

LTC12D076

Title: *New Course Proposal Forms and Procedure CP1-2013, CP2-2013 and Guidance CP-2013*
Author: Caroline Sauverin and Laurence Wild
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Issue

New forms and procedure for the proposal, consideration and approval of new courses, to accommodate the integrated services, the new academic model and Key Information Sets.

Recommendation

Recipients are asked to consider the new forms and accompanying guidance notes and approve for adoption as soon as possible.

Resource Implications

None

Risk Implications

None

Equality and Diversity

It is not envisaged that the recommendation contained in the report will impact on groups with protected characteristics.

Timing of decisions

A decision made today would be reported to the next meeting of Senate.

Further Information

Laurence Wild, LTS Co-ordinator, email l.wild@uea.ac.uk or Caroline Sauverin, Head LTS, email c.sauverin@uea.ac.uk

Background

These new course proposal forms replace the forms developed prior to integration. The main changes proposed are:

1. The whole form (the Business Case and the Academic Case) will be considered by LTC (previously, the Business Case was considered by the Faculty Executive, and the Academic Case by LTC)

2. The Business Case contains more detailed financial information evidencing the viability of the course proposal (this will be completed by the initiator in conjunction with the appropriate Faculty Finance Manager)
3. The accommodation of course-level outcomes, as required by the new academic model for undergraduate programmes
4. Amendments to existing courses which are significant enough to warrant a new version of a course (rather than changes made during the annual Course Update) will be managed through the 'minor changes' version of the form, For all other new courses, the full course proposal form will be completed and considered.

The forms and procedure have been considered by TPPG (at its meeting of 21 November 2012) and Faculty LTQCs, and amendments/additions to the process included in this proposal.

Discussion

Members are asked to consider the attached form and guidance notes.

Attachments

1. **CP1-2013** – FULL COURSE PROPOSAL FORM
2. **CP2-2013** – MINOR CHANGES COURSE PROPOSAL FORM
3. **Guidance CP-2013** – PROCEDURE AND GUIDANCE for proposing and approving NEW COURSES AND COURSE AMENDMENTS



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
	Y	N	
School(s) of study & Faculty			
Proposer & proposer's school			
Proposed start date (of new course or of changes)			<i>note 2</i>
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	
	b	FACULTY or FACULTIES	
<i>note S1c</i>	c	JOINT COURSE? (ie owned/taught by more than one School)	YES
			NO
	d	NAME OF COURSE DIRECTOR (Home School)	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	
S2 <i>note S2a</i>	a	COURSE TITLE	
<i>note S2b</i>	b	COURSE CODE	
<i>note S2c & S2d</i>	c	AWARD	
	d	EXIT AWARD(S) AND TITLE(S)	
	e	FULL/PART-TIME (please specify)	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	
	g	AVAILABLE FROM:	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	
	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	
		Other postgraduate (please specify)	
S5 <i>note S5a</i>	a	DURATION (years or months)	

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

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

S13	RATIONALE FOR PROPOSAL
<i>note</i> S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.

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>			
BC1.2	Proposed Recruitment Strategy		
<i>note BC1.2</i>			
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?		
BC2.2	Are there any likely international competitors? (Please give brief details)		
BC2.3 <i>note BC2.3</i>	What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?		
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) 		

BC2.5	Can current and projected demand be met from existing provision?
	Nationally:
	Regionally:
BC2.6	Where is/what are the competitive advantage(s) for UEA?

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

BC4 <i>note</i> <i>BC4</i>	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> <i>BC4.1a</i>	Full Time (Home/EU)				
	Full Time (International)				
	Part Time (Heads)				
	Distance Learning (Heads)				
	Minimum viable intake (full times equivalents)				
	Maximum viable intake (full times equivalents)				
b	Are the student numbers:				
<i>note</i> <i>BC4.1b</i>	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.				

BC4.2	Tuition Fees						
	Please select the relevant fee schedule:						
	<table border="1"> <tr> <td>a) Standard Home/EU/International</td> <td></td> </tr> <tr> <td>b) Full-cost <i>Please consult with FFM</i></td> <td></td> </tr> <tr> <td>c) Other <i>Please provide brief details</i></td> <td></td> </tr> </table>	a) Standard Home/EU/International		b) Full-cost <i>Please consult with FFM</i>		c) Other <i>Please provide brief details</i>	
a) Standard Home/EU/International							
b) Full-cost <i>Please consult with FFM</i>							
c) Other <i>Please provide brief details</i>							

BC5	IMPACT						
BC5.1 <i>note</i> <i>BC5.1</i>	EQUALITY AND DIVERSITY						
	Consult with Equality & Diversity Manager and Widening Participation team						
a	<table border="1"> <tr> <td>Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?</td> <td>YES</td> <td></td> </tr> <tr> <td></td> <td>NO</td> <td></td> </tr> </table>	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES			NO	
Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES						
	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.)						
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?						
BC 5.2 <i>note</i> <i>BC5.2</i>	CURRENT STUDENTS AND/OR APPLICANTS						
a	<table border="1"> <tr> <td>Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?</td> <td>YES</td> <td></td> </tr> <tr> <td></td> <td>NO</td> <td></td> </tr> </table>	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES			NO	
Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES						
	NO						
b	<table border="1"> <tr> <td>Will any current students or applicants be affected by this proposal?</td> <td>YES</td> <td></td> </tr> <tr> <td></td> <td>NO (go to 5.3)</td> <td></td> </tr> </table>	Will any current students or applicants be affected by this proposal?	YES			NO (go to 5.3)	
Will any current students or applicants be affected by this proposal?	YES						
	NO (go to 5.3)						
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?						
d	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative						

	options that may be given, must be sent to applicants holding unconditional/conditional firm or conditional insurance offers.	
BC5.3 <i>note</i> <i>BC5.3</i>	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	
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES
		NO
c	Are new appointments required to meet any additional hours?	YES
		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?	
e	What is the source of funding for new academic staff?	
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?	
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?	
BC5.4 <i>note</i> <i>BC5.4</i>	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES
		NO
	If YES, please specify Course name, UCAS Code(s) / Course codes	
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES
		NO
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?	
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above	

BC6	PHYSICAL RESOURCES		
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		
b	Computer equipment		
c	Other equipment		
d	Consumables		
BC6.2	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	
		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:			
BC7.1	Dean of Students (DOS)		
BC7.2	Deputy Dean of Students (accommodation)		
BC7.3	Director of Information Services (ISD)		

BC7.4	Director of Library Services (LIB)
BC7.5	Careers Manager (CCEN)
BC7.6	Head of Learning & Teaching Service (LTS)
BC7.7	Head of Admissions (ARM)
BC7.8	Director of Planning Office (PLN)

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:	
BC8.1	Market Research Manager (on Section BC2)
BC8.2	Careers Manager (on Section BC3)
BC8.3	Equality & Diversity Manager (on Section BC5.1)
BC8.4	Director of Planning Office (PLN) (on full Business Case)

BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> <i>BC8.5</i>	

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
<i>note</i> <i>BC9</i>	

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

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

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

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

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year

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				Level	This column will be deleted prior to publication
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

PS1 COURSE PROFILE - *continued**note PS1*

YEAR 2 profile				Level	This column will be deleted prior to publication
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	

PS1 COURSE PROFILE - <i>continued</i>	<i>note PS1</i>
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YEAR 3 profile				Level	This column will be deleted prior to publication
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

PS1 COURSE PROFILE - <i>continued</i>	<i>note PS1</i>
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YEAR 4 profile				Level	This column will be deleted prior to publication
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

PS1 COURSE PROFILE - <i>continued</i>	<i>note PS1</i>
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YEAR 5 profile				Level	This column will be deleted prior to publication
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

PS2 MAPPING LEARNING OUTCOMES	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Develop coherent arguments using a range of conflicting evidence	EDU 0B02								
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 2 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Deliver an oral presentation using appropriate audio-visual aids						EDU 1B03			
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 3 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Contrast and compare contemporary perspectives on the Second World War	HIS 2C07				HIS 2B05				
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 4 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Examine the evidence for below-ground archaeology using aerial photographic evidence				ENV 3B08	ENV 3C09				
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 5 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Explore a clinical problem in depth within the context of private and publicly-funded settings					MED 5M06				
Other: please give details									

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?		
	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?		

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?		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		

PS6	EMPLOYABILITY		<i>note PS6</i>
	How is employability embedded into the delivery of the course?		

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

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?	
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 	

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

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES
<i>note</i> <i>AC9</i>	Please provide a summary of external professional feedback received. Append full reports as Appendix 2
<i>note</i> <i>AC9</i>	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> <i>AC10</i>	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:		
AC10.1	Careers Manager (CCEN)	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
AC10.2	Equality & Diversity Manager (PPE)	

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AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<i>note</i> AC11	

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>
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			
AP1.2	Head of School (on behalf of School Board)			
AP1.3	Dean of Faculty (on behalf of Faculty Executive)			
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:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:			
	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
*	*		*	*
planning@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

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

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

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

Course Title(s)	new course? <i>note 1</i>		If no, please give existing course code
	Y	N	
School(s) of study & Faculty			
Proposer & proposer's school			
Proposed start date (of new course or of changes)			<i>note 2</i>
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form <i>note 3</i>		Y	N

This form is in 5 parts:

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

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

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

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

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

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

S13	RATIONALE FOR PROPOSAL
<i>note</i> S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

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

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

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

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

BC5	IMPACT					
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team				
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	<table border="1"> <tr> <td>YES</td> <td></td> </tr> <tr> <td>NO</td> <td></td> </tr> </table>	YES		NO	
YES						
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.)					
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?					

BC 5.2 <i>note</i> BC5.2	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	
		NO	
b	Will any current students or applicants be affected by this proposal?	YES	
		NO (go to 5.3)	
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
d	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/conditional firm or conditional insurance offers.		
BC5.3 <i>note</i> BC5.3	ACADEMIC STAFF	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year		
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	
c	Are new appointments required to meet any additional hours?	YES	
		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?		
e	What is the source of funding for new academic staff?		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		

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

BC6	PHYSICAL RESOURCES
	NOT REQUIRED

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

BC8	ADDITIONAL COMMENTS
	NOT REQUIRED

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

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

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

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

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

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

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES
	NOT REQUIRED

AC5	MINOR CHANGES TO EXISTING MODULES
	NOT REQUIRED

AC6	NEW MODULES
	NOT REQUIRED

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

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

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

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

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION	
	COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
<i>note</i> AC10	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.	
	NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal	
	Date of circulation:	
AC10.1	Careers Manager (CCEN)	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
AC10.2	Equality & Diversity Manager (PPE)	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE	
<i>note</i> AC11		

MINOR CHANGES COURSE PROPOSAL

Part 4 KEY INFORMATION SET (KIS) DATA

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

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

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality			
AP1.2	Head of School (on behalf of School Board)			
AP1.3	Dean of Faculty (on behalf of Faculty Executive)			
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:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

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

MINOR CHANGES COURSE PROPOSAL

<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
*	*		*	*
planning@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)		



Procedure & Guidance

for proposing & approving

New Courses^{*} and Course Amendments

(Taught Programmes only)

* For the purposes of this document and Course Proposal forms, a 'course' is a collection of modules leading to an award, otherwise known as a 'route'. The word 'programme' in 'programme specification' is synonymous with 'course' as used in this document, and with 'route'.

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A Context & Background

1. The Regulatory Framework

Please ensure that you refer to the correct Regulations when preparing your course proposal.

The following documents can be found at:

http://www.uea.ac.uk/learningandteaching/documents/regulations_awards

UG/PGT Regulations for different awards	
Undergraduate Degrees	Common Course Structure Regulations 2011-12 Common Course Structure Regulations 2012-13 link to calendar
	Integrated Masters Regulations 2011-12 Integrated Masters Regulations 2012-13 link to calendar
	EDU-Foundation-Programme-Regulations 2011-12 EDU-Foundation Programme Regulations 2012-13 link to calendar
Postgraduate Degrees	Common Masters Framework Regulations 2011-12 Common Masters Framework Regulations 2012-13 link to calendar
Common Regulations	Assessment of Student Fitness for Study Procedures

(UEA website 17/01/2013)

Undergraduate courses with new cohorts starting from 2013 onwards are subject to new regulations details of which can be found at:

<http://www.uea.ac.uk/learningandteaching/documents/newacademicmodel>

You may wish to take this opportunity to revisit the relevant subject Quality Assurance Agency (QAA) benchmark documents in order to ensure that your courses address the relevant 'outcomes' associated with each stage of study:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

2. Overview

A full course proposal comprises a summary (including rationale for the proposal), a full business case and an academic case (including programme specification). For minor changes to existing course, or for new courses with NO resource implications, a minor changes proposal is required, which comprises a summary and rationale, an impact assessment and an academic case including (revised) programme specification. See Appendix 4 for further information on which form to use for your proposal.

2.1 The Business Case

The Business Case is for consideration by the School Board and the Faculty Executive, to help reach an informed decision about whether to support a new course development. This section of the form takes the course proposer (or initiator) through a range of relevant factors such as strategic fit, market research/demand, careers and

resources (availability of funded student numbers, staff – academic and support – and physical resources). This section also houses the impact assessment section of the form.

It is important that these sections are completed. Comments of support services must be obtained to facilitate greater co-ordination, appropriate decision-making and financial planning/management of new provision across relevant sections of the University. Preparations and planning for new courses should be thorough to ensure that the course is financially viable, and so that students' experience of the eventual new provision can be as satisfactory as possible.

Where the course proposal has no resource implications (e.g. because the course is a repackaging of existing modules), the relevant course proposal forms reflect the reduced need for resource information and input from support services. The impact assessment section, however, is retained in the Minor Changes form.

The Business Case will not be publicly available.

2.2 The Academic Case

The Academic Case concentrates on the managerial/technical aspects of putting on a new course such as confirming the governing regulatory framework, the relative weightings for degree classification purposes (where appropriate) and the implications for Boards of Examiners including external examiners (the latter also having an impact on the relevant, centrally-managed budget for payment of external examiners). Thus, whilst this section may seem relatively minor, the information here will determine how the course operates and how it will be managed in terms of the schedule for internal course review (a critical factor in institutional audit by the QAA). This section also houses the Programme Specification which constitutes the detail of the course's academic content, and which needs to be examined alongside the managerial aspects for Quality Assurance purposes.

The Academic Case is for consideration by the School Executive and the Faculty Learning and Teaching Quality Committee (LTQC), who look at aspects such as: the intended learning outcomes and the appropriateness of the intended award in relation to the Quality Assurance Agency's Framework for Higher Education Qualifications; structure and content in relation to relevant subject benchmark statement(s); the proposed modules and their status as compulsory and/or optional; the relationship between the learning outcomes of modules and of the course as a whole and of the envisaged teaching and assessment methodologies (in relation to the learning outcomes); and equal opportunities. The Faculty LTQCs should also ensure that the proposal is consistent with the approved regulatory framework.

2.3 The Programme Specification

Programme Specifications form one of a number of reference documents (including the Code of Practice, the Framework for Higher Education Qualifications and Benchmark Statements) collectively referred to as the "academic infrastructure" by the QAA. The "academic infrastructure" is used in audits of institutions to test institutions' current and

likely future management of academic standards and the quality of learning opportunities.

Programme Specifications are defined in the audit handbook as the definitive publicly available information on the aims, intended learning outcomes and expected learning achievements of programmes of study. The audience of the information includes prospective and current students, teachers, parents, professional bodies, external examiners and employers as well as the University and the QAA.

In audit, audit teams will wish to explore their usefulness to students and staff, and the accuracy of the information contained in them. In particular, teams will be interested to see how programme specifications make use of other reference points in the Academic Infrastructure in order clearly to define expectations for the teaching, learning and assessment engagement between the institution and its students. It is expected that the sampling trails will provide a window through which teams can see the way in which programme specifications, or elements of them, are communicated to students.

All taught provision (Bachelor Degree or Honours Degree, MBBS, Integrated Master's, and Postgraduate Taught) requires a Programme Specification. It is a requirement that a programme specification be prepared as part of the academic case for a new course proposal.

A flexible approach allows Schools to prepare one programme specification to cover a number of related courses. This would be compatible with the Guidelines on Programme Specifications issued by the QAA, provided that a statement about how and where the other courses fit in is included and that learning outcomes are clarified with regard to related pathways. Where there are dual degree courses/minor subjects, the School(s) concerned would need to agree whether there should be a combined programme specification or two or more separate ones. If the latter, a statement showing how the subjects complement each other would be required which explains the contribution to the outcomes made by each constituent subject(s). Whatever approach is taken, the Programme Specification should be easily understood. The 'bottom line' is that the University must be in a position confidently to support the approach it takes during a QAA audit.

Completed programme specifications remain a requirement of the new approvals process and will be held, at: <http://www.uea.ac.uk/learningandteaching/courses-and-modules/specs/home>. Schools are also strongly encouraged to incorporate Programme Specification(s) in Student Handbooks or give a reference as to where/how they may be consulted or make them available on request. If the Programme Specification itself is not made available, then relevant information including learning outcomes, course profiles and module information must be made available in order that students can make informed choices about their programmes of study. The summary of the course (course highlights) in Part 1 of the form will also be made available to the Admissions, Recruitment and Marketing service (ARM) for use in publicity documents.

B Procedure

1. Early considerations

1.1 Timescales

For new courses or course amendments to be included in the University's Undergraduate prospectus, all proposals must have been approved (including final approval by the University's Learning and Teaching Committee (LTC) where applicable) and the Publications Office notified by the end of October - 23 months ahead of the prospectus date, e.g. for the 2015 prospectus, new courses must be approved by October 2013. For inclusion of a new course or course amendments in the Postgraduate prospectus, proposals must be approved and the Publications Office notified by the end of March – 18 months ahead of the prospectus date, e.g. for the 2015 prospectus, new courses must be approved by March 2014.

New courses and course amendments can be advertised online at any time after approval, but impact of timing on applications should be considered.

Exceptionally, where the School can make a case for urgent need for early publicity prior to completion of the full approval procedure, the Dean of the Faculty in conjunction with the Head of Admissions may give permission for publicity provided that the Faculty Executive has approved in principle the business case for a proposal and where relevant, Council and/or LTC. This means that the course concept has been given University approval. Publicity must indicate that the course is still subject to final approval. Under no circumstances, should such permission be granted where a proposal has **not** achieved Faculty/Council/LTC approval in principle.

Realistic timescales for the approval process for each proposal route are detailed in Appendix 3.

1.2 Appropriate route / choice of form

You should inform your Faculty Associate Dean for Learning and Teaching Quality (AD LTQ) of your decision to propose a new course or course amendments. (S)he will advise you on / confirm for you the appropriate route for your proposal. Guidance on the appropriate route is outlined in Appendix 4.

You should also inform your LTS Coordinator of your plans.

The extent of consultation, both internal and external, will depend on the proposal route.

1.3 Internal consultations

	Role	CP1 full course proposal	CP2 minor changes course proposal
consult with	School Director of Teaching & Learning	✓	✓
	Head of School	✓	✓
	Faculty Dean	✓	✓
	Faculty Associate Dean – LTQ	✓	✓
	Faculty Finance Manager*	✓	✗
	Head of Admissions (ARM)	✓	✗
	Market Research Manager** (BIU)	✓	✗
	Careers Manager (CCEN)	✓	✗
	Equality & Diversity Manager (PPE)	✓	✓
	Current students (where appropriate)	✓	✓
	Director of Planning Office (PLN)	✓	✗
Consult with and receive comments on impact on their service/ department	Dean of Students (DOS)	✓	✗
	Deputy Dean of Students (accommodation)	✓	✗
	Director of Information Services (ISD)	✓	✗
	Director of Library Services (LIB)	✓	✗
	Careers Manager (CCEN)	✓	✗
	Head of Learning & Teaching Service (LTS)	✓	✗
	Head of Admissions (ARM)	✓	✗
Consult with and receive comments on proposal content	Director of Planning Office (PLN)	✓	✗
	Market Research Manager (BUI)	✓	✗
	Careers Manager (CCEN)	✓	✗
	Equality & Diversity Manager (PPE)	✓	✗
	Director of Planning Office (PLN)	✓	✗
	Faculty Finance Manager	✓	✗
Learning & Teaching Service Manager (LTS)	✓	✗	

*Faculty Finance Manager (FFM)

Your Faculty Finance Manager will work alongside you to cost the proposed course. Using information provided by you and by other services impacted on by the proposed course, (s)he will develop a cost model (see Appendix 9) based on which (s)he will make his/her comments on the form prior to the approvals stage of the proposal process. You are encouraged to begin this dialogue at the earliest opportunity.

**Market Research

You are encouraged to begin/commission your market research at the earliest opportunity to avoid delay in the approval process. A minimum lead time of at least one

month is needed for market data requests and substantive market research must be commissioned up to 6 months in advance. To request research please contact the Market Research Manager who will send you a BIU Request form complete.

Other

Those listed will be asked to comment on your proposal, some in terms of its content and others in terms of its impact on their department/service. In order to speed up this process and to facilitate the proposal’s progress through the comments and approvals stages you are advised to discuss your proposal with each of these departments/ services as part of your development of the proposal.

1.4 External consultations

Where proposed changes are substantive or major, it is in the best interests of Schools to seek guidance and feedback from external examiner(s) at an early stage. External examiners are normally very happy to be consulted in this way and it forms an important aspect of the service they provide as an external ‘expert’ in the subject/discipline. In some cases it may be appropriate to seek input from other external experts. Schools are asked to indicate clearly the title and position of the external expert(s) concerned and the rationale for the School having approached them.

In cases where courses are subject to Professional, Statutory or Regulatory Body (PSRB) requirements and/or require PSRB accreditation/validation it is important that the PSRB in question is consulted even about minor amendments. It is important to be clear about who has been consulted in the PSRB, and whether the minor changes in question are welcomed or approved of by the PSRB. Approval by the PSRB should be properly documented. See Appendix 5 for further guidance on this.

2. Filling in the form

2.1 Structure of the form

For help in deciding which form to use see appendix 4. The guidance below relates to the FULL COURSE PROPOSAL FORM (CP1). The CP2 Minor Changes variant of the form is structured in the same way with sections removed where they are not applicable. Question and guidance note numbering remains the same across both variants.

<p>The form is in 5 parts:</p> <ol style="list-style-type: none"> 1. Summary and rationale 2. Business case 3. Academic case including Programme Specification 4. Key Information Set (KIS) data 5. Approvals and Notification <p>Each part asks for information on the following:</p>	<p>CP1 full course proposal</p>	<p>CP2 minor changes course proposal</p>
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			CP1	CP2
Summary and Rationale	S1-13	Summary details of the course and the rationale behind your proposal	✓	✓
Business Case	BC1	Strategic consideration, including how it fits with the school/ faculty/ university strategic plans	✓	x
	BC2&3	Market research and market demand	✓	x
	BC4	Student numbers and tuition fees	✓	x
	BC5	Impacts on equality and diversity, current students, academic staff and existing courses	✓	✓
	BC6	Physical resources	✓	x
	BC7	Impacts on other University services	✓	x
	BC8	Comments on the Business Case from various departments	✓	x
Academic Case	AC1	Course management information	✓	✓
	AC2	Year weightings and progression requirements	✓	✓
	AC3	Exam board information	✓	✓
	AC4-6	Details of existing modules, changes to existing modules and new modules that will make up the new/amended course	✓	x
	AC7	Information on the implementation of Defined Choice	✓	x
	AC8	Arrangements for the management of Joint Courses (where applicable)	✓	✓
	AC9	Comments from external academics	✓	x ¹
	AC10	Comments on the proposal from Careers, LTS and Equality & Diversity	✓	✓
Programme Specification	PS1	Course profile	✓	Append updated Programme Specification (with tracked changes)
	PS2	Stage by stage mapping of learning outcomes against assessment types	✓	
	PS3	Information on programme coherence and the learning feedback/feed forward cycle	✓	
	PS4	Details of proposed examinations (number and length)	✓	
	PS5	Statements about how you will ensure equality for applicants and enrolled students	✓	
	PS6	Information on how employability is embedded into the delivery of the course	✓	
KIS data	KIS	Data required by HEFCE for all undergraduate courses open to general applications	✓	✓
Approvals and Notification	AP & N	Completion of these sections is led by LTS	✓	✓

¹ except where the course is accredited / validated by a Professional, Statutory or Regulatory Body

2.2 Steps 1-5: Completing the form, Approvals, Notification and Implementation

Step	Aim	Outcome	Lead
1	To scope the proposal	Decision is taken to proceed with proposal	Initiator
2	To research the proposal	Thorough understanding of implications of proposal is achieved	Initiator
3	To write the proposal	Course proposal is complete	Initiator, LTS
4	To approve the proposal	Course is approved	LTS
5	To implement the new approved course	Course is launched	PLN, ARM, LTS, Schools

Step 1 *Scoping the proposal*

Contact your relevant LTS coordinator and AD LTQ at an early stage. Once you have identified the correct route for your proposal (see Appendix 4), read through the proposal form and guidance notes to ensure you know what information you will be required to give, who your relevant contacts are for consultation (see Appendix 2) and what a realistic timetable might be for launching your proposed course (see Appendix 3). Ensure you have sought prior approval from LTC and /or Council if your proposal requires it (also outlined in Appendix 4).

Step 2 *Researching the proposal*

Consult widely with departments/ services as indicated on the form and in the guidance notes. Work closely with your Faculty Finance Manager who will develop an illustrative costing of your proposal (see Appendix 9).

Step 3 *Writing the proposal*

THE PROPOSER / INITIATOR IS RESPONSIBLE FOR COMPLETING THE FORM.

Please complete the form as fully as possible, consulting with colleagues as indicated above and in the form itself. For any administrative support during this process, consult the LTS Coordinator responsible for your school. For example, it may be appropriate to ask for LTS support in preparing Appendix 1 to the form (details of existing compulsory modules).

Complete all sections S, BC1-6, AC1-9, PS1-6 and KIS1-2 with reference to the guidance notes below (note numbers are given where appropriate throughout the form itself). Pass the form to your LTS coordinator for the coordination of the completion of other sections.

Sections BC7, BC8 and AC10 should be completed by the role-holders indicated in the form. **Your LTS Coordinator will coordinate this process** and return the form to you

complete with comments. You should then add your response to these comments (BC9 and AC11).

Step 4 Approving the proposal

Once all comments have been inserted into the form and you have added your responses to them, your LTS Coordinator will forward your proposal to your Faculty Learning and Teaching Quality Committee (FLTQC) Secretary.

Your FLTQC Secretary will then circulate the form for approval to the parties indicated on the form itself.

The following approvals are required:

	CP1	CP2
Business Case approval		
The School's Director of Teaching & Learning	✓	✗
The Head of School	✓	✗
The Faculty Dean	✓	✗
LTC	✓	✗
Council (if applicable – see Appendix 4)	✓	✗
Academic Case approval:		
The Head of School	✓	✓
Faculty Learning & Teaching Quality Committee	✓	✓
LTC	✓	✗

Your FLTQC will have a scrutiny procedure for course proposals, and the proposal will usually be approved at a FLTQC meeting. Occasionally, your Faculty Associate Dean LTQ may approve the proposal by Chair's action.

Step 5 Implementing the new course

Once all approvals have been obtained, your FLTQC Coordinator will complete the Notification section at the back of the form which will then be circulated to the following to notify them of the new course or course amendments:

- Proposer/ Initiator
- Planning Office (PLN)
- Admissions, Recruitment and Marketing (ARM)
- Your LTS Coordinator
- The Union of UEA Students (UUEAS)

This will trigger the various practical and technical steps to implement the changes, such as allocation of route and module codes, setting up the course on SITS, marketing the course and preparing for applications and admission of students onto the course (this is not an exhaustive list).

These steps are outlined in diagrammatic / table form below. This should help you to understand the overall process and its various stages. For more specific detail see the guidance notes in Section C below. These are designed to support you as you work your way through the form itself.

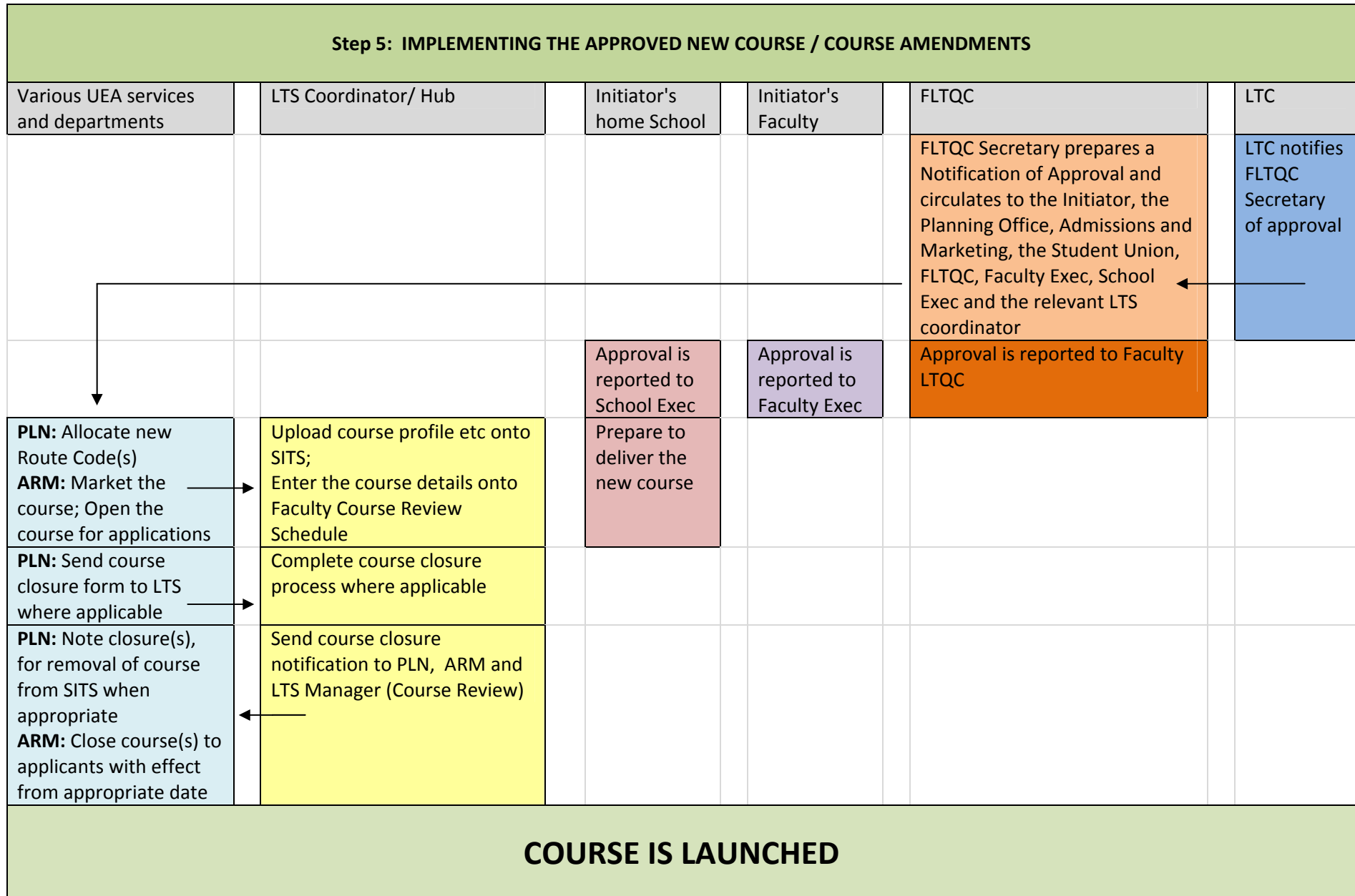
2.3 Steps 1-5: Flow Diagram

Step 1: SCOPING THE PROPOSAL						
Various UEA services and departments	LTS Coordinator/ Hub	Initiator's home School ** START HERE **	Initiator's Faculty	FLTQC	LTC/ COUNCIL	
		Initiator considers making a proposal				
		Initiator discusses with DT, HoS, other colleagues in home School				
		Discuss with Faculty Dean	Faculty Dean to engage in dialogue about proposal with Initiator			
	Direct Initiator to the correct form and guidance documents	Inform your LTS coordinator; Inform your AD LTQ and FLTQC secretary;		Secretary to enter proposal on tracking spreadsheet; AD LTQ to advise on proposal route		
		Read through the Proposal Form and Guidance to gain full understanding of the Proposal and Approval process				
		If the proposal requires it, seek approval in principle from LTC and/or Council (see Appendix 4)		Secretary to record LTC approval in principle on the tracking spreadsheet	Give approval in principle if appropriate	
		Consider the timing of the introduction of the proposed new course/changes with reference to the time it takes to complete the approval process				
DECISION IS TAKEN TO PROCEED WITH PROPOSAL						

Step 2: RESEARCHING THE PROPOSAL					
Various UEA services and departments	LTS Coordinator/ Hub	Initiator's home School ** INITIATOR-LED**	Initiator's Faculty	FLTQC	LTC
Market Research Team (BIU): Meet Initiator and agree a Market Research strategy with timeline		Enter into discussion with Market Research team regarding the proposal's Market Research needs; Enter into discussion with Faculty Finance Manager to consider the data required to cost the proposal	Faculty Finance Manager (FFM): Meet Initiator to discuss data requirements for costing of proposal		
Market Research, CCEN, E&D, PLN: Enter into dialogue with Initiator to consider wider potential impacts of the proposal from the perspective of your service/ department**	Enter into dialogue with Initiator regarding adherence to the University's Regulations for Taught Programmes*	Begin designing the proposal: discuss with various University services and departments and with any other Schools that might be affected			
DOS, Deputy DOS, ISD, LIB, CCEN, ARM, PLN, LTS: Enter into dialogue with Initiator to consider potential impacts of the proposal specifically on your service/ department***		Convey any information relevant to costings, derived from discussions with other University services/ departments, back to FFM	FFM to develop costing for the proposal		
THOROUGH UNDERSTANDING OF IMPLICATIONS OF PROPOSAL IS ACHIEVED					
<p>* for example course structure, assessment patterns, awards and exit awards</p> <p>** on market demand, careers and employability, equality and diversity, widening participation, and the University's Corporate Plan</p> <p>*** regarding student accommodation, administration, other central services and support such as teaching space requirements, library and IT facilities</p>					

Step 3: WRITING THE PROPOSAL						
Various UEA services and departments	LTS Coordinator/ Hub	Initiator's home School	Initiator's Faculty	FLTQC	LTC	
		Complete both the Business Case and the Academic Case including Programme Specification				
		Ensure that the FFM costing is complete	FFM to complete proposal costing			
COURSE PROPOSAL IS WRITTEN (INITIATOR CONTENT)						
DOS, Deputy DOS, ISD, LIB, CCEN, ARM, PLN, LTS: Send LTS coordinator comments on the impacts of the proposal <i>on your service/ department</i>	Circulate Course Proposal to various University services/ departments for comments on the impacts of the proposal on their service/ department	Send completed Course Proposal Form to your LTS coordinator				
	Add the comments received to the Proposal document					
Market Research, CCEN, E&D, PLN, FFM, LTS: Send LTS coordinator comments of the impacts of the proposal <i>from the perspective of your service/ department</i>	Circulate Course Proposal to various University services/ departments for comments on the impacts of the proposal from the perspective of their service/ department					
	Add the comments received to the Proposal document					
	Send the Proposal, complete with comments, to Initiator for their response to the comments	Initiator writes a response to the comments by University services/ departments, and returns Proposal to LTS coordinator				
COURSE PROPOSAL IS COMPLETE						

Step 4: APPROVING THE PROPOSAL					
Various UEA services/ d'ments	LTS Coordinator / Hub	Initiator's home School	Initiator's Faculty	FLTQC	LTC/ COUNCIL
	LTS coordinator passes the completed Proposal to FLTQC Secretary			FLTQC Secretary circulates the Proposal for consideration in turn by: <ol style="list-style-type: none"> School Exec Faculty Exec Faculty LTQC LTC 	
		1. School Exec considers the Proposal and approves/rejects		Secretary records approval on the tracking spreadsheet and on the Proposal form	
			2. Faculty Exec considers the Proposal and approves/rejects	Secretary records approval on the tracking spreadsheet and on the Proposal form	
				3. Faculty LTQC considers the Proposal and approves/rejects	
				Secretary records approval on the tracking spreadsheet and on the Proposal form	
				Secretary records approval on the tracking spreadsheet and on the Proposal form	4. LTC/COUNCIL considers the Proposal and approves/ rejects
COURSE IS APPROVED					



C Guidance notes

Notes on filling in the form

note	
General	This form is designed to capture all the information necessary for making an informed decision on a course's viability and academic integrity. Some of the data will need to be provided in consultation with other University departments; where this is the case it is indicated on the form. Not all sections will be relevant to all proposals; where necessary please write "not applicable" rather than leaving a blank. Where a question is relevant but the answer more complex than the form seems to allow for, please include whatever explanations you feel are necessary to give a full answer. For further information about the overall process, please see section B above.
1	This information is essential to the management of course variant closures. Please note, your course will require a new route code, even if it is an amendment to an existing course, in order to ensure effective management of student cohorts on the respective versions.
2	Please indicate the month and year from which the new course will be offered. Normally, this should be the start of an academic session (September/October). Where the proposal indicates a start date at other points during the session, please discuss with the Learning & Teaching Service in view of the potential impact on the Examinations Office if there are envisaged examinations outside the main examinations period.
3	Delete as appropriate. For guidance on the appropriate route for your proposal and whether your proposal requires prior approval by LTC or by Council, see Appendix 4 to this document. It is the initiator's responsibility to ensure that prior approval has been sought. Please note that if prior approval is required and is not gained, the proposal risks being rejected after a significant investment of time and effort in developing the proposal.
S1c	Joint courses must have a Course Director and a Deputy Director, one from each participating school of study
S2a	<p>Please specify the title of the course, bearing in mind that the title should reflect the scope of the degree and that, where there are two or more subjects of equal contribution, the word 'and' should be used. Where there are two or more subjects but one or more contributes less than an equal share, the word 'with' should appear to indicate (a) minor subject(s).</p> <p>For example:</p> <ul style="list-style-type: none"> • if there are two or more subjects of broadly equal contribution to the award as a whole, the title may refer to Subject A and Subject B • if there are one or more subjects making a broadly equal contribution to the degree as a whole with one or more subjects playing a subsidiary role, the title may refer to Subjects A and B with Subject(s) C (and D) (e.g. if in the proportion 45 = 45:10). <p>If a year abroad or in industry is a required element of the course, then this may be included in the title. The general location of the year abroad (if it is a specified area as opposed to being an open choice) may be included (e.g. "in Australasia" if both Australia and New Zealand are possibilities).</p> <p>Please note that if the title is presented with a bracketed comment, the text in brackets will not appear on the parchment. If you want the text to appear (because it forms a specific route or pathway through the award which may have specific meaning for a PSRB (for example) then please use a colon :</p> <ul style="list-style-type: none"> • Subject A (Nursing) : (in) B (where B could be 'Adult Nursing')

	There is a maximum of 150 characters (including spaces) that the Student Information System will permit for course title. Degree parchments will usually show on one line up to 70 characters (including spaces). More than one line is permitted if needed.
S2b	For amendments to an existing course, please enter the existing course code. For new courses, please enter TBA
S2c & S2d	<p>The 'award' means the type of degree qualification e.g. BA, BSc, MA, MSc, MMath, held in SITS, or indicates that a new award type is requested. Recognised awards for taught programmes are listed in Appendix 6.</p> <p>If the proposal is for any other qualification type, approval in principle must be obtained from the Learning and Teaching Committee. Note that each qualification has a "location" on the Framework for Higher Education qualifications, published by the QAA with its own set of qualification descriptors (learning outcomes). It is important that the qualification (award) appropriately reflects the level at which the learning outcomes are set in order that academic standards are maintained and their achievement can be demonstrated by students.</p> <p>Please specify the level of award you expect students to aim (and therefore register) for. For example, if you envisage that students can aim for (register for) a Postgraduate Certificate, a Postgraduate Diploma as well as an MA, you need to complete a new summary for each award (although only one business and academic case, and programme specification, is required). If you envisage that a lower award than the one aimed for is possible for those students who either choose to finish earlier than expected or whose academic performance requires it, (but who meet the learning outcomes for the lower award) then please enter these awards as "exit" awards in S2d. (For Bachelors Degrees, this is normally a Dip or CertHE although other outcomes are a possibility for the MChem, MComp etc.).</p> <p>The approval of new awards/new subject areas may mean that there have to be new academic dress regulations. These should be brought to the attention of the Planning Office (Congregation Team) during the consultation phases.</p>
S3a	Please indicate whether successful candidates may also receive a professional award or status (e.g. Qualified Teaching Status for students registered for an MA with QTS or Diploma in Management Consulting awarded by the Chartered Manage Institute available to MBA students) in addition to the UEA award.
S3b	<p>Give details of relevant Professional, Statutory and/or Regulatory Body recognition of the course (e.g. course leads to registration with the Nursing and Midwifery Council or course gives exemption(s) from certain professional examinations).</p> <p>Where possible, please give the URL for the webpage describing the accreditation.</p> <p>Please give an indication of when any accreditation or validation is likely to take place - if Professional Body (PSRB) accreditation/validation is required, it is crucial that the University is aware of the deadline by which such approval will be required.</p>
S4	<p>The level descriptors and their associated award are:</p> <p>Level 4: Certificate of Higher Education;</p> <p>Level 5: Diploma of Higher Education, Foundation Degrees;</p> <p>Level 6: Honours degree (and reference point for Graduate Certificates/Diplomas and other Bachelor's degrees (non-honours) depending on volume/length of study);</p> <p>Level 7: Masters degree (including four-year integrated Masters degrees provided the learning outcomes are met at Masters level); Postgraduate Certificate; Postgraduate Diploma. This level also includes the MPhil;</p> <p>Level 8: Doctoral degrees (e.g. PhD, DSW, EdD, Clin Psy D, MD).</p> <p>NOTE:</p>

	<p>1) qualifications leading to the award of an MChem, for example, would be placed at level 7 (Masters level) of the Qualifications Framework provided that students can demonstrate achievement of learning outcomes at level 7;</p> <p>2) the Qualifications Framework is used by QAA auditors to assist in making judgements about academic standards, which will be made with reference to how far the intended learning outcomes reflect the qualification descriptors;</p> <p>3) exit awards below the final award may be awarded to candidates who withdraw prior to achievement of the qualification aimed for and who satisfy the requirements for the lower award and to candidates who fail to satisfy the requirement for the final award but who have clearly satisfied the requirements for a lower award;</p> <p>4) the QAA has recently announced that its framework is compatible with the Bologna Declaration⁴ and thus aligns with the Framework for Qualifications of the European Higher Education Area (FQ-EHEA)</p> <p>5) the QAA also anticipates that its framework will be compatible with the European Qualifications Framework for Lifelong Learning (EQF)</p>
S5a	Duration of the course should be specified normally in Years (undergraduate provision) or months (postgraduate taught).
S5b	Other modes of attendance may include part-time but via 'block release' (rather than on a weekly basis, for example).
S6	If a work or study placement is a required element of the course, please state here and specify the type of placement, e.g. work place in business/industry; study at another University (abroad or in the UK); voluntary work placement in a non-governmental organisation; clinical/professional placement.
S7	Most subject benchmark statements developed by the QAA relate to first (honours) degrees but there are a few that cover Master's level qualifications (notably business and management; engineering; pharmacy and physics) and a range of benchmark statements covering academic and practitioner standards in health care subjects (http://www.qaa.ac.uk/AssuringStandardsAndQuality/AcademicInfrastructure). Please be aware that the QAA regularly reviews and updates benchmark statements, so ensure that the course team keeps abreast of any developments/changes.
S8	These should be the standard offer typically set by the School/University for the type of course. Please refer to Faculty Associate Dean (Admissions) or the Admissions, Recruitment and Marketing service (ARM).
S11	You may wish to direct applicants/students to other sources of relevant information about the course and/or School by, for example, inserting appropriate web links to the School's web pages.
S12	This is an opportunity to include a short overview of the course and to draw attention to main and/or any special features (or requirements) that you consider may make the course 'stand out', attract attention and interest and/or are particularly relevant from perspectives such as the development of skills attractive to prospective employers. This text will be used for publication purposes, by Admissions and on the student's Higher Education Achievement Report (HEAR). Therefore, in addition to a brief overview of the course as outlined above, you should include comments about employability, key skills and other attributes that students will acquire through completing this course. Be aware that such features should be available to all students; if they are not because of certain requirements (academic and/or professional/statutory/regulatory body), then indicate this is the case to avoid the possibility of misrepresentation.
S13	<p>Within your rationale, please also consider and outline the following:</p> <ul style="list-style-type: none"> • Are any teaching adjustments required? For example, will new modules be introduced, other modules be withdrawn or combined? (Please include code, credit value and level/year of any new modules and/or modules to be withdrawn or combined). • Key (changes in) learning outcomes • Key (changes in) assessment strategy (eg how will formative assessment be integrated and linked to summative coursework)

	<ul style="list-style-type: none"> • Key (changes to) feedback/feed-forwards (eg are early opportunities for receiving feedback provided; are there changes to the way feedback will be provided, and how will formative work inform summative work) • How will student induction 'into the community of scholars' be achieved?
BC	Discuss all aspects of your Business Case with your Faculty Finance Manager to allow them to develop a costing model for your proposal. This will inform their comments in Section BC8.
BC1.1	<p>Include here how the proposal fits with the School's and the Faculty's academic plans as well as the University's Corporate Plan. With reference to the Corporate Plan please indicate how the course will affect key performance indicators in the following area:</p> <ul style="list-style-type: none"> • Student/staff ratios • Good Honours scores • Entry tariffs • Drop-out rates • Employability
BC1.2	Include here comments about any widening access/ participation activities, equal opportunities, or any target "markets".
BC1.3	Please send Part 1 (Summary and Rationale) of the proposal to the Partnerships Office as soon as possible for comments in relation to the commercial sensitivity or otherwise of the new course/changes. Their comments should be pasted into the box provided.
BC2	This section should be completed by the Proposer following consultation with the Market Research team within the Business Information Unit (BIU). You may want to commission them to undertake some specific market research on your behalf. Please note that if you wish to do this you will have to plan it well in advance and to identify a budget (usually payable by the School) for this work. The amount of research necessary/ possible will depend greatly on the nature/ type of course being proposed
BC2.3	Where possible, please give numbers of applicants to institutions which are particular competitors of the university, providing detail where available on quality of applicants. Please comment on the available market for ABB+ students.
BC3	Universities collect data on their graduates' first destinations; the percentage of graduate gaining "graduate level" jobs within several months of their graduate are published in national league tables. There is also increased emphasis on Universities' engagement with employers in terms of their input into course design and approval. For some courses, employer engagement and graduates' career paths are likely to be clear. In some cases, employer input and/or the input of a Professional, Statutory and/or Regulatory Bodies (PSRB) will be a required part of the process if the course is to gain PSB recognition. Some Schools have established an employers' panel or group to advise them on course development and other issues. For other courses, employer engagement and career paths will not be as straightforward as the possibilities may be extremely wide and varied. In these circumstances, it is strongly recommended that you consult the Careers Centre for advice and guidance.
BC4	<p>The master file of student numbers for the University as a whole is held by the Planning Office who then inform central finance of the revenue benefit. Numbers not held on this master file do not get built into the University's financial planning model which includes income but also residential accommodation demand, teaching accommodation demand, additional HEFCE income etc.</p> <p>HEFCE rules regarding student numbers, quotas etc, change regularly. If in doubt contact the Director of Planning for advice.</p>
BC4.1a	<p>For Part time students, please give the part-time factor, i.e. are students 50%, 33% etc. of full time</p> <p>Minimum and maximum viable intake to be agreed between HoS and FFM, and</p>

	includes cost, space and staffing considerations
BC4.1b	Where student numbers are to be achieved through redistribution, please explain where these numbers will come from and how this will be achieved. If <u>additional</u> numbers are required, please be sure to discuss this with the Planning Office early on in the proposal process as overall student capacity within the University in a given time frame may critically affect the success or otherwise of your proposal.
BC5.1	<p>You are asked to consider equality and 'widening participation' issues as part of the business thinking around your proposal. Note PS5 provides some examples of angles to consider. Please state what has been considered, and how issues will be accommodated/ whether the course is likely to attract a diverse range of students and how this diversity will be accommodated.</p> <p>If a CRB is required, please flag this to the CRB Team (they will need to know timings and course numbers). Please also state whether the cost of the CRB will be covered by the student, the course or the associated professional body.</p>
BC5.2	For amendments to existing courses, existing students may be affected if the amendment will be implemented while current cohorts are still on the course; applicants may be affected if the changes affect how the course would have been marketed to them (i.e. if the change is visible to them as applicants).
BC5.3	This section seeks information about the likely impact of the proposal on academic staffing requirements, including source(s) of funding.
BC5.4	Please consider whether any courses are to be closed/withdrawn as a result of this proposal. Your answer to this question will provide a trigger for the Course Closure procedure, where appropriate. Please be clear about the date after which the course can be closed.
BC6.1	Please list resources giving numbers where possible
BC7	<p>The collation of comments in sections BC7 and BC8 will be led by your LTS Coordinator. This should be conducted alongside the collation of comments in section AC10. The proposer/ initiator should therefore at this stage continue to develop the Academic Case of the proposal and leave sections BC7 and 8 for later completion (see Step 3 above).</p> <p>Section BC7 differs from BC8 in that it relates specifically to the impacts of the proposal on the services/ departments listed, in terms of their internal resources/ capacity to support the proposed course, e.g. for the Library to meet the demands of the new course in terms of books, journals, study space etc. In particular colleagues should 'flag' any concerns with respect to any 'disjuncture' or contradiction between what is required by the programme, and the services that the departments concerned are resourced to provide.</p> <p>See Appendix 2 for a list of current role-holders for this section. You should already have had substantive discussions with each department; therefore your proposal should contain no surprises for them. Please date this document before sending it to the various listed role-holders in order to be clear about the expected return date to you (within 10 working days). Please note: this is only a realistic time-scale if their comments constitute confirmation and documentation of previously held discussions as mentioned above (see also Section B, 1.3 of this document).</p>
BC8	<p>As above, the collation of comments in sections BC7 and BC8 will be led by your LTS Coordinator. This should be conducted alongside the collation of comments in section AC10. The proposer/ initiator should therefore at this stage continue to develop the Academic Case of the proposal and leave sections BC7 and 8 for later completion (see Step 3 above).</p> <p>This section differs from BC7 in that it relates to the wider business of the services/ departments listed, asking for comments from the point of view of their angle of expertise e.g. for Careers to advise on employability aspects of the proposed course.</p>

	As for BC7 above, see Appendix 2 for a list of current role-holders for this section. You should already have had substantive discussions with each department; therefore your proposal should contain no surprises for them. Please date this document before sending it to the various listed role-holders in order to be clear about the expected return date to you (within 10 working days). Please note: this is only a realistic time-scale if their comments constitute confirmation and documentation of previously held discussions as mentioned above (see also Section B, 1.3 of this document).						
BC8.5	Your Faculty Finance Manager will have been working alongside you to produce an illustrative costing of the proposal (see Appendix 9). The result of this analysis will inform his/her comment in this section of the form. Please ensure that any rationale for proposing a loss-making course is fully explained in the proposal in section S14.						
BC9	Please explain here how you have factored in, or how you will accommodate, or any other response you may have to comments made by other departments/ services						
AC2.1	This applies to undergraduate/integrated masters provision only. The weightings and progressions requirements must conform to the Regulations for Undergraduate Programmes and Integrated Masters.						
AC2.2	<table border="1" data-bbox="316 779 1401 1088"> <thead> <tr> <th>Stage</th> <th>Level</th> <th>Year of course</th> </tr> </thead> <tbody> <tr> <td>This refers to the UEA's pre-2013 numbering system of stages where 0 represents a Foundation (pre-University level) stage and 3 a final year undergraduate stage.</td> <td>This refers to the cross-sector system where level 3 is equivalent to A levels, levels 4, 5 and 6 are the 1st, 2nd and 3rd year of an undergraduate degree and level 7 is Master's level.</td> <td>This refers to the actual number (and sequence) of years offered within this particular course.</td> </tr> </tbody> </table> <p>Please edit the table in AC2 to accurately reflect the structure and sequencing of the particular course being proposed, especially with regard to the placing of a Year Abroad / in Industry where appropriate.</p>	Stage	Level	Year of course	This refers to the UEA's pre-2013 numbering system of stages where 0 represents a Foundation (pre-University level) stage and 3 a final year undergraduate stage.	This refers to the cross-sector system where level 3 is equivalent to A levels, levels 4, 5 and 6 are the 1st, 2nd and 3rd year of an undergraduate degree and level 7 is Master's level.	This refers to the actual number (and sequence) of years offered within this particular course.
Stage	Level	Year of course					
This refers to the UEA's pre-2013 numbering system of stages where 0 represents a Foundation (pre-University level) stage and 3 a final year undergraduate stage.	This refers to the cross-sector system where level 3 is equivalent to A levels, levels 4, 5 and 6 are the 1st, 2nd and 3rd year of an undergraduate degree and level 7 is Master's level.	This refers to the actual number (and sequence) of years offered within this particular course.					
AC2.3	Please indicate which exit awards will be available for students who do not complete the course to a sufficient level to gain the award for which they enrolled, e.g. Cert HE, Dip HE etc.						
PS	<ul style="list-style-type: none"> This section (Programme Specification) and the summary section (Part 1) may be used for publicity purposes and may be made publicly available. One Programme Specification may be used for all courses (ROUs) in the proposal. Please indicate where there are any differences (including any course (ROU) specific learning outcomes) between courses (ROUs). If amending an existing Programme Specification, please track changes. Please insert the Academic Year to which this Programme Specification relates Please delete any sections that are not applicable 						
PS1	<p>Please delete superfluous tables or copy and paste additional tables depending on the length (in years) of this course.</p> <p>Please list first compulsory then optional modules. Where the module code is not known, enter TBA in left hand column but indicate an acronym for the module at the end of the module name which can then be used in section PS2 – mapping learning outcomes.</p> <p>Where the course has pathways and you feel the profile is more clearly presented in diagrammatic form, please attach your diagram to this proposal as a separate document.</p>						
PS2	Please delete superfluous tables or copy and paste additional tables depending on the length (in years) of this course.						

	<p>This section allows you to indicate what the learning outcomes are which are associated with each stage of study and how these will be assessed in relation to each of the modules associated with the stage in question. Students should be able to demonstrate achievement of learning outcomes in the assessments set, so there should be a clear/explicit link between outcomes and mode of assessment. For example, in a module which has a learning outcome “Students should be able to present arguments orally and defend their views in an open question and answer session with fellow students”, it would not be unreasonable to expect that this skill is reflected in a summative assessment of some kind – normally a class-based oral presentation.</p> <p>Please use acronyms for modules rather than the SITS module codes if you prefer, but if doing so please be sure the acronyms have all been listed against the module names in the Course Profile (PS1).</p> <p>If you are using types of assessment that fall outside of the narrow list of types provided for in this template, please indicate this using the ‘Other’ column. If using this column, please give additional information in the ‘Other’ box at the base of this table.</p>
PS3	<p>Constructive critical feedback is central to effective learning and the development of student skills and confidence. Please clarify how often and in what format feedback will be provided on both formative and summative work</p>
PS3.1	<p>This section of the form provides Schools with an opportunity to indicate how the structure of the programme promotes the learning progression of students from one level of study to the next. For example, how does the 1st year (Level 4) of the programme build a sound ‘foundation’ for students’ learning such that they are well-equipped to make the transition to ‘honours level’ study (in UG degrees) in their 2nd, 3rd or subsequent years and levels of study? To what extent are skills, knowledge and capacities developed in the 2nd year (Level 5) a prerequisite for successful progression and achievement in the 3rd year (Level 6)? With regard to Masters programmes, how is learning embedded in the 1st semester built-upon in the 2nd (or 3rd) semester(s)?</p> <p>QAA subject/discipline ‘benchmarking statements’ will normally provide a clear indication of how ‘progression’ of student learning is facilitated in the subject/discipline in question and course proposers may wish to reflect this in the way they articulate ‘progression’ in this section of the form. In some subjects, the emphasis within a stage of study is likely to be on developing knowledge and understanding of core themes, concepts, and subject-specific knowledge, whilst in others, where there is no ‘core content’ as such, the emphasis may be on developing different approaches, skills and capacities in interpreting evidence.</p>
PS3.2	<p>The ‘feedback cycle’ should describe the way in which feedback functions on the programme in question. It should articulate, for example, key points at which feedback is likely to be provided to students, how this feedback is linked to subsequent assessments (i.e. feed-forwards), and the opportunities that students will have to receive (and act upon) feedback provided on formative as well as summative assessments. Feedback is critical to student learning and research demonstrates that its effectiveness is largely influenced by timing, format and relevance – that is the extent to which it is diagnostic and useful in highlighting where and how students might enhance their performance in subsequent assignments. Schools should feel free to indicate in this section those opportunities that exist for ‘peer-to-peer’ (i.e. student-student) feedback, as well as tutor-led feedback. Please note that all Exams should include generic cohort-level feedback from 2012/13 onwards.</p>
PS4	<p>This question is designed to encourage careful thinking about the number of examinations included in your proposed course, and to allow the assessments office to approximate the resources required to service this. Please include practical examinations such as Objective Structured Clinical Examinations (OSCEs) and</p>

	Objective Structured Pharmacy Examinations (OSPEs) separately, as indicated.
PS5	<p>Is there a demand for this course across a diverse range of communities or a wide age range? If there is a potential to attract mature applicants has any flexibility in study arrangements been considered?</p> <p>Is there evidence, either internally or externally that particular minority or other under-represented groups may be attracted to the course? If so, state how the course will accommodate such groups and whether particular outreach work will be undertaken.</p> <p>Is there evidence either internally or externally that the course may have a particular 'polarisation' – for example, very low percentages of women or men, very high numbers of a particular international group or a low proportion of mature students, or those from lower socio-economic or less advantaged backgrounds. If so, how will the course be promoted to attract more of the minority group/what support measures will be put in place to ensure good retention amongst minority group members. Is there any evidence via degree attainment statistics of similar courses that additional support courses need to be flagged/linked to the course (e.g. English language courses to support international students).</p> <p>If students are anticipated from cultures with very different approaches to study how will this be embedded in the course or in support/first year work around it?</p> <p>If the course entails field work/placements/lab work have you considered how outcomes may be met through other avenues/a different arrangement as a range of issues may affect student's ability to participate – some of these may be pregnancy/maternity, paternity, disability, temporary health conditions, caring responsibilities, religious practice (course structure/timings may be important to consider here).</p> <p>How will course materials be made available? Will there be a variety of accessible formats for handouts? For example, is there the capacity to provide podcasts or other e-learning materials as routine?</p> <p>More generally, how will the School promote an inclusive atmosphere for students across the range of protected characteristics and from other under-represented groups? For example, will the students receive any teaching materials on equality during their first term/first year that will help them understand their rights and responsibilities in a diverse environment? Will information be provided via induction?</p>
PS6	Please give examples, such as CV preparation, skills acquisition and practice, reflective worksheets, workplace scenarios etc. Give details of who will be involved in each of these components/ activities and whether they will be assessed.
AC4	Information on compulsory existing modules, including those to which this proposal makes minor changes, should be provided in Appendix 1 to the proposal document. This information can be compiled from e-vision as follows: via staff view, access the course profile for the course where the module can be found. Select the module and view details. Copy and paste the section of the table as demonstrated in Appendix 7 to this guidance document. On pasting, select "use destination formatting" to paste in a more compact format. Repeat for each existing compulsory module. Alternatively, download existing compulsory module details via the SITS course catalogue. Your LTS team may be able to assist you with this task.
AC5	Please use this section to indicate <u>small changes</u> made to existing modules: compulsory and optional. Please refer to Appendix 8 for information on what constitutes a 'minor change' and more substantive changes – the latter should trigger the completion of Section AC6. Please note that even though changes may be classed as 'minor' it may still be necessary for LTS to allocate a new code for the module in due course.

AC6	Please refer to Appendix 8 for information about what constitutes a 'new' module, and the triggers that would require completion of this section.
AC7	For each year of the programme: <ul style="list-style-type: none"> • Please provide details of modules in the home School and other Schools that have been identified for inclusion as part of Defined Choice • Explain how opportunities for students to take language modules (including sign language) will be protected / integrated within Defined Choice • Explain how opportunities for students to take Employability / Work Experience modules will be protected / integrated within Defined Choice
AC8	We know from past experience and student feedback that it is very important to manage the student experience where a joint course is concerned (two or more subjects across one or more Schools in the same Faculty, or across Faculties). Particular care should be taken in terms of the overall management and co-ordination of the course and the students' experience of it. Regular liaison with "leads" in the other contributing Schools is therefore essential. You may wish to state here how the Schools involved will maintain contact and share information relevant to the effective management and operation of the course, how students can make known any issues and concerns, and how they can develop a sense of "belonging".
AC9	Where Schools are using the Full Course Proposal CP1 form, it is in the best interests of Schools to seek guidance and feedback from external examiner(s) at an early stage. External examiners are normally very happy to be consulted in this way and it forms an important aspect of the service they provide as an external 'expert' in the subject/discipline. Feedback received from external examiners can be reported in the relevant section of the form. In cases where it is appropriate to seek input from other external experts who are not currently serving external examiners, feedback and comment from such external experts can also be reported in the relevant section of the form. Schools are asked, however, to indicate clearly the title and position of the external expert(s) concerned and the rationale for the School having approached them. If the feedback is short, cut and paste it into this section of the form. Otherwise, please summarise it into this section and append the full report to the form as Appendix 2. In cases where courses are subject to PSRB requirements and/or require PSRB accreditation/validation it is important that the PSRB in question is consulted even about minor changes/amendments. Please use this section to report who has been consulted in the PSRB, and whether the minor changes in question are welcomed or approved of by the PSRB. Approval by the PSRB should be properly documented. Please append any relevant supporting documents as Appendix 3 to this form.
AC10	This section provides an opportunity for senior colleagues in key services (LTS, PPE and CCEN) to provide some comment, observations and feedback on the Academic Case of this proposal. It is important that colleagues in these services highlight aspects of the proposal that they feel are examples of good practice, and also areas for concern. Adherence to the University's regulations will also be considered at this stage. The collation of comments in this section will be led by your LTS Coordinator and should be conducted alongside the collation of comments in sections BC7 and BC8. The proposer/ initiator should therefore continue with the KIS sections of the form and leave sections AC10, BC7 and 8 for completion after all Initiator-led sections are complete (see Step 3 above).
AC11	Please explain here how you have factored in, or how you will accommodate, or any other response you may have to comments made by other departments/ services.
KIS	There is a HEFCE funding requirement to publish a Key Information Set (KIS) for every undergraduate programme that is open for general applications, including part-

	time courses but only if there is no full-time variant of this course on offer. In order to avoid duplication of effort, please provide this information at the proposal/development stage of your course.
KIS1	For all percentage time calculations, the assumption is that a 120 credit course is equivalent to 1,200 hours.
KIS2	See note S3b. You may already have supplied this information in S3. Please cut and paste into section KIS2 as appropriate.
AP	Approvals are required for both the Academic Case and the Business Case, from various levels of committee within the University. For a Full Course Proposal approvals are required at a higher level than for a Minor Changes Proposal. In exceptional cases, Council approval may be required. See Appendix 4 for further details on this. Your FLTQC Secretary will coordinate the Approvals stage of this process.
N1	This section is for completion by the secretary to the relevant Faculty Learning and Teaching Quality Committee (FLTQC), who is responsible for ensuring that the appropriate people and departments are informed of the approved new course/course amendments, for audit purposes and in order that the implementation actions can be taken. To this end, the course proposal form with completed Notification section should be circulated to those identified for circulation within the Notification form itself. The relevant LTS Coordinator should track the implementation actions to ensure the course launch is smooth.

D Appendices

Appendix 1 – List of acronyms and abbreviations

AD LTQ	Associate Dean, Learning & Teaching Quality
ARM	Admissions, Recruitment and Marketing
ARTS	Arts Building (housing LTS Hub UG/PGT East)
BIU	Business Intelligence Unit (includes Market Research team)
CCEN	Careers Centre
DOS	Dean of Students
DT	Director of Teaching
E&D	Equality & Diversity
ECB	Edith Cavell Building (housing LTS Hub for Nursing Sciences)
EFB	Elizabeth Fry Building (housing LTS Hub for UG West)
FFM	Faculty Finance Manager
FLTQC	Faculty Learning & Teaching Quality Committee
HEFCE	Higher Education Funding Council for England
HOS	Head of School
ISD	Information Services Directorate
ITCS	Information Services
KIS	Key Information Set
LIB	Library Services
LTC	Learning & Teaching Committee
LTQC	Learning and Teaching Quality Committee
LTS	Learning & Teaching Service
OSCES	Objective Structured Clinical Examinations
OSPES	Objective Structured Pharmacy Examinations
PGT	Postgraduate (taught)
PLN	Planning Office
PPE	Partnerships, Equality and Diversity
PSRB	Professional, Statutory or Regulatory Body
QAA	Quality Assurance Agency
QTS	Qualified Teacher Status
ROU	Route (course) code
SITS	Student Information System
UG	Undergraduate
UUEAS	Union of UEA Students
ZICER	ZICER Building (housing LTS Hub PGT West)

Appendix 2 - List of role-holders and contact details

(updated 21/01/2013)

role	name	email
Council		
Secretary	Ian Callaghan	i.callaghan@uea.ac.uk
LTC		
Pro Vice Chancellor (Academic)	Prof Nigel Norris	n.norris@uea.ac.uk
Secretary	Claudia Gray	claudia.gray@uea.ac.uk
Faculty Deans		
FMH	Prof Ian Harvey	ian.harvey@uea.ac.uk
HUM	Prof Yvonne Tasker	y.tasker@uea.ac.uk
SCI	Prof Philip Gilmartin	p.gilmartin@uea.ac.uk
SSF	Prof Neil Ward	neil.ward@uea.ac.uk
Associate Deans – Learning & Teaching Quality		
FMH	Dr Rosie Doy	r.doy@uea.ac.uk
HUM	Dr Sanna Inthorn	s.inthorn@uea.ac.uk
SCI	Dr Ben Milner	b.milner@uea.ac.uk
SSF	Helena Gillespie	h.gillespie@uea.ac.uk
Faculty Finance Managers		
FMH	Helen Latham	h.latham@uea.ac.uk
HUM	Chris Penn	c.penn@uea.ac.uk
SCI	Laura McGonagle	l.mcgonagle@uea.ac.uk
SSF	Roy Hughes	roy.hughes@uea.ac.uk
Service Leads / Managers		
Dean of Students (DOS)	Dr Annie Grant	annie.grant@uea.ac.uk
Deputy Dean of Students (DOS)	Linda Shepherd	l.shepherd@uea.ac.uk
Director of Information Services (ISD)	Jonathan Colam-French	j.colam@uea.ac.uk
Library Director (LIB)	Nicholas Lewis	nicholas.lewis@uea.ac.uk
Director of University Services - LTS	Andrea Blanchflower	a.blanchflower@uea.ac.uk
Head of LTS (EFB & ZICER Hubs)	Caroline Sauverin	c.sauverin@uea.ac.uk
Head of LTS (ECB & ARTS Hubs)	Jon Sharp	jon.sharp@uea.ac.uk
LTS Manager (UG)	Claudia Gray	claudia.gray@uea.ac.uk
LTS Manager (PGT/ UEA London)	Becky Fitt	r.fitt@uea.ac.uk
LTS Manager (Course Review)	Lynne Ward	lynne.word@uea.ac.uk
Head of Admissions (ARM)	David Giles	david.g.giles@uea.ac.uk
Director of Planning Office (PLN)	Ian Callaghan	i.callaghan@uea.ac.uk
Market Research Manager (BIU)	Rebecca Price	marketresearch@uea.ac.uk
Head of Careers and Employability (CCEN)	Anne Hillary	a.hillary@uea.ac.uk
Equality & Diversity Manager (PPE)	Helen Murdoch	h.murdoch@uea.ac.uk
Assistant Head of Outreach (UK/EU) Widening Participation (ARM)	Louise Bohn	l.bohn@uea.ac.uk

Appendix 3 – Timescales

Stage of process	Proposal route	FULL COURSE PROPOSAL	MINOR CHANGES COURSE PROPOSAL
		CP1	CP2
Consultation and writing of proposal: <ul style="list-style-type: none"> Initial consultations* with relevant UEA departments, internal and external academics, BIU (market research), professional bodies etc. Consultation and parallel costing exercise with FFM Completion of form including input from above Consultation with current students, where applicable 		2-9 months	1-2 months
Comments returned from other UEA services/ departments		10 working days	10 working days
Approval by school executive		10 working days	10 working days
Approval by FLTQC		after FLTQC meeting	after FLTQC meeting
Approval by LTC and/or Council		After LTC /Council meeting	Not required
Total time		6 months – 1 year	2-3 months

*See **Internal Consultation** section on page 6

Appendix 4 - Proposal Route and Prior Approvals

Proposal route ²	Purpose of process	Examples of proposal types	Prior approval required?	Level of final approval	Form to use
Full course proposal	To examine: <ul style="list-style-type: none"> The proposal's strategic, financial and other resource implications including infrastructure needs (Business Case) The proposal's academic integrity (Academic Case) 	<ul style="list-style-type: none"> New subject area not previously offered by the University New degree award not previously offered by the School/University³ External partnerships/ teaching contracts required 	Council	Council	CP1
		<ul style="list-style-type: none"> New subject area not previously offered by the School 	LTC	LTC	
		<ul style="list-style-type: none"> New course, or amendments to an existing course, with resource implications⁴ New course or amendments to an existing course where less than 75% of modules are already approved New course or amendments to an existing course where two-thirds or more of the modules are new or have been approved in the current or preceding season 	Not required		
Minor changes course proposal	To examine: <ul style="list-style-type: none"> The proposal's academic integrity (Academic Case) 	<ul style="list-style-type: none"> New course, or amendments to an existing course, with NO resource implications² New course arising from the separation of pathways within an existing course Change of name of degree course Change in School of registration Changes in year weightings 		FLTQC (reported to LTC)	CP2
Module and Course Update ⁵	To review, year on year, the relevance and quality of the course	<ul style="list-style-type: none"> Amendments to a course affecting no more than 50% of modules at any one level AND no more than 25% overall Amendments to individual modules 		Teaching Director on behalf of School Board	No course proposal process required

NB - Each form can be used for a single course or for a collection of related courses

² Your Faculty AD LTQ, advised by the Head of LTS, is ultimately responsible for deciding on the appropriate route for your proposal. See Appendix 2 for a list of role holders.

³ See Appendix 6 for a full list of awards already offered by the University

⁴ Please carefully consider the following when deciding whether your proposal has resource implications:

additional student numbers, additional staffing requirements, physical resources such as teaching rooms, computer and other equipment, books and journals, marketing needs (this list is not exhaustive)

⁵ See Appendix 10

Appendix 5 - Criteria for external feedback

conditions	who to consult
Full Course Proposal Form (CP1) <u>and</u> requires prior approval by LTC and/or Council (see appendix 4)	External academic who is not a current or recent external examiner
Full Course Proposal Form (CP1) <u>and does NOT</u> require prior approval by LTC and/or Council (see appendix 4)	Recent or current external examiner
Course leads to a professional qualification	External professional in the field, or from the PSRB, as appropriate
Minor Changes Course Proposal Form (CP2)	No external feedback required

Appendix 6 - Recognised awards for taught programmes

Bachelor of Arts with Honours (BA (Hons))
Bachelor of Engineering (Honours) (BEng)
Bachelor of Medicine, Bachelor of Surgery (MBBS)
Bachelor of Science with Honours (BSc (Hons))
Bachelor of Science with Honours (Pre- and Post-Registration) (BSc (Hons))
Bachelor of Science (BSc)
Certificate in Continuing Education (CertCE)
Certificate of Higher Education (CertHE)
Diploma in Continuing Education (DipCE)
Diploma of Higher Education (DipHE)
Diplomas of Higher Education (Pre-Registration and Post-Registration)
Foundation Degree in Arts (FDA)
Foundation Degree in Science (FDSc)
Graduate Diplomas
Master of Arts (MA)
Master of Business Administration (MBA)
Master of Chemistry (MChem)
Master of Clinical Education (MClinEd)
Master of Computing Science (MComp)
Master of Laws (LLM)
Master of Mathematics (MMath)
Master of Medical Science (MMedSci)
Master of Natural Science (MNatSci)
Master of Pharmacy (MPharm)
Master of Research (MRes)
Master of Science (MSc)
Master of Sciences (MSCI)
Master of Social Work (MSW)
Master of Surgery (MS)
Masters in Teaching and Learning (MTL)
Postgraduate Certificate (PgCert)
Postgraduate Certificate of Clinical Education (PgCertClinEd)
Postgraduate Certificate in Education (PGCE)
Postgraduate Diploma (PgDip)
Postgraduate Diploma of Clinical Education (PgDipClinEd)

Appendix 7 - Example existing module details (cut and pasted from e-vision)**EDU-2B01, WHAT IS TEACHING? THE TEACHER'S ROLE AND PRACTICE IN DIFFERENT SETTINGS**

Academic Session	2011/2
Period	SEM1
Occ.	A
Slot	C3,A1,A2*D3
Credit Value	20