

LTC12D078

Title: New Course Proposal MA Public Policy and the Environment
Author: Michele Pavey
Circulation: Learning & Teaching Committee – 30 January 2013
Agenda: LTC12A003
Version: Final
Status: Open

Issue

Introduction of a new MA in Public Policy and the Environment in the School of Political, Social and International Studies

Recommendation

Recipients are invited:

To approve the introduction of an MA in Public Policy and the Environment with effect from 2013/14.

Resource Implications

None

Risk Implications

None

Equality and Diversity

The needs of students, with a wide range of backgrounds and abilities, frame teaching and assessment from the outset. The use of additional online materials to support lectures alongside the use of formative and summative assessments methods, for instance, reflect a clear commitment to inclusivity and equality of opportunity. The School will also continue to work with the International Students and Learning Enhancement teams in the DOS Office to help promote inclusivity and equality of opportunity.

Timing of decisions

The proposal was approved by the HUM Faculty Executive on 21 January 2013 and the HUM Learning, Teaching and Quality Committee on 16 January 2013

Further Information

The Course Director is Dr John Turnpenny (J.Turnpenny@uea.ac.uk)

Background

PSI currently offers strong Masters-level teaching in public policy and public management. While the numbers of students are increasing annually, there is a desire to expand those

numbers for intellectual, practical, financial and competitiveness reasons. This proposal aims to do this through focusing the MA on environment and sustainable development. This will involve relatively few practical changes from the current MA in Public Policy (which this course will ultimately replace). Many of the modules are already offered on the current MA, and this will continue. However, the proposed simple re-framing of the course should make several significant differences.

It is clear that understanding social, political and ethical dimensions of intractable problems such as addressing climate change, food security and biodiversity is vital. Students from both natural and social sciences are clamouring to increase their understanding. It is important for UEA to offer a course which combines a strong grounding in public policy theory, public management and environmental social science. This proposal is good for both PSI and ENV. UEA is particularly famous for Environmental Sciences, which attracts a large number of students. Many ENV students want to study policy and politics aspects of their subject, but there is currently no Masters level teaching in ENV specifically about public policy. The course should attract a large number of high quality students since it is both specialist (i.e. not likely to repeat undergraduate teaching) and attractive to a wide range of student interests. Such students may be more likely than others to carry on to PhD level.

More practically, there is a desire across the university (including in ENV and PSI) to enhance cross-School cooperation. There are already several initiatives for cross-School Masters courses – e.g. Environmental Sciences and Humanities (<http://www.uea.ac.uk/phi/courses/ma-environmental-sciences-and-humanities>); DEV's Impact Evaluation for International Development (<https://www.uea.ac.uk/dev/courses/msc-impact-evaluation-for-international-development>); and NBS' MBA in Strategic Carbon Management. This proposal will build closer links particularly between PSI and ENV, but also with other schools, through, for example, offering the public policy and public management modules (and other PSI modules) as parts of other cross-School MA programmes.

Discussion

Recipients are asked to approve the introduction of an MA in Public Policy.

Attachments

New Course Proposal for MA in Public Policy and the Environment in the School of Political, Social and International Studies

FULL COURSE (route) PROPOSAL

(taught programmes only)

for NEW COURSES & MAJOR COURSE AMENDMENTS (NEW ACADEMIC MODEL)

Please refer to the course proposal Procedure and Guidance CP-2012 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)
MA in Public Policy and the Environment
School(s) of study & Faculty
PSI - HUM
Proposer & proposer's school
Dr John Turnpenny (PSI)
Proposed course start date <i>note 1</i>
September 2013

Prior approvals <i>note 2</i>	required?	received?
Prior LTC approval		
Prior Council approval		
External consultation <i>note 3</i>		
Independent external academic comment		
External examiner comment		
PSRB consultation/ input		
Other external consultation/ input (please list)		

This form is in 3 parts. Please complete all 3 parts:

- Part 1** **Summary and Rationale**
Part 2 **Business Case**
Part 3 **Academic Case including Programme Specification**

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One			
S1	a	SCHOOL(S) OF STUDY	PSI
	b	FACULTY or FACULTIES	HUM
	c	JOINT PROGRAMME? (ie owned/taught by more than one School)	YES
			NO
	d	NAME/S OF COURSE DIRECTOR/S (one from each School for Joint Programmes)	Dr John Turnpenny
S2 <i>note S2a</i>	a	COURSE TITLE	Public Policy and the Environment
<i>note S2b</i>	b	COURSE CODE	
<i>note S2c & S2d</i>	c	AWARD	MA
	d	EXIT AWARD(S) AND TITLE(S)	
	e	FULL/PART-TIME (please specify)	Both
	f	AVAILABLE FROM:	September 2013
S3 <i>note S3a</i>	a	PROFESSIONAL AWARD (if any)	
	<i>note S3b</i>	b	ACCREDITING/VALIDATING BODY (if relevant)
Date when accreditation/validation may take place			
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	
		Integrated Masters	
		Masters	Yes
		Other postgraduate (please specify)	
S5 <i>note S5a</i>	a	DURATION (years or months)	12 months FT, 24 Months PT
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	FT/PT
S6 <i>note S6</i>	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	
		NO	No
S7 <i>note S7</i>		RELEVANT SUBJECT BENCHMARK STATEMENT(S)	n/a

S8 <i>note</i> S8	ENTRY REQUIREMENTS	As for current MA in Public Policy & Public Management
S9	CAREER POSSIBILITIES	The course provides a wide range of career opportunities. These include policy analyst, consultant, subject specialist, lobbyist, advisor, the civil service, and researcher at university or research institute. The course provides enough choice to allow career specialism in environmental issues, or more widely. Recent graduates from our MA programmes have taken up jobs in a wide variety of fields, including: business, policy research, pressure groups and government.
S10	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case	
S11	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case	
S12 <i>note</i> S12	FURTHER INFORMATION available via...	http://www.uea.ac.uk/psi
S13	COURSE HIGHLIGHTS (for publication)	
<i>note</i> S13	<p>If you want to develop an advanced understanding of how and why decisions about the environment and sustainable development are made, this cross-disciplinary MA is for you. Grounded in a political science understanding of public policy-making and change, the course takes you on a journey through the main theories, models and concepts and how these are applied, comparing environment with social and other policy areas. This is complemented with modules examining decision-making about the environment more widely, including individual and cultural framings and values, and societal changes. To broaden your experience still further, you can also select modules in business and management, international development and law.</p> <p>Why Study Public Policy and the Environment at UEA?</p> <p>This MA will appeal to a wide range of students: those with undergraduate degrees in Politics or similar subjects looking to specialise; environmental scientists interested in a wider application of their subject knowledge; practitioners interested in a deeper academic understanding of the processes they deal with every day; and activists interested in enhancing their influence over decision-making processes.</p> <p>It is a challenging course, and requires determination and ability to think across academic disciplines, but the rewards are great. The School of Political, Social and International Studies has world-leading expertise in research and teaching of public policy, international politics, media and society, and social and political theory. The School of Environmental Sciences, in particular the new Science, Society and Sustainability (3S) group, is one of the most prominent centres of research and teaching on environmental social science. We pride ourselves on providing top quality teaching. Independent monitors have given us top marks for our teaching and we have consistently scored highly in student surveys too. Both Schools offer</p>	

research-led teaching which means that your lecturers will be able to give the most up-to-date, cutting edge information on your subject of study.

A rich programme of research seminars, visiting speakers, panel debates and public events also contribute to making UEA a stimulating environment to study. Many students come from Britain, of course, but others come from all over the world. It is a source of great inspiration to meet and learn from people from all sorts of different cultures.

Course Structure

The MA lasts twelve months for full-time students and two years for those studying part-time. You will have seminars and lectures during the first two semesters and then over the summer you will work on your dissertation. Many MA modules use small group seminar teaching, which places much responsibility on students to find out, communicate and inspire others with their unique insights. Many modules also use challenging and novel teaching techniques to bring the subjects to life.

Course Assessment

Assessment is based on a mix of dissertation, essays, research papers, performance in seminars, policy briefing notes, presentations, examinations and group study.

Learning Outcomes

On successfully completing the course, you will be able to:

- apply critically the main theories, models and concepts used in the study of public policy and the environment
- demonstrate understanding of the main debates in the academic literature surrounding this subject
- demonstrate substantive knowledge of relevant national and international policy processes, and how these relate to theoretical perspectives
- undertake an independent research project

Transferable Skills

The MA will help you develop many transferable skills. Ability to think critically, and to constructively and sensitively question 'received wisdom' is an enormously important skill for any professional job. To help develop this, many skills will be honed, including debating, giving oral presentations, team work, project work, critical analysis and synthesis of arguments, independent research, writing, time management, working under time constraints, ability to communicate clearly to a variety of audiences, and ability to apply theory to real world cases.

Dissertation

The dissertation is a very important part of the MA, a time for students to develop a novel and challenging piece of research which applies rigorous academic analysis to specific cases. Students choose their own topic and are allocated an individual supervisor who gives advice on all aspects of writing and researching a dissertation. The School also organises a Postgraduate Day when all postgraduates, including MA and PhD students, meet together and discuss their research. There are sessions set aside for MA students to discuss their dissertation proposals.

Brussels Trip

	<p>Most years, a trip to Brussels is organised for MA students to visit the EU institutions and NATO. This is ideal for students looking to make contacts, to listen to the experiences of senior people, and to ask questions on their opinions and work. It is also a chance to meet graduates from UEA who are now working in or near Brussels. The trip includes two or three nights in a city centre hotel at a subsidised rate.</p>
--	---

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

S14	RATIONALE FOR PROPOSAL
<p><i>note S14</i></p>	<p>Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.</p>
	<p>PSI currently offers strong Masters-level teaching in public policy and public management. While the numbers of students are increasing annually, there is a desire to expand those numbers for intellectual, practical, financial and competitiveness reasons. This proposal aims to do this through focusing the MA on environment and sustainable development. This will involve relatively few practical changes from the current MA in Public Policy (which this course will ultimately replace). Many of the modules are already offered on the current MA, and this will continue. However, the proposed simple re-framing of the course should make several significant differences.</p> <p>It is clear that understanding social, political and ethical dimensions of intractable problems such as addressing climate change, food security and biodiversity is vital. Students from both natural and social sciences are clamouring to increase their understanding. It is important for UEA to offer a course which combines a strong grounding in public policy theory, public management and environmental social science. This proposal is good for both PSI and ENV. UEA is particularly famous for Environmental Sciences, which attracts a large number of students. Many ENV students want to study policy and politics aspects of their subject, but there is currently no Masters level teaching in ENV specifically about public policy. The course should attract a large number of high quality students since it is both specialist (i.e. not likely to repeat undergraduate teaching) and attractive to a wide range of student interests. Such students may be more likely than others to carry on to PhD level.</p> <p>More practically, there is a desire across the university (including in ENV and PSI) to enhance cross-School cooperation. There are already several initiatives for cross-School Masters courses – e.g. Environmental Sciences and Humanities (http://www.uea.ac.uk/phi/courses/ma-environmental-sciences-and-humanities) ; DEV's Impact Evaluation for International Development (https://www.uea.ac.uk/dev/courses/msc-impact-evaluation-for-international-development); and NBS' MBA in Strategic Carbon Management. This proposal will build closer links particularly between PSI and ENV, but also with other schools, through, for example, offering the public policy and public management modules</p>

(and other PSI modules) as parts of other cross-School MA programmes.

The main changes are:

- the name;
- rearrangement of the balance between Compulsory, Option A and Option B modules;
- making the dissertation 60 credits, to challenge the students further
- six modules are being offered on this course for the first time. Five are from ENV, all of them established courses. The sixth is a new Science, Evidence and Public Policy module, convened by PSI, which will explore those subjects particularly from an environment perspective.

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 2 BUSINESS CASE

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</i> BC1.1	<p>These proposals are very much in line with UEA's strategic direction. Through promoting an interdisciplinary approach to understanding and addressing important challenges in the wider world, the course combines research-led teaching with creative and varied teaching styles.</p> <p>The course contributes to objectives O1 and O2 (especially R5, R6 and R7), O3 and O4 (particularly ED 4 and ED6), O5 (through training in the public policy and other decision-making processes), O9 and O10 (particularly F1), O14 (M4, M5).</p>		
BC1.2	Proposed Recruitment Strategy		
<i>note</i> BC1.2	<p>The course will build on existing, successful recruitment strategies for MA students, including the use of agents. Staff could, if required, make local, national, and international visits to promote the degree. PSI will certainly work with the University to promote the degree more broadly.</p> <p>The distinctiveness of the degree from our UG content should encourage students to stay on at UEA and be challenged by the progression this course offers. To encourage retention, and to promote awareness, staff will explain to undergraduate students, especially those who have taken relevant modules, that they will be able to study such subjects in much more depth at the MA level. In addition, some MA events will be open for undergraduate students.</p>		
BC1.3	Is the proposal commercially sensitive?	YES	
		NO	No
<i>note</i> BC1.3	If yes, what are the reasons?		

BC2 <i>note</i> BC2	MARKET RESEARCH	Consult with Market Research team	
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?		
	<p>UEA is uniquely well-placed to offer this course. The School of Political, Social and International Studies has world-leading expertise in research and teaching of public policy, international politics, media and society, and social and political theory. The School of Environmental Sciences, in particular the Tyndall Centre for Climate Change Research and the new Science, Society and Sustainability (3S) group, is one of the most internationally prominent centres of research and teaching on</p>		

environmental social science. It also has extensive natural science expertise, including the Climatic Research Unit, which facilitates highly interdisciplinary working across natural and social sciences. UEA also has strong links with Brazil and China on environmental subjects (for example through Tyndall Fudan).

UEA's special combination of commitment to interdisciplinary interaction, strength in public policy, environmental science, and environmental social science, world-leading research and teaching, and influence beyond academia, make it an ideal choice for students domestic and international.

There are other courses in the UK which cover environment, sustainable development and social sciences. Most emphasise interdisciplinarity, but nearly all are framed as 'environment/SD and...'. This proposal is unusual in that it starts with a general grounding in public policy, and applies these theories to environment/SD as specific cases, rather than starting with the case.

Closest courses:

MSc Sustainability – one of 9 variants at Leeds: Sustainability (Environmental Politics and Policy – Jamie van Alstine) – [policy and politics focus wholly on environment – PSI's will be more general]

MSc Sustainable Development (Climate and Environment) – [Exeter (Falmouth): again, environment-focussed policy...also material on communication, energy policy, the concept of sustainability) – Janet Fisher, Kate Brown

MSc Environmental Policy and Regulation – LSE [Richard Perkins - env policy and regulation – instruments, design, regulation]

MSc Nature, Society and Environmental Policy – Oxford [Paul Jepson, Andrew Barry, Sarah Whatmore – corporate environmental management; governance / policy for environment]

MSc Climate Change Impacts and Sustainability – Brunel [Daniel Pickford - ecosystems, risk, environmental policy]

Social science/humanities:

MA Environment, Culture and Society – Lancaster, [Bron Szerszynski - society, risk, philosophy of environment, deliberation/participation]

MSc Environment, Culture and Society – Edinburgh [political ecology – culture, nature & capital; environmental values; ethics; conservation; sociology]

MSc Environment, Science and Society –UCL [Sam Randalls - knowledge for SD, science in policy, social theory, vulnerability, consumption]

Others related:

MSc Environmental Change and Management – Oxford [environmental change, managing environment at different scales; conservation...300 applicants for 30 places]

MSc Sustainability and Management – RHUL [CSR, business ethics, SD principles, management...]

MSc Managing for Sustainability – St.Mary's Twickenham [management for ecological modernisation, society and environment, global sustainability and governance]

MSc Sustainability – St.Andrews

MSc Energy Policy for Sustainability – Sussex [energy policy, science for SD,

	innovation/marketing] MSc Climate Change and Policy – Sussex, [climate science, impacts, climate policy and economics] ('and Development' Sussex, Reading) MSc Environment and Development – LSE, Edinburgh, Reading MSc Environmental Sustainability – Edinburgh [management and implementation of SD] Other Public Policy/Public Management courses: e.g. UCL, KCL, LSE, York, Nottingham	
BC2.2	Are there any likely international competitors? (Please give brief details)	
	We anticipate that our main competition will be at national level, rather than international level. Universities abroad may be able to charge lower fees or may be located in better-known cities than Norwich. Nevertheless, our main target audience are students who wish to study at a UK university with an excellent reputation for research and teaching.	
BC2.3	What is the annual number of applicants currently applying nationally for similar courses?	Not known
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) 	
	See the arguments in S13 and S14	
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?	
	Again, see S13 and S14.	

BC3 <i>note BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with the Careers Centre
BC3.1	What graduate career opportunities may be available?	
	The course provides a wide range of career opportunities. These include policy analyst, consultant, subject specialist, lobbyist, advisor, the civil service, and researcher at university or research institute. The course provides enough choice to allow career specialism in environmental issues, or more widely. Recent graduates from our MA programmes have taken up jobs in a wide variety of fields, including: business, policy research, pressure groups and government.	
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?	
	PSI External Examiner (Dr Adam Quinn)- response awaited	

BC4	RESOURCES: STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM	
BC4.1	Student Numbers		
a	Proposed student target intake		
<i>note BC4.1a</i>	FT (Home/EU)	10	
	FT (International)	5	
	PT (Heads)		
	DL (Heads)		
	Minimum viable intake (ftes)	5-10	
	Maximum viable intake (ftes)	20	
b	Are the student numbers:		
<i>note BC4.1b</i>	a) available via redistribution within the School? <i>Consult the Head of School</i>	YES	
		NO	X
	b) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i>	YES	
		NO	x
	c) additional numbers required? <i>Consult the Planning Office (PLN)</i>	YES	
		NO	x
BC4.2	Tuition Fees		
	Please select the relevant fee schedule:		
	a) Standard Home/EU/International	YES	
	b) Full-cost <i>Please consult with FFM</i>		
	c) Other <i>Please provide brief details</i>		

BC5	IMPACT		
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager	
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES	
		NO	No
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender and socio-economic group.)		
BC 5.2 <i>note BC5.2</i>	IMPACT ON CURRENT STUDENTS AND/OR APPLICANTS		
a	For changes to existing programmes, will any current students or applicants be affected by these changes?	YES	*
		NO (go to 5.3)	

b	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)?		
	None required (course will start Sep 2013)		
c	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.		
	Has been discussed with Admissions. Students who have been given offers on the existing MA in Public Policy & Public Management will be offered the chance to transfer to the MA in Public Policy and the Environment. If they decide not to, the two courses will be run in parallel for one year. Since all the component modules will be running anyway, this will not affect resources.		
BC5.3 <i>note</i> <i>BC5.3</i>	WHAT IS THE IMPACT / WHAT ARE THE RESOURCE IMPLICATIONS OF THE PROPOSAL ON ACADEMIC STAFF?	Consult with HOS, Dean of Faculty	
a	Please give an indicative number of teaching hours required to deliver the course in any one year		As now
b	Are new appointments required?	YES	
		NO	No
c	If yes, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
d	What is the source of funding for new academic staff?		
e	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
f	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined? (Please include code, credit value and level/year of any new modules and/or modules to be withdrawn or combined).		
	New MA module in Science, Evidence & Public Policy – this will be taught by John Turnpenny		
BC5.4 <i>note</i> <i>BC5.4</i>	IS ANY COURSE(S) TO BE WITHDRAWN?	YES	Yes
		NO	
	If YES, please specify UCAS Code(s) / Course codes and session from which course(s) withdrawn?	MA Public Policy & Public Management – from the commencement of this MA in Public Policy and the Environment	

BC6	PHYSICAL RESOURCES		
BC6.1 <i>note</i> <i>BC6.1</i>	What are the recurrent or non-recurrent expenditure to be incurred in respect of:		
a	Classroom and study facilities?	No additional	
b	Other equipment?	No additional	
c	Consumables?	No additional	
d	Computer equipment?	No additional	
BC6.2	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
	Very few		
BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	No
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	Low
		NO	
	If yes, please give details:		
	These should be fairly low, principally flyers and advertising in a range of mainly web-based networks. Much of the promotion will be based on the existing material.		

BC7 <i>note</i> <i>BC7</i>	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES		
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)		
	No response received		
BC7.2	Deputy Dean of Students (accommodation)		

	<p>In September 2012, the University was unable to meet its guarantees of accommodation, despite deploying contingency measures. If the University maintains existing admissions targets and achieves those targets, we are unlikely to be able to meet existing accommodation guarantees. New overseas fee paying postgraduate students are currently guaranteed rooms in residences. The anticipated student profile and target intake are not clear from the information currently in section BC4. If the proposal is approved and results in an overall increase in the number of new overseas postgraduates, it may not be possible to meet the accommodation guarantee unless the (already) published guarantee is removed from one or more other groups of students or the University fails to meet its admissions targets elsewhere. New residential capacity is planned for September 2014 which will allow the University to deal with the current level of under-capacity and allow for a modest increase in the number of students in guaranteed categories</p>
BC7.3	Director of Information Services (ITCS)
	No response received
BC7.4	Director of Library Services (LIB)
	<p>We would expect the PSI book budget to be fully spent up each year. It is therefore inevitable that other areas we have concentrated on in recent years may receive slightly less investment if we are adding stock for a new PSI module as part of this degree or building up stock for the existing PSI MA modules for this degree.</p> <p>We do note the response to section BC6.2 that 'very few' additional resources will be required. However, to help plan for any necessary expenditure on texts for this degree, the Arts and Humanities Faculty Librarian would need to see the module handbook for the new Science, Evidence and Policy module as soon as possible. We have contacted the Course Director and he has agreed to send the module outline as soon as it is completed.</p> <p>The Library can offer a digitization service for Library book chapters or journal articles in UEA stock, subject to copyright checking, and we'd encourage the course director to contact the Faculty Librarian to investigate this further. In addition the provision of copyright-cleared articles not held in UEA stock will be made as appropriate and in compliance with the Copyright Licensing Agency licence.</p> <p>Any future acquisition of any new journal titles for this course would be challenging as our journals budget is effectively capped because publisher inflation continues to exceed the headline rate of inflation (RPI). Therefore normally, in order to gain access to a new title, the current policy is for the School(s) to either identify other less-used titles of equivalent cost for cancellation, or to request the School(s) to provide additional supplementary funding.</p> <p>Nick Lewis 17/12/12</p>
BC7.5	Director of Learning & Teaching Service (LTS)
	No Comments to make
BC7.6	Director of Admissions (ARM)

	No response received
--	----------------------

BC8	ADDITIONAL COMMENTS
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 (on Section BC2)
BC8.2	Careers (on Section BC3)
BC8.3	Equality & Diversity Manager (on Section BC5.1)
BC8.4	Head of Planning (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>	<p>Accommodation: The proposed course will replace an existing course, so there should be little difference from existing pressures. Of course, we want to attract as many students as possible, as do all Schools, but this would be the case regardless of this course proposal.</p> <p>Library: Yes, I have been in touch with Sarah Elsegood, and will meet her as soon as possible to assess my first draft reading list for the Science, Evidence and Public Policy Module.</p>

BC10	APPROVAL OF THE BUSINESS CASE		
	APPROVAL/SIGNATURES	Approved Yes/No?	Date
BC10.1	School Director of Learning, Teaching and Quality:	Yes	Dec 2012
BC10.2	Head of School (on behalf of School Board):	Yes	Dec 2012
BC10.3	Dean of Faculty (on behalf of Faculty Executive):	Yes	21/1/13
BC10.4	Council (if relevant)		
BC10.5	LTC (if relevant)		

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 3 ACADEMIC CASE

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	NAM for Undergraduate Courses				
	Graduate Diplomas				
	Integrated Masters				
	PGCE				
	NAM for Postgraduate Taught Programmes			*	
	Postgraduate Research				
	Certificate/Diploma in Continuing Education				
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</i> AC2	(For undergraduate or integrated masters programmes only) Please select only from the permitted options		
	Weighting for degree classification:	Exit Award (please indicate: e.g. CertHE, DipHE)	
	Stage 0		
	Stage 1		
	Stage 2		
	Stage 3		
	Stage 4		
	Stage 5		
	Stage 6		
	Stage 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?	PSI			
AC3.2b	If NO, please enter details for new board of examiners				
AC3.3a	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

(NEW ACADEMIC MODEL)

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>
Taught Masters profile					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
<u>PSIPM023</u>	COMPULSORY	20	PUBLIC POLICY: THEORY AND ANALYSIS	SEM 1	EXISTING
<u>PSIPM042</u>	COMPULSORY	20	PUBLIC MANAGEMENT: THEORIES AND CHANGE	SEM 2	EXISTING
<u>PSI-M50X</u>	COMPULSORY	60	PSI DISSERTATION	SEM 2	EXISTING
<u>PSIPM034</u>	OPTION A – students choose 60 credits from Option A modules	20	POLITICS AND PUBLIC AFFAIRS	SEM2	EXISTING
TBA	OPTION A – students choose 60 credits from Option A modules	20	Science, Evidence and Public Policy	Probably SEM 2	NEW!
ENV - MA63	OPTION A – students choose 60 credits from Option A modules	20	Theory of Environmental Assessment	SEM 1	EXISTING
ENV – MA75	OPTION A – students choose 60 credits from Option A modules	20	Narratives of Environmental Change	SEM 1	EXISTING
ENV - MA83	OPTION A – students choose 60 credits from Option A modules	20	Sustainable Consumption	SEM 1	EXISTING
ENV - MA54	OPTION A – students choose 60 credits from Option A modules	20	Participatory Environmental Decision-Making	SEM 2	EXISTING
ENV-MA64K	OPTION A – students choose 60 credits from Option A modules	20	Environmental Assessment Effectiveness	SEM 2	EXISTING

<u>DEV-M051</u>	OPTION B – students choose 20 credits from Option B modules	20	UNDERSTANDING GLOBAL ENVIRONMENTAL CHANGE	SEM1	EXISTING
<u>DEV-M066</u>	OPTION B – students choose 20 credits from Option B modules	20	GENDER DIVERSITY AND SOCIAL DEVELOPMENT	SEM2	EXISTING
<u>DEV-M093</u>	OPTION B – students choose 20 credits from Option B modules	20	CLIMATE CHANGE POLICY FOR DEVELOPMENT	SEM1	EXISTING
DEV – M097	OPTION B – students choose 20 credits from Option B modules	20	Welfare and Evaluation in Development	SEM 1	EXISTING
<u>ENV-MA49</u>	OPTION B – students choose 20 credits from Option B modules	20	CLIMATE CHANGE: PHYSICAL SCIENCE BASIS	SEM1	EXISTING
<u>LAW-M604</u>	OPTION B – students choose 20 credits from Option B modules	20	COMPETITION LAW IN THE GLOBAL ECONOMY	SEM2	EXISTING
<u>LAW-M647</u>	OPTION B – students choose 20 credits from Option B modules	20	INTERNATIONAL COMPETITION LAW	SEM1	EXISTING
<u>LAW-M660</u>	OPTION B – students choose 20 credits from Option B modules	20	THEORY OF COMPETITIVE MARKETS	SEM2	EXISTING
<u>PSIIM003</u>	OPTION B – students choose 20 credits from Option B modules	20	EUROPEAN UNION: POWER, POLITICS AND POLICY	SEM1	EXISTING
<u>PSIIM006</u>	OPTION B – students choose 20 credits from Option B modules	20	INTERNATIONAL ORGANISATIONS AND PUBLIC POLICY	SEM2	EXISTING
<u>PSIIM009</u>	OPTION B – students choose 20 credits from Option B modules	20	INTERNATIONAL ORGANISATIONS: CONFLICT AND DEVELOPMENT	SEM1	EXISTING
<u>PSIIM010</u>	OPTION B – students choose 20 credits from Option B modules	20	THE EUROPEAN UNION IN INTERNATIONAL AFFAIRS	SEM2	EXISTING
<u>PSIPM028</u>	OPTION B – students choose 20 credits from Option B modules	20	REGULATION	SEM2	EXISTING

PS2 MAPPING LEARNING OUTCOMES	<i>note PS2</i>
--------------------------------------	-----------------

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type Masters’ 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								
N/A for PGT. See S13 for learning outcomes									
Other: please give details									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note PS3***PS3.1 vertical and horizontal integration**

Please explain how this programme is designed to deliver a coherent body of knowledge, skills and understanding. Comment on vertical and horizontal integration, in terms of complementarity and progression of modules within and across stages.

note PS3.1

Students on the MA in Public Policy and the Environment will demonstrate knowledge and critical analysis in political science, policy analysis, and environmental social science. The options arrangements are made to ensure that students are exposed to a range of interdisciplinary perspectives on decision-making, thus enriching the educational background of students from a wide variety of undergraduate disciplines. Such interdisciplinarity is vital for a rounded understanding of environmental and societal challenges, and how decisions about them are made. The Masters provides a balance of taught modules and a 60-credit dissertation to ensure the work load is balanced, and enables students to apply their module-based learning to an original piece of research as the course progresses. The course also uses a wide range of teaching methods, which will appeal to many learning styles, including lectures (visual, oral, aural and writing components), seminars, reading groups, theatre, reflection, practical case studies, and group work.

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

All modules include formative and summative assessment components. Formative feedback in Semester 1 is designed to help students make the transition from undergraduate to Masters-level teaching, including the need for self-motivation, creative engagement with the literature and proactive communication, as well as assessing their writing and academic skills. This is particularly important given the large number of overseas students. The experience of the course director as an active researcher in both social and natural sciences will strengthen advice and empathy for students working in aspects of the course which cover new disciplines for them.

The summative assessment, a wide range of essays, presentations, group work, case studies, projects, role playing and time-limited research, will resonate with a wide range of student abilities and learning styles. Feedback on summative work in Semester 1 feeds forward into Semester 2 modules.

PS4	EXAMINATIONS	<i>note PS4</i>	
		Written	Practical (e.g. OSCEs and OSPES)
	How many modules will include an exam element?	3	
	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	<i>note PS5</i>	
PS5.1	How do the admissions criteria ensure equality of opportunity for all applicants?		
	The principal selection criteria for admission are the academic ability and the potential of the applicant. No applicant will be treated less favourably on grounds of sex, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious beliefs or any other criterion accepted as relevant by the University's Council		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	The School's approach to the curriculum, however, aligns with the existing MA degrees offered by PSI, which respect the need for inclusivity. The needs of students, with a wide range of backgrounds and abilities, underpin the teaching and assessment of the curriculum. The School will continue to work with the International Students and Learning Enhancement teams in the DOS Office to help promote inclusivity.		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?		
	The needs of students, with a wide range of backgrounds and abilities, frame teaching and assessment from the outset. The use of additional online materials to support lectures alongside the use of formative and summative assessments methods, for instance, reflect a clear commitment to inclusivity and equality of opportunity. The School will also continue to work with the International Students and Learning Enhancement teams in the DOS Office to help promote inclusivity and equality of opportunity.		

--	--

AC4	MODULE OUTLINES FOR EXISTING CORE AND COMPULSORY MODULES	
<i>note</i> AC4	Number of existing CORE AND COMPULSORY modules	3
	Module outlines attached? (Appendix 1)	Yes

AC5	MINOR CHANGES TO EXISTING MODULES	
<i>note</i> AC5	Please list all existing modules, Core, 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?	1
Please complete a table AC6.x for each proposed new module		

AC6.1	NEW MODULE		
Module Title	Science, Evidence & Public Policy		
Level	M		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Probably SEM 2		
Likely Module Organiser	DR John Turnpenny		
Module Type (eg EX/CW/WW/PR etc)	CW PR		
Does the Module include an Exam? Yes/No	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	<p>We live in a controversial world. From climate change, through genetically modified food, legalisation of drugs, migration, to education and social care, in the midst of controversy we often hear calls for public policy to be based on 'sound science', or 'the best evidence'. But there is often a major gap between these exhortations, and how policy works in practice. In this module, we will see how the process of creating, marshalling and using all types of evidence is highly politicised. We examine why, how, and what the implications are for researchers, policy actors and citizens.</p>
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> • Challenge normative assumptions about the importance and primacy of evidence-based policy-making • Develop advanced understanding some of the main theories, models, concepts and methods used in the study of evidence and public policy, and how they are applied • Provide a solid academic grounding for critical engagement with real-world cases, and developing substantive knowledge of specific cases where evidence and/or science is particularly contentious, including climate change, drugs policy and transport policy. We particularly focus on environment and sustainable development examples.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>See reading list attached to module proposal. Examples of key texts include:</p> <p>Radin, B. (2000) <i>Beyond Machiavelli: Policy Analysis comes of age</i></p> <p>Hajer, M.A.; Wagenaar, H. [eds] (2003) <i>Deliberative Policy Analysis: Understanding Governance in the Network Society</i>. Cambridge University Press</p> <p>Jenkins-Smith H (1990) <i>Democratic Politics and Policy Analysis</i> Brooks/Cole, Pacific Grove</p> <p>Jasanoff, S. (1990) <i>The Fifth Branch: Science Advisers as Policymakers</i> . Harvard University Press.</p> <p>Hilgartner, S. (2000) <i>Science on Stage: Expert Advice as Public Drama</i>. Stanford University Press</p>

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

AC 7 <i>note</i> AC7	DEFINED CHOICE
How do you envisage 'Defined Choice' working for the programme in question? Please specify for each year of the programme.	
N/A	

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
<i>note</i> AC9	Please provide a summary of external professional feedback received. Append full reports as Appendix 2

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION
<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.

Date of circulation:	
AC10.1	Head of Learning & Teaching Service (LTS)
<p>Thank you for this proposal; it seems sensible to change the emphasis of the course as described and to include the new Science, Evidence & Public Policy module and the additional ENV modules. It would be useful to have some idea of which modules are likely to be compatible in terms of timetabling. Presumably a check has been carried out to make sure that none of the optional modules will clash with the compulsory modules? Julia Jones 12 December 2012</p>	
AC10.2	Equality & Diversity Manager

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<i>note</i> AC11	<p>LTS: Thanks for your positive comments. Regarding potential clashes, the compulsory modules' slots are flexible (I am the convenor of both) so we can minimise any problems. This year there are no timetable clashes with the compulsory or optional modules</p>

AC12	APPROVAL OF THE ACADEMIC CASE	
<i>note</i> AC12	APPROVALS	PRINT NAME, SIGN AND DATE
AC12.1	Head of School	
	Approved:	Dec 2012
	Approved with amendments:	
	Rejected:	
AC12.2	Faculty Associate Dean (for Faculty LTQC)	
	Approved:	16/01/13
	Approved with amendments:	
	Rejected:	