	
AC1.2b	Are any modules assessed on a pass/fail basis?	YES	Yes	NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	The course is assessed as a single module on a pass / fail basis.				

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	Y	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	PGCE			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	N

AC3.3b	If yes, how many?	n/a
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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



University of East Anglia
LEARNING & TEACHING SERVICE

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
PGCE Primary (including Primary Languages)	T1X120101P, T1X120101PY T1X120101Q, T1X120101R T1X120101S, T1XR21101 T1XR11101	2014

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

PS1 COURSE PROFILE	<i>note PS1</i>
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YEAR 1 profile (PGCE Primary)				Level	This column will be deleted prior to publication
				M	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
EDUPMENY	Compulsory		Primary Years English Assessment	Year long	Existing
EDUPMSCY	Compulsory		Primary Years Science Assessment	Year long	Existing
EDUPMMAY	Compulsory		Primary Years Mathematics Assessment	Year long	Existing
EDU P3AUY	Compulsory	1	Primary Years Subject Knowledge Audits	Year Long	Existing
EDUP3TPY	Compulsory	1	Primary Years Practice and Qualified Teacher Status	Year Long	Existing
TBA	Compulsory		Primary Years Understanding Children Assessment	Year Long	New
TBA	Compulsory		Primary Years Professional Development Progress File	Year Long	New

PS2 MAPPING LEARNING OUTCOMES

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes – PGCE Primary	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Developed exposition and argument that is well substantiated.	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA			
Developed conceptual and theoretical frameworks that give coherence and meaning to your work	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA			
Engaged with a range of literature and have understood and applied the evidence and arguments from the literature	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA			
Evidence of reflection, careful analysis and critical thought	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA		PDPF	
Gained personal insight that will inform future practice	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA		PDPF	
Well structured and coherently written	EDUP MSCY/ EDUP MMAY					EDUP MENY/ UCA		PDPF	
<i>Demonstrated individual professional practice</i>								PDPF	

<i>Explored effective strategies for leading, supporting and mentoring other practitioners</i>								PDPF	
<i>Modelled the skills and behaviours that safeguard and promote good outcomes for children</i>								PDPF	
<p>Other: please give details The Professional Development Progress File is a portfolio of evidence incorporating a range of different assessment processes including critical, reflective accounts, interview notes and analysis from school placement, analysis of approaches to teaching and learning in school.</p>									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note PS3.1***PS3.2 feedback cycle**

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

note PS3.2

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?	Nil	Nil	
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?	Nil	Nil	

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	Admissions criteria are set nationally by the National College of Teaching and Leadership (NCTL) for all professional courses leading to qualified teaching status (QTS).		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	All QTS courses are externally audited by Ofsted to ensure there is entitlement and equality of opportunity		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		
	All learning and teaching and assessment methods are internally and externally moderated and all students have a voice in evaluating their student experience to ensure inclusivity and equal opportunity. All students requiring reasonable adjustment are referred to DoS.		

PS6	EMPLOYABILITY		<i>note PS6</i>
	How is employability embedded into the delivery of the course?		
	The course is designed to educate individuals to become teachers and incorporates experience, skill development and assessments that allow the School to confirm Qualified Teacher Status on those successfully completing the course. The course also incorporates a number of skills that would equip graduates to enter other employment should they decide not to enter teaching.		

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES			
<i>note</i> AC4	Number of existing COMPULSORY modules		One	
	Module outlines attached? (as Appendix 1 to this form)		YES	NO

The PGCE programmes have a somewhat artificial structure within SITS to assist with the administration of the course. What appears to be a modular structure in fact reflects different assessment items. There are in effect two components to the course – the training component delivered at UEA and the placement activity. Whilst the above outline indicates new modules, these are actually new assessment components rather than new modules with attached teaching events.

AC5	MINOR CHANGES TO EXISTING MODULES	
<i>note</i> AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes	
Module Code	Module Title	Minor changes proposed

AC6	NEW MODULES	
<i>note</i> AC6	How many new modules are being proposed?	Two new assessment items
Please complete a table AC6.x for each proposed new module		

AC6.1	NEW MODULE	
Module Title	Primary Years Understanding Children Assessment	
Level	M	
Credit Value	n/a	
Teaching period, eg Semester 1, Year-long	Year	

Likely Module Organiser	n/a			
Module Type (eg EX/CW/WW/PR etc)	CW			
Does the Module include an Exam? Yes/No	N	How long will the exam be? (ie 1, 2 3 hours)		
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Y	Percentage marking?	N
Proposed Module Code				
Module Delivery (eg distance-learning campus based, work placement)	Assessment item Delivery is integrated into the whole PGCE programme			
Brief Description				
Aims / learning outcomes				
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)				

AC6.1	NEW MODULE			
Module Title	Primary Years Professional Development Progress File			
Level	M			
Credit Value	n/a			
Teaching period, eg Semester 1, Year-long	Year			
Likely Module Organiser	n/a			
Module Type (eg EX/CW/WW/PR etc)	CW			
Does the Module include an Exam? Yes/No	N	How long will the exam be? (ie 1, 2 3 hours)		
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Y	Percentage marking?	N
Proposed Module Code				
Module Delivery (eg distance-learning campus based, work placement)	Assessment item Delivery is integrated into the whole PGCE programme			

Brief Description	
Aims / learning outcomes	
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	

AC 7 <i>note</i> AC7	DEFINED CHOICE
How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of:	
<ul style="list-style-type: none"> • Programme-specific choice • Enrichment and Employment modules (EEC) • Language choice 	
All components of the course are compulsory with no options or defined choice.	

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

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES
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<i>note</i> AC9	Please provide a summary of external professional feedback received. Append full reports as Appendix 2
<i>note</i> AC9	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:	16/04/2014	
AC10.1	Careers Manager (CCEN)	
No comment received.		
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
<ol style="list-style-type: none"> 1. The proposal for PGCE to have a value of 90 credits recognises the students' efforts and increases the School's competitiveness; it should increase the programme's attractiveness to potential applicants. 2. Would there be any provision for an Exit Award? If so what would this be, and how would a student achieve it? With a PGCE award having a value of 90 credits and most PGCerts having a value of 60 credits there is a possibility that a student who had completed 2/3^{rds} of the programme may feel entitled to some sort of exit award. This might not be possible, but I think the School would need to be able to explain 		

<p>this if not; and that it should be made clear to any students who enrol on the programme if that is the case.</p> <p>3. Does the proposal have any implication for external bodies, i.e. professional, regulatory and statutory bodies?</p> <p>4. A change to the Common Masters Framework (CMF) would be required to allow for the 90 credits; all mentions of the PGCE throughout the 'Regulations' and 'Instruction to Examiners' would be changed accordingly. This would be undertaken by LTS, in liaison with the School as necessary.</p>	
AC10.2	Equality & Diversity Manager (PPE)
No comment received.	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<i>note</i> AC11	EDU notes the requirement to discuss and confirm the criteria for the award of the PGCert with LTS colleagues – noting that the programme is not modularised and is assessed as a single 90 credit module through a number of assessments.

FULL 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.						

FULL 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	Lee Beaumont	Lee Beaumont	12.6.14
AP1.2	Head of School (on behalf of School Board)	Nalini Boodhoo	Nalini Boodhoo	12.6.14
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	12.6.14
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:	Nalini Boodhoo	Nalini Boodhoo	12.6.14
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Helena Gillespie	Helena Gillespie	11.6.14
	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):			

FULL 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					SCHOOL		
NEW COURSE?		Y	N	If NO, please enter existing course code			
DEGREE AWARD (e.g. BSc/MA)							
TITLE OF PROGRAMME							
START DATE				LENGTH OF COURSE			
Course Approved by:			Name of Committee Chair			Date of approval	
Faculty Learning and Teaching Quality Committee (FLTQC)							
Learning and Teaching Committee (LTC)							
RELEVANT OFFICE INFORMED? *insert date							
Planning Office		Admissions and Marketing		Learning and Teaching Service		Union of UEA Students	
*		*		*		*	
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)			



LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
COURSE AMENDMENTS
with **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
PGCE Secondary (all subjects and all School Direct variants)	Y	N	T1X1C1101SY T1X1C1101SD T1X1F1101SY T1X1F1101SD T1X1Q3101SY T1X1Q3101SD T1X1L7101SY T1X1L7101SD T1X1V1101SY T1X1V1101SD T1X1G1101SY T1X1G1101SD T1X1R9101SY T1X1R9101SD T1X1F3101SY T1X1F3101SD T1X1C6101SY T1X1C6101SD
School(s) of study & Faculty			
EDU / SSF			
Proposer & proposer's school			

Penny Lamb (EDU)					
Proposed start date (of new course or of changes)					<i>note 2</i>
September 2014					
This proposal requires: <i>note 3</i>	Prior approval by Council	Y	N	Prior approval by LTC	Y N

This form is in 5 parts:

- | | |
|---------------|--|
| Part 1 | Summary and Rationale |
| Part 2 | Business Case |
| 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 & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	a	SCHOOL(S) OF STUDY	EDU	
<i>note S1c</i>	b	FACULTY or FACULTIES	SSF	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO NO	
	d	NAME OF COURSE DIRECTOR (Home School)	Gareth Joel	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	n/a	
S2 <i>note S2a</i>	a	COURSE TITLE	PGCE Secondary Years (various specialisms and School Direct Variants) <i>(Please note that a separate new course proposal has been submitted for a new PGCE Secondary Physics with Mathematics, which is also covered by this proposal)</i>	
<i>note S2b</i>	b	COURSE CODE	T1X1C1101SY T1X1C1101SD T1X1F1101SY T1X1F1101SD T1X1Q3101SY T1X1Q3101SD T1X1L7101SY T1X1L7101SD T1X1V1101SY T1X1V1101SD T1X1G1101SY T1X1G1101SD T1X1R9101SY T1X1R9101SD T1X1F3101SY T1X1F3101SD T1X1C6101SY T1X1C6101SD <i>Physics with Maths course code to be confirmed</i>	
<i>note S2c & S2d</i>	c	AWARD	PGCE	
	d	EXIT AWARD(S) AND TITLE(S)	Postgraduate Certificate in Educational Theory OR Qualified Teacher Status	

	e	FULL/PART-TIME (please specify)	Full time		
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	Norwich		
	g	AVAILABLE FROM:	September 2014		
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	PGCE		
	b	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	Y		
		Other postgraduate (please specify)			
S5 <i>note S5a</i>	a	DURATION (years or months)	10 months		
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full time		
S6 <i>note S6</i>	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	YES	NO	
		If YES, does this conform with the UEA's code of practice on placements?			
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S)				
S8 <i>note S8</i>	ENTRY REQUIREMENTS		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach.</p> <p>Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics (Plus Grade C in science for Physical Education).</p> <p>Candidates must have passed Numeracy and Literacy Skills tests prior to starting the course as stipulated by NCTL.</p>		
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 S11</i>	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	

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>The National Qualifications Framework previously constrained the credit that could be assigned to the PGCE (as a Postgraduate Certificate it was calibrated at 60 credits). Changes in the Academic Infrastructure mean that there is more emphasis on the credit assigned to an award reflecting the effort hours associated with the course. The PGCE is a very intensive course, combining full days of theory with substantial blocks of school-based experiential and practical learning. The course therefore easily represents 900 study hours – the national requirement is for 120 days in schools and (until 2014) at least 60 days of University based training.</p> <p>As the competitor analysis below shows, several peer institutions have recently moved their PGCE provision to 90 credits.</p> <p>The ITE / ITT landscape is changing and with the introduction of the School Direct routes there is increasing competition between providers, where previously there was an effective regional balance. The School of Education and Lifelong Learning is seeking to reinforce its market position by emphasising the academic gravitas of the UEA PGCE and by creating an easier and faster route to a full MA (instead of requiring a further 120 credits and 3 or 4 years further study, graduates will require a further 90 credits, which could be completed in 1 year).</p>

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)	
BC1.1	How does the proposal fit with the University's Corporate Plan?		
<i>note BC1.1</i>	Increasing the credit value of the course ensures that the School can continue to recruit the best calibre graduates to UEA and ensures the course remains competitive within the market.		
BC1.2	Proposed Recruitment Strategy		
<i>note BC1.2</i>	As for the current PGCE programme, with emphasis on progression routes to the MA.		
BC1.3	Partnership and commercial sensitivity		
<i>note BC1.3</i>	Has this proposal, in outline, been approved by the Partnerships Office?	YES	
		NO	
	Please paste their comments below		

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team	
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?		
	<p>There are a number of HEIs offering 90 credit PGCE courses, these include</p> <ul style="list-style-type: none"> • Durham University • University of Sussex • University of Warwick • Loughborough University • Staffordshire University • University of Cambridge • University of Roehampton • Truro and Penwith College • West Midlands Consortium School Centred Initial Teacher Training <p>EDU would view Durham, Sussex, Cambridge and Warwick as peer competitors.</p>		
BC2.2	Are there any likely international competitors? (Please give brief details)		

	None – the PGCE course is UK specific and monitored by Ofsted.	
BC2.3 <i>note</i> BC2.3	What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?	
	<p>The number of places on ITE courses are regulated nationally by the Department for Education.</p> <p>ARM have been asked to provide this information for PGCE in general and for the above list specifically – information awaited.</p> <p>There were 790 applications to EDU's PGCE programmes for September 2013 admission.</p> <p>There have been changes in the way in which admissions to ITE courses are administered for 2014 entry, which make comparisons more complex.</p> <p>There are standard admissions requirements set by the Department for Education.</p> <p>Durham – same as for UEA; Secondary subjects require a 2.1 (e.g. English and Biology) or 2.2 (e.g. Maths and Chemistry) Sussex – as UEA, no minimum classification noted Warwick – as for UEA, but require 2.1 for Primary (2.2. will be considered); Secondary at least 2.2 (2.1 for History and English) Cambridge - first or 2.1</p>	
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>This is current provision. The admissions process has changed in 2013/4 (three choices instead of 1 in Phase 1) and therefore comparisons are difficult to make.</p> <p>As FLTQC and LTC will recall, there is substantial volatility in the initial teacher education sector at present. ITT places are allocated by the Department for Education to ensure adequate teacher supply (across both core and School Direct provision). There has been no announcement that overall numbers will be reduced nationally.</p> <p>EDU's very strong Primary and Secondary Partnerships (embracing the majority of Norfolk and Suffolk schools and Headteachers) indicate that they continue to view UEA graduates as highly employable.</p>	
BC2.5	Can current and projected demand be met from existing provision?	
	Nationally:	EDU currently supplies approximately 350 teachers p.a.
	Regionally:	EDU currently supplies approximately 350 teachers p.a.
BC2.6	Where is/what are the competitive advantage(s) for UEA?	
	<ul style="list-style-type: none"> • Reputation of the University • Reputation of the School of Education and Lifelong Learning (judged Outstanding by Ofsted in the past three inspections for both Primary and Secondary) • Progression routes to an MA 	

	<ul style="list-style-type: none"> Strong and broad partnership relationship with regional schools
--	---

BC3 <i>note</i> BC3	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
BC3.1	What graduate career opportunities may be available?	
	Teaching Educational policy	
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?	
	Head teachers through our Secondary and Primary Management Committees	

BC4 <i>note</i> BC4	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM	
BC4.1	Student Numbers		
a	Proposed student target intake	number	
<i>note</i> BC4.1a	Full Time (Home/EU)	Maintain current targets / allocation by DfE	
	Full Time (International)		
	Part Time (Heads)	Nil	
	Distance Learning (Heads)	Nil	
	Minimum viable intake (full times equivalents)	Secondary PGCE – 140	
	Maximum viable intake (full times equivalents)	Secondary PGCE - 180	
b	Are the student numbers:		
<i>note</i> BC4.1b	d) available via redistribution within the School? <i>Consult the Head of School</i>	YES	NO
	e) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i>	YES	NO
	f) additional numbers required? <i>Consult the Planning Office (PLN)</i>	YES	NO
	Please give a summary of how your answers to a), b) and c) above will be achieved.		
	PGCE numbers are allocated by the Department for Education – either to ITE Providers or to schools. We will continue to bid for numbers from DfE and are making strategic links regionally to ensure that Partner Schools bid for numbers to ensure the continued viability of the course.		
BC4.2	Tuition Fees		

	Please select the relevant fee schedule:	
	a) Standard Home/EU/International	
	b) Full-cost <i>Please consult with FFM</i>	
	c) Other <i>Please provide brief details</i>	PGCE fee of £9,000

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?	YES
		NO No
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.)	
	There are issues nationally around male teachers in primary schools, which the Partnership regularly discuss and which the team are working with the Outreach team to address.	
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?	
	DBS checks are required for all PGCE (as currently)	
BC 5.2 <i>note BC5.2</i>	CURRENT STUDENTS AND/OR APPLICANTS	
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES
		NO No
b	Will any current students or applicants be affected by this proposal?	YES
		NO (go to 5.3)
	The PGCE courses are 1 year in duration and therefore the changes will not impact directly on current cohorts. There are currently applicants in the system who will be affected as the changes are planned to come into effect in September 2014.	
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.	

	The School will write to applicants.		
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	Nil The additional credit will be achieved by converting existing formative assessments and existing tasks.	
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	No
c	Are new appointments required to meet any additional hours?	YES	
		NO	No
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?		
	n/a		
e	What is the source of funding for new academic staff?		
	n/a		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
	Nil		
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
	There will be a modest increase in staff workload with the conversion of existing formative assessment into summative assessment contributing towards Masters credits. However, this increase is only in relation to refining existing formative feedback processes to ensure robustness in summative assessment protocol.		
BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	Yes
		NO	
	If YES, please specify Course name, UCAS Code(s) / Course codes		
	This proposal replaces the existing PGCE provision		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	No

	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?	
	The existing PGCE routes will be discontinued	
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		
BC6.1 <i>note BC6.1</i>	What new or additional facilities and /or equipment are required for the delivery of this course?		
a	Classroom and study facilities	None (no additional teaching to current PGCE)	
b	Computer equipment	None	
c	Other equipment	None	
d	Consumables	None	
BC6.2	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
	None		
BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	No
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
	There will be no changes to the current PGCE programme in respect of time spent in placements		
BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	
		NO	No
	If yes, please give details:		

BC7 <i>note BC7</i>	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note BC7</i>	What is the impact of the proposal on support staff and resources in the office for which you are responsible?		
Date of circulation:	16/04/2014		

BC7.1	Dean of Students (DOS)
	No comment received.
BC7.2	Deputy Dean of Students (accommodation)
	Under the current accommodation guarantees, only new overseas fee paying postgraduates are eligible for University accommodation. Since all the students concerned will be Home/EU, there will be no implications for University accommodation.
BC7.3	Director of Information Services (ISD)
	No comment received.
BC7.4	Director of Library Services (LIB)
	No comment received.
BC7.5	Careers Manager (CCEN)
	No comment received.
BC7.6	Head of Learning & Teaching Service (LTS)
	I do not envisage any significant impact on LTS as a result of this proposal. However, as a result of the introduction of the Schools Direct students, noted in the new course proposals in 2013, the LTS administrative workload associated with PGCEs as a whole should continue to be reviewed annually, and if there is a significant overall increase in PGCE numbers, LTS may require additional resources
BC7.7	Head of Admissions (ARM)
	No comment received.
BC7.8	Director of Planning Office (PLN)
	<ol style="list-style-type: none"> 3. I am not absolutely certain but I think we currently record in the student records system the course as 120 credits so there may need to be some additional discussions about the cases especially about how we record them in HESA and show them as full-time. Andrew Watson should be the first point of contact to discuss this. 4. There will be a requirement for us to create new versions of the existing route codes to reflect the change in the credit value. Andrew will also be the person to ensure that this is done once final approval is given.
BC7.9	Any other service or department
<i>note</i> BC7.9	

BC8	ADDITIONAL COMMENTS
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.	
<i>note</i> <i>BC8</i>	Is there anything further to add to the proposal from the perspective of your service and expertise?
Date of circulation:	16/04/2014
BC8.1	Market Research Manager (on Section BC2)
	No comment received.
BC8.2	Careers Manager (on Section BC3)
	No comment received.
BC8.3	Equality & Diversity Manager (on Section BC5.1)
	No comment received.
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	See BC7.8 above
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> <i>BC8.5</i>	I have read the business case for the proposal to convert the credit value of the PGCE courses from 60 credits to 90 credits. There are no financial implications and therefore I am content to support the proposals from a financial perspective.

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
<i>note</i> <i>BC9</i>	No further comments.

UEA LEARNING & TEACHING SERVICE

FULL 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				
	Graduate Diplomas				
	PGCE				Yes
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES	Yes	NO	
AC1.2b	Are any modules assessed on a pass/fail basis?	YES	Yes	NO	
	If so, how many modules and what is the credit volume for each module?				
AC1.2c	<p>The Secondary course is currently assessed as two modules on a pass / fail basis (an arrangement put in place to facilitate administration of the course within SITS rather than reflecting an academic framework).</p> <p>Module 1: School Placements, including school based teaching and professional development. Assessment is through observation of school based practice of 120 days in two different schools (see School Profile Folder); a portfolio of evidence in the form of Teaching and Professional Folders, and School-based Project assessed through an academic poster and oral presentation and two 6000 word assignments assessed to meet QTS criteria (Teaching and Learning (LA) and Curriculum Subject Specialism (CA)). All summative assessment of Module 1, leading to qualified teacher status (QTS) is against The Teachers' Standards.</p> <p>Module 2: Secondary Theoretical and Professional Development Component, including Professional Development programme and Specialist Curriculum programme. Assessment is through MA criteria contained within the Learning and Curriculum Assignments completed as part of Module 1. To be awarded 60 MA credits, students will need to meet the MA criteria in the Curriculum and Learning assignments and have achieved the Teachers' Standards (Module 1).</p>				

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	Y	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	PGCE			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	N
AC3.3b	If yes, how many?	n/a			

PS	PROGRAMME SPECIFICATION
<i>note</i> PS	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing



University of East Anglia
LEARNING & TEACHING SERVICE

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
PGCE Secondary and Secondary School Direct: Biology, Chemistry, English, Geography, History, Mathematics, Modern Foreign Languages, Physics, Physical Education, Physics with Maths, RE.	T1X1C1101SY, T1X1C1101SD, T1X1F1101SY, T1X1F1101SD T1X1Q3101SY, T1X1Q3101SD T1X1L7101SY, T1X1L7101SD T1X1V1101SY, T1X1V1101SD T1X1G1101SY, T1X1G1101SD T1X1R9101SY, T1X1R9101SD T1X1F3101SY, T1X1F3101SD T1X1C6101SY, T1X1C6101SD	2014

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

PS1 COURSE PROFILE	<i>note PS1</i>
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YEAR 1 profile (PGCE Primary)				Level	This column will be deleted prior to publication
				M	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
	Compulsory	90	PGCE		

PS1 COURSE PROFILE - <i>continued</i>	<i>note PS1</i>
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YEAR 1 profile (PGCE Secondary)				Level	This column will be deleted prior to publication
				M	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
EDUS3TPY	Compulsory	2 plus Qualified Teacher Status	Module 1: School Placements, including school based teaching, professional development and individual tutorial programme including supervision and monitoring of classroom teaching by subject mentors and school link teachers.	Year long	Existing
EDUSMACY	Compulsory	90	Module 2: Secondary Theoretical and Professional Development Component, including university Professional Development Programme, university specialist Curriculum programme and individual tutorial programme. Incorporating Practitioner Research and Ethical Research Practice	Year long	Amended

PS2 MAPPING LEARNING OUTCOMES

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes – PGCE Secondary	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Demonstrate necessary professional skills, planning skills, teaching skills, assessment skills, specialist knowledge and class management skills to plan and deliver the national curriculum and post 16 programmes of study in accordance with the Teachers’ Standards.							EDUS 3TPY	EDUS 3TPY	
Develop a rich understanding of how children learn, the contexts within which their learning takes place and the variety of factors which impacts on children’s learning.	EDUS3T PY / EDUSM ACY						EDUS 3TPY	EDUS MACY	
Demonstrate a critically reflective approach to one’s own professional practice.	EDUS3T PY / EDUSM ACY						EDUS 3TPY	EDUS 3TPY	
Be able to articulate the principles and theories which inform their own professional practice and to present well justified and well-argued analyses of these.	EDUS3T PY / EDUSM ACY							EDUS MACY	
Develop critical awareness of the ways in which research can inform practice.	EDUS3T PY / EDUSM ACY							EDUS MACY	

Knowledge and understanding of a range of professional matters and issues in secondary education.	EDUS3T PY / EDUSM ACY							EDUS 3TPY	EDUS MACY	
Critical awareness of pedagogical principles and practice in secondary education.	EDUS3T PY / EDUSM ACY							EDUS 3TPY	EDUS MACY	
Knowledge and understanding of a range of educational research methods, techniques and skills.									EDUS MACY	

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

note PS3.1

Secondary: To be awarded 90 MA credits students will need to meet the requirements of Module 2, meeting the MA criteria in the Learning Assignment (weighted 3/9) Curriculum assignment (weighted 3/9), Practitioner Research and Ethical Research Practice, including a School-based project (weighted 1/9) and a portfolio of Teaching and Professional evidence in the form of school placement folders (weighted 2/9).

Students failing to meet the MA criteria will be recommended for the award of Qualified Teacher Status (QTS) if they have successfully achieved the Teachers' Standards with regard to Module 1 (School Placements), including the QTS requirements for the Learning Assignment, Curriculum Assignment, School Project and portfolio of Teaching and Professional evidence in the form of School Placement and Professional Folders.

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

note PS3.2

Module 1 assessment is ongoing throughout the course, through:

- Observation of school based practice in two different school equating to 120 days (see School Profile Folder);
- Portfolio of evidence in the form of teaching and professional Folders;
- School based project assessed through a poster and oral presentation in the Spring semester;
- Two 6000 word assignments assessed to meet QTS criteria: Teaching and Learning (LA) in the Autumn semester and Curriculum Subject Specialism (CA) in the Spring semester.

QTS criteria are monitored and assessed according to the Teachers' Standards as an ongoing process through the course by collaboration of university staff and school-based mentors, which include requirements related to: professional values and practice, knowledge and understanding of subject and solo teaching. Recommendation for the award of QTS will also require successfully meeting the QTS criteria contained within two written assignments and a School-based project. Assessment of subject specific teaching skills is a fundamental and compulsory part of the

course. This will be assessed by school based observation of practical teaching, scrutiny of teaching and professional files and through discussion during tutorial sessions in addition to the modes of assessment described above. The student must meet the standards in order to be recommended for QTS.

Module 2 assessment is through:

MA criteria contained within the Learning Assignment and Curriculum Assignment completed as part of Module 1. To be awarded 90 MA credits, students will need to meet the MA criteria in the Curriculum assignment (3/9), Learning assignment (3/9), a portfolio of evidence in the form of Teaching and Professional Reflective Folders (2/9) and an oral presentation based on the School based Project completed as part of Module 1, with evidence in the form of 5-10 minute video clip or notes from a professional conversation or equivalent in the Spring semester (1/9).

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?	Nil	Nil	
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?	Nil	Nil	

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	Admissions criteria are set nationally by the National College of Teaching and Leadership (NCTL) for all professional courses leading to qualified teaching status (QTS).		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	All QTS courses are externally audited by Ofsted to ensure there is entitlement and equality of opportunity.		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		
	All learning and teaching and assessment methods are internally and externally moderated and all students have a voice in evaluating their student experience to ensure inclusivity and equal opportunity. All students requiring reasonable adjustment are referred to DoS.		

PS6	EMPLOYABILITY		<i>note PS6</i>
	How is employability embedded into the delivery of the course?		
	The course is designed to educate individuals to become teachers and incorporates experience, skill development and assessments that allow the School to confirm Qualified Teacher Status on those successfully completing the course. The course also incorporates a number of skills that would equip graduates to enter other employment should they decide not to enter teaching.		

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES			
<i>note</i> AC4	Number of existing COMPULSORY modules	2		
	Module outlines attached? (as Appendix 1 to this form)	YES	<input type="checkbox"/>	NO <input checked="" type="checkbox"/>

AC5	MINOR CHANGES TO EXISTING MODULES		
<i>note</i> AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes		
Module Code	Module Title	Minor changes proposed	
EDUS3TPY	Module 1: School Placements	Existing portfolio of evidence in the form of Reflective Teaching and Professional Folders currently assessed against formative criteria will be assessed against summative criteria (worth 2/9 of the overall assessment) and therefore will also form part of the assessment for Module 2: Secondary Theoretical and Professional Development.	
EDUS3TPY	Module 1: School Placements	Existing School based project currently assessed against formative criteria will be assessed against summative criteria and will be weighted 1/9 of the overall assessment for module 2.	

AC6	NEW MODULES	
<i>note</i> AC6	How many new modules are being proposed?	1
Please complete a table AC6.x for each proposed new module		

AC6.1	NEW MODULE	
Module Title		
Level		
Credit Value		
Teaching period, eg Semester 1, Year-long		

Likely Module Organiser			
Module Type (eg EX/CW/WW/PR etc)			
Does the Module include an Exam? Yes/No		How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?
Proposed Module Code			
Module Delivery (eg distance-learning campus based, work placement)			
Brief Description			
Aims / learning outcomes			
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)			

****Please copy and paste the above table for additional new modules****

AC 7 <i>note</i> AC7	DEFINED CHOICE
How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of: <ul style="list-style-type: none"> • Programme-specific choice • Enrichment and Employment modules (EEC) • Language choice 	
All components of the course are compulsory with no options or defined choice.	

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

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES		
<i>note</i> AC9	Please provide a summary of external professional feedback received. Append full reports as Appendix 2		
<i>note</i> AC9	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:	16/04/2014
AC10.1	Careers Manager (CCEN)
No comment received.	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)
<p>5. The proposal for PGCE to have a value of 90 credits recognises the students' efforts and increases the School's competitiveness; it should increase the programme's attractiveness to potential applicants.</p> <p>6. Would there be any provision for an Exit Award? If so what would this be, and how would a student achieve it? With a PGCE award having a value of 90 credits and most PGCerts having a value of 60 credits there is a possibility that a student who had completed 2/3rds of the programme may feel entitled to some sort of exit award. This might not be possible, but I think the School would need to be able to explain this if not; and that it should be made clear to any students who enrol on the programme if that is the case.</p> <p>7. Does the proposal have any implication for external bodies, i.e. professional, regulatory and statutory bodies?</p> <p>8. A change to the Common Mases Framework (CMF) would be required to allow for the 90 credits; all mentions of the PGCE throughout the 'Regulations' and 'Instruction to Examiners' would be changed accordingly. This would be undertaken by LTS, in liaison with the School as necessary.</p>	
AC10.2	Equality & Diversity Manager (PPE)
No comment received.	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<i>note</i> AC11	EDU notes the requirement to discuss and confirm the criteria for the award of the PGCert with LTS colleagues – noting that the programme is not modularised and is assessed as a single 90 credit module through a number of assessments.

FULL 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.						

FULL 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	Lee Beaumont	Lee Beaumont	12.6.14
AP1.2	Head of School (on behalf of School Board)	Nalini Boodhoo	Nalini Boodhoo	12.6.14
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	12.6.14
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:	Nalini Boodhoo	Nalini Boodhoo	12.6.14
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Helena Gillespie	Helena Gillespie	11.6.14
	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):			

FULL COURSE PROPOSAL

<i>Note N1</i>					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						SCHOOL			
NEW COURSE?		Y	N	If NO, please enter existing course code					
DEGREE AWARD (e.g. BSc/MA)									
TITLE OF PROGRAMME									
START DATE						LENGTH OF COURSE			
Course Approved by:			Name of Committee Chair			Date of approval			
Faculty Learning and Teaching Quality Committee (FLTQC)									
Learning and Teaching Committee (LTC)									
RELEVANT OFFICE INFORMED? *insert date									
Planning Office		Admissions and Marketing			Learning and Teaching Service		Union of UEA Students		
*		*			*		*		
sis.records@uea.ac.uk		arm.operations@uea.ac.uk			Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk		

<i>Note N1</i>		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)	