

LTC13D102

**Title:** *SSF LTQC Course Approvals*  
**Author:** Heather Reynolds  
**Date:** 12/6/14  
**Circulation:** List of recipients  
**Agenda:** 25/6/14  
**Version:** Final Version  
**Status:** Open

---

#### **Issue**

To receive minor changes course proposal for **PGCE (M) Physics with Mathematics and PGCE (M) Physics with Mathematics (School Direct)** 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 11/6/14

#### **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.

# 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?<br><i>note 1</i> |   | If no, please give existing course code |
|--|------------------------------|---|---|
| PGCE(M) Physics with Mathematics<br>PGCE(M) Physics with Mathematics (School Direct)                               | Y                            | N |   |
| School(s) of study & Faculty   |                              |   |   |
| EDU / SSF  |                              |   |   |
| Proposer & proposer's school   |                              |   |   |
| Helen Gourlay EDU  |                              |   |   |
| Proposed start date (of new course or of changes)  |                              |   | <i>note 2</i>                           |
| September 2014   |                              |   |   |
| 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:

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

**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>   | EDU                                  |  |
| <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> N                          |  |
|   | <b>d</b>     | <b>NAME OF COURSE DIRECTOR</b><br>(Home School)                                   | Gareth Joel                          |  |
|   | <b>e</b>     | <b>NAME OF DEPUTY COURSE DIRECTOR</b><br>(partner School, for Joint Courses only) | n/a                                  |  |
| <b>S2</b><br><i>note S2a</i>                        | <b>a</b>     | <b>COURSE TITLE</b>   | PGCE(M) Physics with Mathematics     |  |
| <i>note S2b</i>                                     | <b>b</b>     | <b>COURSE CODE</b>  | tbc                                  |  |
| <i>note S2c &amp; S2d</i>                           | <b>c</b>     | <b>AWARD</b>  | PGCE(M)                              |  |
|   | <b>d</b>     | <b>EXIT AWARD(S) AND TITLE(S)</b>   | PG Certificate in Educational Theory |  |
|   | <b>e</b>     | <b>FULL/PART-TIME (please specify)</b>  | FT                                   |  |
|   | <b>f</b>     | <b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>                      | Norwich                              |  |
|   | <b>g</b>     | <b>AVAILABLE FROM:</b>  | September 2014                       |  |
| <b>S3</b><br><i>note S3a</i><br><br><i>note S3b</i> | <b>a</b>     | <b>PROFESSIONAL AWARD (if any)</b>  | QTS (Qualified Teacher Status)       |  |
|   | <b>b</b>     | <b>ACCREDITING/VALIDATING BODY (if relevant)</b>                                  |                                      |  |
|   |              | <b>Website (URL)</b>  |                                      |  |
|   |              | <b>Date when accreditation/validation may take place</b>                          | n/a                                  |  |
| <b>S4</b><br><i>note S4</i>                         | <b>LEVEL</b> | Sub-degree (e.g. Cert. Dip.)  |                                      |  |
|   |              | Undergraduate   |                                      |  |
|   |              | Integrated Masters  |                                      |  |
|   |              | Masters   | X                                    |  |
|   |              | Other postgraduate (please specify)   |                                      |  |
| <b>S5</b><br><i>note S5a</i>                        | <b>a</b>     | <b>DURATION (years or months)</b>   | 1 year (36 weeks)                    |  |

|   |   |   |  |   |    |
|---|---|---|--|---|----|
| <i>note</i><br>S5b  | <b>b</b>  | <b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other) | FT   |   |    |
| <b>S6</b><br><i>note</i><br>S6  | <b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>  |   | YES  | Y | NO |
|   |   |   | If YES, does this conform with the UEA's code of practice on placements?   |   |    |
| <b>S7</b><br><i>note</i><br>S7  | <b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>  |   |  |   |    |
| <b>S8</b><br><i>note</i><br>S8  | <b>ENTRY REQUIREMENTS</b>   |   | <p>(As for all PGCE)<br/>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be in the subject which you wish to teach.</p> <p>Before making an application candidates must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>*Please note: It is up to the discretion of the individual Initial Teacher Training provider as to whether an appropriate level has been satisfactorily achieved. We therefore strongly urge candidates with equivalent qualifications to check with us that these are acceptable before making their application.</p> |   |    |
| <b>S9</b>   | <b>JACS Subject Level Code(s)</b><br>To be completed by the Planning Office following approval of the Business Case   |   |  |   |    |
| <b>S10</b>  | <b>UCAS ADMISSION CODE / COURSE CODE</b><br>To be completed by the Planning Office following approval of the Business Case  |   |  |   |    |
| <b>S11</b><br><i>note</i><br>S11  | <b>FURTHER INFORMATION</b><br>available via...<br>UEA webpage to be updated following approval of the Business Case   |   | Further information is available on our webpage:<br><a href="https://www.uea.ac.uk/education/teaching-science">https://www.uea.ac.uk/education/teaching-science</a>  |   |    |
| <b>S12</b>  | <b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities |   |  |   |    |
| <p>The overall aim of the course is to help you to develop into an effective and professional teacher of physics. You will also gain knowledge and experience of teaching mathematics.</p> <p>The Postgraduate Certificate in Education (PGCE) Secondary course prepares you to teach in secondary schools (age range: 11-16 years with post-16 enhancement experience). The course is assessed against 'M' Level criteria - leading to Qualified Teacher Status and 60 credits at Master's Level. There is the opportunity to return to UEA to complete the MA in Advanced Education Practice, by completing a further 120 credits, usually by part-time study.</p> <p>The course has two main components:</p> <ul style="list-style-type: none"> <li>• Curriculum studies</li> <li>• Professional development</li> </ul> <p>For the majority of the time in curriculum studies you will be taught in a Science group made up of Biology, Chemistry, Physics and Physics with Maths specialists, in which you will learn about aspects of Science Education that are relevant to all. There are also sessions in which you will work in a specialist group of Physics and Physics with Maths students to look at the teaching of specific Physics topics, including issues</p> |   |   |  |   |    |

|  |   |
|--|---|
|  | <p>related to the teaching of A Level Physics. You will also learn about some aspects of Maths Education.</p> <p>The Professional Development (PD) programme involves you working with students from across all PGCE subjects, looking at school-wide issues and policies. You will spend about two-thirds of the PGCE year in two school placements, where you will have the opportunity to teach Physics across the secondary age range, as well as teaching some Maths. Students will usually also teach some Biology and Chemistry.</p> <p>Both physics and maths are recognised as shortage subjects within teaching, and this makes the job market buoyant. Learning to teach physics equips students with a variety of key skills, including:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Teamwork</li> <li>• Problem-solving</li> <li>• Planning and organising</li> <li>• Interpersonal skills</li> <li>• Numeracy</li> </ul> <p>Many of our trainees are appointed to teaching posts in Norfolk and Suffolk. Career opportunities within secondary teaching are now far wider and more diverse than ever before. Within a few years of beginning teaching many are able to gain promotion to leadership positions, either within their subject, or with pastoral responsibilities. There may also be opportunities to become a Leading Practitioner, taking a leadership role in developing, implementing and evaluating policies and practice in the workplace and contributing to school improvement. After experience of middle management, successful teachers can progress into senior leadership roles – Assistant Head Teacher, Deputy Head or Head. Successful science teachers may also progress into careers in Science Engagement and Communication, for example in science centres and museums.</p> <p>When considering your application, we look for good subject knowledge from your degree and from other relevant experience beyond a degree. A first degree or a higher degree in physics or engineering is recommended. Other qualifications may be appropriate, but at least half of your degree should have involved learning physics relevant to that found in the National Curriculum and in A-level syllabuses, and preferably a substantial amount of maths. If you are unsure please contact us. Prior to application you need to have some understanding of what teaching in a state secondary school in England entails. Therefore, you are strongly advised to spend some time observing Physics teaching in an English secondary school – preferably one with a comprehensive intake. If you have not had this experience you may be asked to obtain it. Such experience helps you to assess whether or not teaching is right for you and we find that it enables candidates to perform better at interview.</p> |
|--|---|

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

|                 |  |
|-----------------|--|
| <b>S13</b>      | <b>RATIONALE FOR PROPOSAL</b>  |
| <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. |

In light of the appointment (in January) of Helen Gourlay to the post of Lecturer in Secondary Education (Science), who had experience of leading the Physics with Maths PGCE at King's College London, we would now like to set up a Physics with Maths subject specialism within the Secondary PGCE.

The wider context is that there is a shortage of Physics teachers in England. According to the Institute of Physics (IOP) one in four 11-16 schools in England has no physics specialist teacher. Given that this region has numerous 11-16 schools, and given that the School Direct initiative has attracted 4 requests for Physics places for September 2014, it is probable that there is a shortage of physics teachers locally. Running a Physics with Maths PGCE course has the potential to contribute to ameliorating this situation, and to help us to meet the needs of local schools. Physics with Maths has been championed by the IOP as a potential way of attracting greater numbers of Physics and Engineering graduates into Physics teaching. In the longer term it may help to support the university's work in the Natural Sciences and in Engineering, by preparing more children to take up Physics at A Level, and hence better preparing them for their studies at UEA.

The numbers of Biology PGCE places allocated to the university (by the Department for Education, DfE) have been cut over the last few years. There is the possibility of maintaining, or increasing, the numbers of students in the Science teams by attracting additional Physics candidates. It is thought that the Physics with Maths route may be of more interest to people with engineering backgrounds, who would otherwise train to be maths teachers, or not teach at all. Thus we would potentially be appealing to a new group of applicants. At King's College London, the Physics with Maths PGCE attracted a large number of applications, so as well as potentially increasing the numbers of students with a physics specialism, we may be able to strengthen the quality of students by selecting from a larger pool of applicants. One criterion by which PGCE courses are judged is the proportion of students with honours degrees of class 2:1 or above, and another is the proportion of students whose teaching practice is graded as good or outstanding. Hence attracting better quality candidates would help the university to maintain its ranking in league tables of initial teacher training courses.

If we were to offer a Physics with Maths PGCE, the university would be seen to be engaging with an initiative which has had a great deal of support from the DfE, which may enhance perceptions of the PGCE when inspected by Ofsted. An outstanding grading by Ofsted is important because it may help to protect allocations of places to all PGCE subjects, i.e. it may protect student numbers going forward.

Both physics and maths are recognised as shortage subjects within teaching, and this makes the job market buoyant. Hence employability prospects for successful Physics with Maths PGCE students are very good.

The Physics with Maths PGCE (M) course would not require any additional resources, including teaching staff and rooming requirements. This is because students would be absorbed into existing teaching groups (up to a maximum of 40 students in total in the science teams, which would give a staff:student ratio of 1:20 in seminar groups). The Physics with Maths trainees would be taught in the science teams, alongside their Biology, Chemistry and Physics colleagues, for the vast majority of sessions. They would attend the Physics specialist sessions alongside the Physics trainees. They would not attend the specialist sessions about teaching Biology, Chemistry and Earth Science, and would instead attend the Maths specialist sessions on those occasions. This amounts to only 5 half days of the course being different than the existing Physics PGCE. Students would be assessed in the same way as other students on the existing Secondary PGCE courses. Trainees would therefore be closely following a course that has been

judged to be very successful. There are no teaching adjustments, no key changes in learning outcomes, and no key changes in assessment strategy. There are no key changes to feedback or feed-forwards.

The new route will be included in the course proposal for all PGCE courses to move from 60 to 90 credits in 2014, in line with provision at other HEIs. There will be minimal impact on teaching staff, related to converting formative assessments to summative to contribute to the Masters credits and no change to the time allocated to placements.

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

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

|                               |   |  |
|-------------------------------|---|--|
| <b>BC4</b><br><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><br><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>✓</td> </tr> </table> | <b>YES</b> |  | <b>NO</b> | ✓ |
| <b>YES</b>                        |  |   |            |  |           |   |
| <b>NO</b>                         | ✓  |   |            |  |           |   |
| <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>  |   |            |  |           |   |
|                                   | Yes. Students work in school placements, so a DBS check will be required. (DBS has replaced CRB.) Procedures for obtaining this would be identical to those already in place for other PGCE subjects.  |   |            |  |           |   |

|                                       |  |                                   |          |
|---------------------------------------|--|-----------------------------------|----------|
| <b>BC 5.2</b><br><i>note</i><br>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>NO</b>                         | <b>N</b> |
|                                       |  |                                   |          |
| <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>N</b> |
|                                       |  |                                   |          |
| <b>c</b>                              | <b>Evidence of consultation of current students and written consent obtained</b><br>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><br>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><br><i>note</i><br>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>   |                                   | <b>0</b> |
| <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>N</b> |
| <b>c</b>                              | <b>Are new appointments required to meet any additional hours?</b>   | <b>YES</b>                        |          |
|                                       |  | <b>NO</b>                         |          |
| <b>d</b>                              | <b>If yes to either b or c above, how many of what type (e.g. Teaching and Scholarship, Teaching and Research) and at what level?</b>  |                                   |          |
|                                       |  |                                   |          |
| <b>e</b>                              | <b>What is the source of funding for new academic staff?</b>   |                                   |          |
|                                       |  |                                   |          |
| <b>f</b>                              | <b>Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?</b>  |                                   |          |
|                                       | None   |                                   |          |
| <b>g</b>                              | <b>Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?</b>  |                                   |          |

|                                      |  |   |   |
|--------------------------------------|--|---|---|
|                                      | The course will be delivered by combining existing teaching sessions, using existing teaching resources  |   |   |
| <b>BC5.4</b><br><i>note</i><br>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>  | Y |
|                                      |  | <b>NO</b>   |   |
|                                      | <b>If YES, please specify Course name, UCAS Code(s) / Course codes</b>   |   |   |
|                                      | EDU currently offers a PGCE(M) in Physics and a PGCE(M) in Mathematics   |   |   |
| <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>   | N |
|                                      | <b>If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?</b>                               |   |   |
|                                      | n/a  |   |   |
| <b>c</b>                             | <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> | n/a   |   |

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

|                                  |   |
|----------------------------------|---|
| <b>BC7</b><br><i>note</i><br>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)**

|            |  |     |   |    |   |
|------------|--|-----|---|----|---|
| <b>AC1</b> | <b>COURSE MANAGEMENT INFORMATION</b>   |     |   |    |   |
| AC1.1      | REGULATORY FRAMEWORK (please tick all that apply)  |     |   |    |   |
|            | Undergraduate Regulations (including Integrated Masters)   |     |   |    |   |
|            | Postgraduate Taught Regulations  |     |   |    |   |
|            | Graduate Diplomas  |     |   |    |   |
|            | PGCE   |     |   |    | Y |
| AC1.2a     | Is the course as a whole assessed on a pass/fail basis?  | YES | Y | NO |   |
| AC1.2b     | Are any modules assessed on a pass/fail basis?   | YES | Y | NO |   |
| AC1.2c     | If so, how many modules and what is the credit volume for each module?                                 |     |   |    |   |
|            | The PGCE(M) is assessed as a whole. There are modules set up on SITS for administrative purposes only. |     |   |    |   |

|  |  |                |            |                         |                                 |
|--|--|----------------|------------|-------------------------|---------------------------------|
| <b>AC2</b><br><i>note AC2.1</i>  | <b>YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS<br/>(For undergraduate or integrated masters courses only)</b> |                |            |                         |                                 |
| Please select only from the permitted options - see UG/PGT regulations |  |                |            |                         |                                 |
| Stage<br><i>Note AC2.2</i>   | Level  | Year of course | Weightings | Progression requirement | Exit Award<br><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  |                |            |                         |                                 |

|            |  |      |   |    |   |
|------------|--|------|---|----|---|
| <b>AC3</b> | <b>BOARD OF EXAMINERS</b>  |      |   |    |   |
| 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? | 0 |
|--------|-------------------|---|

|   |  |
|---|--|
| <b>PS</b>   | <b>PROGRAMME SPECIFICATION</b>   |
| <i>note</i><br><i>PS</i>  | This part of the form will serve a dual purpose. Please read the guidance note carefully before completing |
| <p><b>PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE</b></p> <p><i>Please note the programme specification for this course is available with the course proposal for Secondary PGCE programmes to move from 60 to 90 credits.</i></p> |  |

|            |  |
|------------|--|
| <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><br><i>note</i><br><i>AC7</i> | <b>DEFINED CHOICE</b> |
|  | <b>NOT REQUIRED</b>   |

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

| AC9                |  | COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES |   |
|--------------------|--|---|---|
|                    | Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?   | YES   | Y |
|                    |  | NO  |   |
|                    | If NO, go to AC10  |   |   |
| <i>note</i><br>AC9 | If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3  |   |   |
|                    | <p>Numbers of students are regulated by Department for Education, who have indicated approval in principle for the course to be developed.</p> <p>ITE is validated by Ofsted on a periodic cycle of inspections – validation prior to delivery is not a requirement.</p> |   |   |

| 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><br>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 <b>ACADEMIC CONTENT</b> of the proposal  |   |  |
| Date of circulation:  |  | 31/03/2014  |  |
| AC10.1  | Careers Manager (CCEN)   |   |  |
|   | No comments received.  |   |  |
| AC10.2  | Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)  |   |  |
|   | If new route does not lead to an increase in student numbers it should not have a significant impact on LTS support.                                 |   |  |
| AC10.2  | Equality & Diversity Manager (PPE)   |   |  |
|   | No comments received.  |   |  |

| AC11 |  | PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE |  |
|------|--|---|--|
|------|--|---|--|

*note*  
AC11

No further comments to add.

**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/<br/>evidence of<br/>approval</b> | <b>Date</b> |
| 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) |                    |  |             |
|  |   |                    |  |             |

| <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:                            | Nalini Boodhoo | Nalini Boodhoo   | 12.6.14     |
|            | Approved with amendments:            |                |                  |             |
|            | Rejected:                            |                |                  |             |
|            | Comments (if any):                   |                |                  |             |

| AP2.2             | Faculty Associate Dean<br>(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<br>(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**

| <i>Note N1</i>  |  |                                 |  | <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>  |  |
| <b>EDU</b>  |  |                                 |  |  |  |
| <b>NEW COURSE?</b>  |  | Y                               | N  | <b>If NO, please enter existing course code</b>      |  |
| <b>DEGREE AWARD (e.g. BSc/MA)</b>   |  |                                 | PGCE   |  |  |
| <b>TITLE OF PROGRAMME</b>   |  |                                 | Physics with Mathematics<br>Physics with Mathematics (School Direct) |  |  |
| <b>START DATE</b>   |  | Sept 2014                       |  | <b>LENGTH OF COURSE</b>                              |  |
|   |  |                                 |  | 1 Year   |  |
| Course Approved by:   |  | Name of Committee Chair         |  | Date of approval                                     |  |
| <b>Faculty Learning and Teaching Quality Committee (FLTQC)</b>  |  | Helena Gillespie                |  | 11.6.14  |  |
| <b>Learning and Teaching Committee (LTC)</b>  |  | Reported to LTC 12.6.14         |  | Reported to LTC 12.6.14                              |  |
| 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>  |  |                                 |  |  |  |
| *12.6.14  |  | 12.6.14                         |  | 12.6.14  |  |
| 12.6.14   |  | 12.6.14                         |  | 12.6.14  |  |
| 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>                                       |  | <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> |  |
|--|--|