

LTC12D079

**Title:** New Course Proposal for Easton College 2013/14  
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### **Issue**

New course proposal from Easton College for the 2013/14 academic year.

### **Recommendation**

That the following course be approved in principle and allowed to proceed to validation:

Easton College:

- i) BSc Sport (one year top-up) (attached as Appendix 1)

### **Resource Implications**

Not applicable.

### **Risk Implications**

Not applicable.

### **Equality and Diversity**

To be considered as part of the course validation process.

### **Further Information**

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### **Attachments**

Appendix 1 – Programme Specification



Learning and Teaching Committee

PARTNERSHIPS OFFICE  
PROGRAMME SPECIFICATION FOR  
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA

**SECTION A: SESSION: 2012 to 2017**

<b>A1</b>	<b>Course Name</b>	Bachelor of Science Honours Degree in Sports Coaching Top Up
<b>A2</b>	<b>Final Award</b>	BSc (Hons)Sports Coaching
<b>A3</b>	<b>College Code(s)</b>	<b>Course</b> E30
<b>A4</b>	<b>UCAS Code(s)</b>	<b>Course</b> TBC
<b>A5</b>	<b>Professional Award (if any)</b>	N/A
<b>A6</b>	<b>College</b>	Easton College

## **SECTION B:SUMMARY OF COURSE STRUCTURE AND FEATURES**

### **B1 Summary**

The need to adopt a more systematic and professional approach to coaching is now widely acknowledged. Opportunities for paid employment in the field of sports coaching are rapidly increasing with clubs, governing bodies and statutory agencies all prepared to invest in the recruitment and development of young people and the nurturing of elite performers.

This honours top up focuses on understanding the nature of sports coaching within various sub-sectors of the sports and leisure industry. Students will gain an understanding of the many different types of work environment that they will progress into ranging from working as a self-employed coach to the related fields of sports development and sports/physical education. The course will draw on several disciplines including; sports science, socio-historical studies and business management. Students will be equipped with the knowledge, understanding and practical skills to achieve successful employment or progression onto post graduate study.

The industry has become increasingly aware of the need to recognise practical sports coaching skills and experience – especially where these can be linked to academic achievement and qualifications - and this honours top up enables individuals to access a higher education programme which supports and develops this combination of practical experience and academic learning.

## **SECTION C: EDUCATIONAL AIMS AND OUTCOMES**

### **C Educational Aims of the Programme**

*(Include any distinctive/innovative features/route pathways)*

- to produce Honours Degree (BSc) graduates at honours level who are capable of employment in sports coaching and associated occupations or progressing to research and development roles.
- to enable students to complete and achieve at Level 6 and progress to further post-graduate study as appropriate
- to support students to develop personal capabilities which enable them, without direct supervision, to plan, deliver and evaluate coaching sessions that deploy a variety of coaching methods and create effective learning environments
- to respond to industry needs by offering individual development and learning in vocational and business skills that have been identified as important requirements for an expansion in self-employed coaching professionals
- to enable students to understand the role and responsibilities of sports coaches within the context of modern societies and policy provisions that influence coaching in the UK
- to offer a balance between knowledge in traditional vocational subjects and more generic transferable skills sought by today's employers
- to provide a learning culture and experience of meeting challenges and providing solutions to problems – especially through developing the ability to explore new sector concepts and sector-related technology
- to support an industry that requires, and is promoting, lifelong learning
- to promote self-directed learning and opportunities to develop independent thinking, study and learning skills, research skills and to develop IT skills
- to encourage team work, team development, accountability and self motivation by working with others and independently to set deadlines

## **C2 Course Outcomes**

### **C2(i) Knowledge and understanding**

Recognise and identify knowledge and skills needed for progression in education and employment

- Develop learners range, adaption and synthesis of information
- Research techniques, data analysis and processes
- Working with outside agencies
- Develop industry specific skills
- Develop transferable skills and attribute

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### **Teaching/learning methods and strategies**

Group and individual activities, workshops, practicals, placements, visits, visiting speakers/conferences, seminars, discussions, online journals and primary research

### **Assessment**

Logbooks, on-line journals, report writing, assignments, laboratory reports, exams/ timed practicals, practical coaching, academic posters, case studies, presentations

### **C2(ii) Cognitive Skills**

Making appropriate judgements and decisions in relation to employment and a continuation of education, including:-

- Research and investigative analysis
- Evaluation and analytical interpretation of assignment/ assessment requirements
- Developing processes and ideas
- Problem solving
- Application of theoretical knowledge and understanding with work-based learning and industry

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### **Teaching/learning methods and strategies**

Group and individual activities, workshops, practicals, placements, visits, visiting speakers/conferences, seminars, discussions, online journals and primary research

### **Assessment**

Peer assessment, timed practicals, reports, presentations.

## **REFERENCED TO MODULE**

### **C2(iii) Subject Specific Practical Skills**

#### **Dissertation/Project Module Outcomes**

- From a hypothesis or an unambiguous framed question, design, plan and execute an original piece of research, working to a complex work programme, applying sampling systems, experiments or other approved collecting methods
- Explain your specific research in the context of reviewing current literature and knowledge in the field
- Choose and apply appropriate treatment and analysis of data, interpreting results and drawing conclusions in a scientifically rigorous manner
- Concisely communicate ideas at a formative stage for critical review and discussion
- Present your results in a scholarly report, seminar presentation and academic poster presentation.

### **Teaching/Learning methods and strategies**

This module involves the development of a hypothesis or critical question leading to carrying out research and preparing the final written report.

Normally students will develop a project from their own ideas or areas of key interest. (Module leaders may also suggest project ideas for students to develop.)

Initial formal sessions, primary and secondary research, self managed learning, tutorials with project supervisor, attendance at relevant seminars and conferences, visiting establishments or employers

### **Assessment**

Project proposal 10%  
Seminar presentation 10%  
Final report (8-10,000 words) 75%  
Poster presentation 5%

**C2(iii) Subject Specific Practical Skills**

**Contemporary Issues in Sport and Coaching**

**Module Outcomes**

- Critically analyse contemporary issues in sport, physical education and physical activity
- Investigate and analyse the effectiveness of historical political strategies and processes which impact on sports coaching and related occupations.
- Reflect upon the influence of contemporary issues on the development of current policies and practices which impact on sports coaching
- Formulate a reasoned hypothesis for developing new strategies, initiatives, policies and practices within a range of sport, physical education and physical activity environments

**Teaching/Learning methods and strategies**  
Seminars, group activities, group and individual tutorials, field trips and studies, case studies and individualised study

**Assessment**  
Group video / verbal documentary 50%  
Essay 50%

***Subject Benchmarks: Education Studies***

*Students will need to draw upon contemporary research and other relevant educational and teaching literature. Students will also require an awareness of relevant concepts and theories from across a range of appropriate disciplines.*

**C2(iii) Subject Specific Practical Skills**

**Coaching and Teaching Project**

**Module Outcomes**

- Apply critical knowledge and understanding of coaching and teaching pedagogy
- Demonstrate an ability to reflect and evaluate own coaching and teaching in a range of educational environments
- Investigate coaching and teaching models that promote learning in skill acquisition

**Teaching/Learning methods and strategies**  
Lectures, seminars, practical workshops, visits, guest speakers, research tasks, problem solving, group discussions, observation and reflection

**Assessment**  
A portfolio of coaching and teaching sessions conducted during Semester 1 with a reflective and evaluative essay. 60%

An investigative report into the coaching and teaching of skill. 40%

***Subject Benchmarks: Education Studies***

- reflect on their own value systems, development and practices
- question concepts and theories encountered in their studies
- interrogate the assumptions
- underpinning theory and research on their own development and practices.

**C2(iii) Subject Specific Practical Skills**

**Sport Business and Marketing**

**Modules Outcomes**

- Evaluate the extent of the Sport and active leisure industry within the UK and European economies with particular reference to the range of sports coaching employment opportunities provided by the different sectors.
- Understand the process of compiling a business plan to support the development of an SME in sports coaching.
- Apply marketing principles and concepts to sports coaching and analyse the importance of factors that affect the quality of service delivery.

**Teaching/Learning methods and strategies**  
Practicals, group activities, workshops, seminars, individual activities, visits, visiting speakers, group activities, discussions, on line journals reports

**Assessment**

Market Analysis 40%  
Integrated Business Plan 40%  
Presentation 20%

**C2(iii) Subject Specific Practical Skills**

**Coaching Science**

**Module Outcomes**

- Demonstrate a systematic understanding of the key aspects and considerations of applying coaching science.
- Consider and conduct appropriate assessments using prescribed methodologies and techniques.
- Critically analyse data from these laboratory, field and skill based assessments.
- Demonstrate an ability to produce a performance profile report with recommendations in order to effect change.

**Teaching/Learning methods and strategies**  
Formal sessions, planning and development workshops including practical activities, seminars and conferences, individual activities, visits, visiting speakers, discussions, individualised study and tutorials

**Assessment**

Proposal presentation 25%  
Performance profile report 75%

## 2(iv) Key Skills and Attributes

Recognising the continued development of core key skills such as communication, numeracy and IT, through academic and personal development. Applied on the honours degree programme throughout. Attention will also be placed on developing personal and transferable skills during the sessions and in assessment such as: -

### Academic Skills:

- Research and assess subject specific facts, theories, paradigms, principles and concepts
- Critically assess, evaluate and interpret information
- Develop reasoned arguments/ challenge assumptions
- Personal responsibility for learning and continued professional development

### Personal Skills:

- Communicational & presentational
- Numeracy and ICT
- Interactive and group
- Problem solving skills
- Self appraise and reflect on practice
- Ability to plan and manage learning

### Transferable Skills:

- All skills capable of contextual application and development
- Skills which students understand are applicable in different contexts

## Teaching/Learning methods and strategies

Practicals, group activities, case studies workshops, seminars and conferences, work/research placements, liaison with employers and organisations, individual activities, visits, visiting speakers, group activities, discussions, logbooks/ diaries, essays, laboratory reports, presentations

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### Assessment

On-going throughout the award

## SECTION D1: COURSE PROFILE AND AWARD REQUIREMENTS

<b>Pre – requisite qualifications</b>	240 credits.Achievement of average grade of ≥55% at Level 5
<b>Recommended</b>	Grade A* - C English, Mathematics

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

<b>5.1 Modules for Validation 2012</b>		
<b>BSc (Hons) Sports Coaching (Top Up)</b>		
<b>Core</b>	<b>Level</b>	<b>Credits</b>
Dissertation/Research Project	6	40
<b>Programme Specific</b>	<b>Level</b>	<b>Credits</b>
Contemporary Issues in Sport and Coaching	6	20
Coaching Science	6	20
Coaching and Teaching Project	6	20
Sport Business and Marketing	6	20

### Course requirements:

## SECTION D2: REGULATORY FRAMEWORK FOR AWARDS

D2a Regulatory Framework:

Norfolk Regulatory Framework

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**D2b Degree Classifications**

For First degree programmes

i) Weighting (in percentage terms) which each year of the course contributes to the calculation of the degree classification.

**(Part-time Programmes)**

Year 1	<input type="text"/>	Year 5	<input type="text"/>
Year 2	<input type="text"/>	Year 6	<input type="text"/>
<b>Year 3</b>	<b>100 %</b>	Year 7	<input type="text"/>
Year 4	<input type="text"/>	Year 8	<input type="text"/>
		Year 9	<input type="text"/>

- i) Please indicate whether an aggregate mark and/or the University marks profile is taken into consideration for the purpose of determining degree class.

**Degree class determined by the marks profile which aggregates the final grade through the profiling system.**

**D2c Postgraduate Awards and Foundation Degree awards**

i) Are (any) units assessed on a pass/fail (instead of numerical) basis? If so how many credits are assessed on a pass/fail basis	YES	
	NO	
	.....	
ii) Can the award be conferred with distinction?	YES	
	NO	
iii) Can the award be conferred with merit?	YES	
	NO	
iv)		

**Please note:**

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each unit can be found in the study unit guide and course handbook. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency for Higher Education.

## **SECTION E: EQUAL OPPORTUNITIES (including students with disabilities and students from ethnic minority groups)**

- a) How the admissions policy will aim to preserve and promote equality of opportunity for all applicants.

Easton College recognises that the ethos of valuing diversity and promoting equality rests on a firm foundation of good practices to support equality of opportunities in respect of access to Programmes, access to facilities and support for all students and their needs. To that end the College intends to uphold, and wherever possible exceed, the guidance provided by anti-discrimination and all other related legislation through its Equality and Diversity Policy, the Single Equality Scheme (incorporating Disability Equality Scheme, the Race Equality Scheme and the Gender Equality Scheme), and throughout its Admissions and Recruiting Procedures. In addition, equality of opportunity is monitored and maintained through recruitment literature, public information and employer links. By taking positive action to ensure promotion of equality of opportunity, monitoring of students and staff throughout admissions and recruitment to support, maintain response to a diverse student and staff body at all levels and in all areas.

- b) How the course will aim to preserve and promote equality of opportunity for all students.

The programme offered at Easton College will aim to preserve and promote equality of opportunity for all students through the College's Equality and Diversity Policy and Equality and Diversity Impact Measures which identifies programme specific targets where appropriate. There is a commitment to ensuring that whilst students are studying at the College each and every student will benefit from a supportive environment which the College will endeavour to maintain free from bullying, harassment, unfair discrimination, ensuring no individual is treated in an unfair manner and ensure there are no forms of unacceptable behaviour within the programme or College. The College will continue to provide a supportive environment in which to work and study. The College will take such steps as possible, reasonable and practicable to ensure that its opportunities for employment, study, academic success and career progression are through a positive experience and that this is equally accessible to all. The College will communicate its commitment to valuing Equality and Diversity by promoting these through policies and documents for staff and through student literature, handbooks, and other communications as appropriate. Ensuring that the learning and teaching offered at the College incorporates the academic contributions of a diverse range of individuals. The College will fulfil its statutory obligations under current and subsequent legislation – this includes the allocation of resources, both financial and human as required.

- c) How teaching and learning and assessment methods will aim to preserve and promote equality of opportunity.

The teaching and learning and assessment methods will aim to preserve and promote equality of opportunity by treating individuals with whom the teaching and administrative staff come into contact with fairness, dignity, courtesy and respect, by ensuring no person is treated differently in any way which could be seen as giving different

treatment in their course, module, subject or their assessment. Throughout the academic year there will be assessment of the impact of policies, practices and procedures on as diverse a range of individuals as possible – and from this the College will take whatever steps necessary to identify and eliminate unjustified and adverse impact on individuals. Students will be asked to comment on their experiences and the impact of each module during their programme of study. From this information the College will ensure promotion and support of the development and implementation of good practice at all levels and in all areas. Constant updating, training, development and attendance on a range of staff development programmes on Equality and Diversity and Equal Opportunities issues will be provided as appropriate. All staff will be required to attend such training with specific diversity training compulsory for members of the College recruitment and selection panel. Also scholarly activities will be available, supported and promoted to all staff delivering on the programmes. Organisations offering placements or work experience opportunities are checked in terms of health and safety and EO policies and procedures

[For any resource implications, please see Section G4c).]

**SECTION F: STRATEGY, MARKET DEMAND, ADMISSIONS AND COURSE MANAGEMENT DETAILS (for all new course proposals)**

**F1 Academic Strategy**

a) How does the course fit in with:

- Your College's academic plan?

Easton College has a three year Strategic Development Plan for its curriculum delivery which focuses on providing a wide and diverse range of courses through which individuals can progress from entry levels to Levels 4, 5, 6 and continue to complete a number of Level 3 qualifications which would enable progression into Higher Education. The College aims to build upon its Foundation Degree programmes to offer honours top up programmes in response to internal and external demand.

The college has developed an extensive infrastructure to support sports curriculum including an investment of over £5 million in sports facilities. The college also has 'Active Norfolk', the local authority sports development arm based on site and as such is able to offer an extensive range of coaching courses. The strategic focus of the college in this area is to develop as a coaching 'hub' for the eastern region.

This qualification is offered as part of the College's holistic approach to ensuring individuals will have the opportunity to undertake progressive study in a specialised career path in cooperation with the broader, higher education sector. In addition to a growing number of internally progressing students the college has been successful in recruiting students externally to its existing foundation degree programme in sports coaching and is keen to allow these students to progress in order to achieve a full honours degree.

- UEA's corporate plan? *(Please refer to the UEA intranet <http://www.uea.ac.uk/ueanetwk/vco/welcome.html>)*
- Regional strategies

The objectives for Easton College are in line with those set by the funding councils for qualifications offering:

- Social progress, which recognises the needs of everyone
- Effective protection of the environment
- Prudent use of natural resources
- Maintenance of high and stable levels of economic growth and employment
- To allow up-skilling within the region, to aid in reducing the current national and regional shortages in qualified sports coaches and sports development professionals.
- To give students a solid grounding in the theory, research and practical skills of sports coaching and related occupations.

b) Does the course contain any overlap of material with existing courses at UEA? If so, please give details, naming the School of Studies concerned, identifying the course code and title, and summarising the outcome of prior consultations with that School(s) and the appropriate Faculty on the overlap issue.

**No**

c) Are there any related dormant course(s) that the College proposes permanently to discontinue? (Please give award, title of course, and effective date of discontinuation)

**No**

d) Are there any related course(s) that the College wishes to make dormant? (Please give award, title of course, and effective date of dormancy.)

**No**

e) Are there existing students on any courses affected by actions in d) above? If so, please state how the College will manage the 'exit' strategy?

**No**

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## F2 Market Demand

- a) Are identical or similar courses offered elsewhere in the UK? If so, please give details of the number, title(s), institution(s) etc and indicate why you think your course has a comparative advantage over its competitors:

City College Norwich	BSc Sport, Exercise and Science
UEA	BA P.E. and Sport
Moulton College	BSc Sport Studies
University of Hertfordshire	BSc Sport Studies
BSc Sports and Exercise Science	
UEL	BSc Sports Coaching
Anglia Ruskin	BSc Sports Coaching and P.E.
University of Bedfordshire	BSc Sports Science and Coaching
University of Brighton	BSc Sports Coaching
UCLAN	B.A. Sports Coaching
University of Essex	BSc Sport and Exercise Science
UCS	BSc Sport and Exercise Science
University Centre Peterborough	BSc Sports Coaching and P.E.
St. Mary's University College, Twickenham	BSc Coaching Science

The Easton College Programme offers outstanding vocational, practical and on-site facilities. The college has invested over £5 million in sports facilities and specialist equipment over the last 3 years including;

Tennis centre (8 x indoor courts and 6 x outdoor courts)  
Sports Centre  
3G Pitch  
Sports Laboratory  
Fitness Suite  
Strength & Conditioning Suite  
Teambuilding/Assault course  
Multi- purpose equestrian arena

There are increasingly strong links with UEA including an HE in FE network group and partnerships with UEA sports clubs and user groups such as volleyball and swimming.

The nearest courses with similar content are located at Peterborough, Cambridge, Ipswich and Moulton, Northamptonshire. The Easton College course will have a particular emphasis on providing a course that delivers the vocational and business skills that supplement technical coaching knowledge to enable graduands to progress as independent coaching professionals.

- b) **What is the evidence of current and future demand for the course from employers (industry, commerce, government agencies, the professions etc.), broadly defined national needs, students, developments in the subject area?**

#### Current & Future Demand

The demand for sports coaches has increased across a range of sports as public demand for structured sports activities has increased. There are opportunities provided by the demand for coaching and supports services such as, for example, injury rehabilitation, strength and conditioning and sports analysis within elite, semi-professional and recreational sports clubs and organisations.

There are currently limited progression opportunities for Honours Degree 'Top Up' in the local vicinity with the addition of continued increase in FE learners providing full honours degree will attract larger number of Level 3 student progressing students from within and external to Easton College.

The most recent figures from \*SkillsActive indicate that the number of coaches and instructors increased by 41 per cent or an extra 20,932 jobs over the period 2008-09.( the last period for which survey figures are available) The rate of growth has continued despite the recession with an annual growth rate estimated at over 30%.

Furthermore, over 32% of coaches were found to be self-employed compared to 13% as the average of the workforce for the economy as a whole.

#### Employer Requirements:

The Industry is continuously seeking to up-skill and up-grade current employees' skills and knowledge, while at the same time be able to offer appropriate qualifications into the industry. Employers identify that Honours Degrees are key to the future success of developing independent coaching professionals that can service industry requirements.

#### Sector Requirements:

Whilst there are other Honours Degrees offered nationally that focus on sports coaching, there are very few courses that equip entrants to the labour market with the prerequisite knowledge and skills to operate as independent coaching professionals. Employment data from SkillsActive, the industry lead body, suggests that the majority of coaches work on a self-employed basis. Therefore it is essential that graduates have both technical expertise in coaching and the entrepreneurial skills and business acumen to function on a self-employed basis.

#### Educational requirements:

The sector has very few programmes that combine technical knowledge with the vocational and business skills to operate as independent coaching professionals.

- i) What are the career opportunities for students successfully completing the course?

**Career Opportunities**

Individuals within the sector have not always had the opportunity to seek to achieve qualifications at a higher level, such as Level 4 and above, which will enable them to progress through the labour market with appropriate pace to senior coaching roles. This Honours Degree will offer individuals in position (through part-time study) and persons thinking of career change and/or development the opportunity to gain these skills.

Individuals with coaching experience will seek to add to their abilities with academic recognition of these skills and through additional academic and vocational learning will gain these from the Honours Degree.

Achievement of the honours top up will enable student's entry to a range of careers in the sector. Opportunities exist in sports development, teaching, professional sport support services and as independent coaching professionals. Opportunities also exist for further research into the area of sports coaching and related areas of academic study.

- c) (For UG proposals only): What is the annual number of applicants currently applying nationally for similar courses (details available from Access and Admissions Office, Tel. 01603 593728)

**d)**

Is there evidence that current and projected demand for such a course cannot be met from existing provision (a) nationally and (b) regionally? If so, please give details:

### **Regionally**

Across the Eastern Region there is evidence of

- insufficient provision of higher education opportunities in sports coaching that equip students with **both** the technical knowledge/skills and business know-how to operate as independent coaching professionals
- insufficient take-up of higher education/higher level qualifications from employees and individuals entering the sector/industry as current courses within the region do not fully meet their needs.

### **Nationally**

The government is committed to a legacy from London 2012 that is focussed on using sports as a lifelong learning tool across the age spectrum. A number of initiatives have created an increased demand for sports coaches in elite, semi-professional recreational sports clubs and organisations.

- e) What external bodies (e.g. professional associations and relevant employers or employers' groups) have been consulted about the course and what views have they expressed?

See employer questionnaire feedback

Fitness Express  
Virgin Active  
Premier Coaching  
Premier Training  
Easton College Tennis Centre  
Community Sports Foundation  
Ipswich Town Charitable Trust  
Bawburgh Golf Club  
Mattishall F.C.  
Dereham F.C.  
Wroxham F.C.  
North Walsham R.F.C.  
Holt R.F.C.  
SkillsActive (Sector Skills Council)

- f) How will the college ensure that the views and/or requirements of professional bodies and of employers are taken into account during the lifetime of the course?

By continued liaison with industry skills groups; employers through an industry forum inviting interested parties; employees and owners and external agencies to contribute to, reflect and review on the progress of the course and students. The work-based experiential study and assessment will be evaluated by employers, and students will present their academic research and practical experiences to sector representatives at the forum.

- g) Does the course require/imply any external accreditation? If so, by whom and when might this occur?

**No**

<b>F3 Admissions</b>		
a)	Admissions Criteria (please specify) 240 credits G.C.S.E. A* - C in English and Mathematics (recommended)	
b)	Proposed student intake target  FT Home/EU...10.....FT INTL.....PT(heads).....2.....DL(heads).....	
c)	Minimum (FTEs).....12.....	viable intake
d)	Maximum (FTEs).....25.....	viable intake
e)	(For UG proposals only): Are any particular Access programmes relevant to this course (and if so which)?	
f)	Student Targets	
i)	Are the intake targets given in Section E3 additional to the currently approved student targets of the college as agreed with UEA. Please give details:	
ii)	If the intake targets are additional, have the additional numbers been authorised by the Planning Office (Deputy Academic Registrar)?	YES

#### **F4 Course Management Details**

1. College: Easton College
2.
  - i) Teaching Institution (UEA or elsewhere) Easton College
  - ii) Placement(s)/Work-based Practice required NO
  - iii) Please indicate type (e.g. year in industry)
3.
  - i) Exit Awards below final award NO
  - ii) If YES, please specify (e.g. Diploma of Higher Education, Certificate of Higher Education)

- |     |  |  |
|-----|--|--|
| 4.  | Length of Programme<br><br>Mode(s) of Attendance<br>(Please tick as appropriate)   | 1 year FT<br>2 year PT<br>Full-time<br>Part-time |
| 6.  | Course Director(s)   | Jane Freeman                                     |
| 7.  | Relevant Subject<br>Benchmarking Statements  | Education Studies (2007)                         |
| 8.  | Start date (for new course proposals)  | September 2013                                   |
| 9.  | i) Accreditation/Professional Body (where applicable)<br>ii) Date of original accreditation/recognition by Profession Body (if relevant)<br>iii) Most Recent Accreditation Date (if relevant)  |  |
| 10. | <b><u>Board of Examiners</u></b><br>i) Is a new Board of Examiners to be responsible for the programme(s)/course (please tick)<br>ii) If NO, please specify which Board of Examiners will be responsible for the programme(s)/course | NO<br><br>Existing Board for FdSc programme      |
|     | iii) Is (are) any additional external examiner(s) required?  | NO   |

**11. (For existing programmes)**

**SECTION G: RESOURCES**

**Preamble**

The introduction of new courses/programmes involves the commitment of additional resources and/or the redistribution of existing resources. The full resource implications of a new course are sometimes not immediately obvious: some costs (e.g. the additional demands on teaching accommodation) are "hidden" and are not always recognised by course proposers. This section of the approval form is therefore designed to address the full range of resource issues associated with a new course.

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## G1 Tuition Fees

Please specify whether the income to be generated by the course is to be from:

tuition fees at the standard home/EU rate plus any HEFCE recurrent grant for teaching that the student numbers may generate

Yes

some other source (e.g. full cost fees, teaching contract)

N/A for all EU students

**c) Has the Fees Officer in the Planning Office of the Academic Division (Tel: 01603 593498 been consulted?**

YES

✓

NO

## G2 Units of Teaching

a) Does the course require the provision of additional units of teaching not currently available (if so, please complete the section below)?

Yes

For new programmes involving new units:

Please refer to MDFs

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G3 Staffing

- a) Are new teaching appointments required and if so how many, at what level and how does the College intend to fund these?

Recent recruitment of staff has considered the requirements of the new course

- b) If no new teaching appointments are required, what teaching adjustments for existing staff are proposed if

new units of teaching are required?

certain existing units of teaching are to be withdrawn?

Staff will be offered CPD and Scholarly Activities to up-date and re-enforce vocational experiences and knowledge (as per usual process for Programmes)

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G4 Other resources

a) Is any other additional recurrent or non-recurrent expenditure envisaged. If so, please give details, indicating how the college intends to fund these:

equipment, including computers

Core funding

consumables

Core funding

non-teaching staff

N/A

b) What are the resource implications for the following central services of the course (delete if not applicable to your institution):

i) Library and Learning Resources

a) Resources:

- What resources (books, journals, other media) are already available in the Library to support this programme?

Full range of books, journals, reference materials access to IT and full support with specific media needs and industry-specific learning resources have been built up in the College LRC

b) What resources (books, journals, other media) other than those already available will be required (a) immediately (b) as the programme numbers increase?

Facilities have been deemed as outstanding by the external examiner and fully meet programme requirements. Students have access to further facilities at UEA SportsPark.

Constant up-date through LRC budget for resources identified for each Module (see MDF for references and resources)

c) Services

- *What Library services are likely to be used by student taking this programme (a) during the daytime (b) in the evening and at weekends?*

Both the UEA library and Easton College library are used by the students both during the daytime, in the evenings and at week-ends.

- *Please comment on the likely use of Restricted Loan, and the Audio-Visual Services and on the need for evening/weekend access to borrowing facilities, particularly by part-time or distance learning students.*

Students will predominantly access the services available at Easton College – there is a restricted loan service and all areas/modules of study have specific loan terms to support all students' access to resources

- *Will there be regular teaching in the evening?*

No

- *Will any teaching take place away from the campus?*

No

- *Will professional placement form part of the programme?*

No

c) Usage

- Are there other, similar programmes which the Library could use as indicators of likely demand for stock and services if the programme is approved and introduced?

Other Honours and Foundation Degrees offered and there are cross-college (same module) components in each Programme

- What level of bibliographic instruction is likely to be required in order that the students taking the programme are able to use the Library fully and effectively? Will this

be given by college or by Library staff?

Harvard Referencing is used throughout the programme and taught during Induction and ongoing throughout the course.

ii) teaching accommodation N/A

iii) University Counselling Service N/A

iv) University Careers Service N/A

c) Equal Opportunities

i) Is any special provision (e.g. equipment) or alteration (e.g. to facilitate access, to ensure health and safety is maintained) required to preserve and enhance equality of opportunity.

No

ii) Has the Dean of Students' Office been consulted and if so, what is their advice?

No

SECTION G: SIGNATURE SHEET

*Please ensure that Sections 1, 2, and 3 or 4 as appropriate are completed before submission to the Learning, Teaching and Quality Office, Academic Division, Floor 3, The Registry.*

COLLEGE .....

TITLE OF PROGRAMME: .....

1 Date of Joint Academic Planning Forum approval (or equivalent) approval (SC only): .....

Signature of Chairs: (UEA).....(SC).....

2 Date of Joint Board of Study (or equivalent) approval (other validated provision): .....  
.....

Signature of Chair: ..... of

3 Signature of Principal or equivalent:  
.....

Date: .....

4 Signature of Librarian or equivalent:  
.....

Date: .....

*After signatures in 1 and 2, 3 and 4 (if relevant) have been obtained, please forward this form to the Partnerships Office.*

5 Date of LTC Approval: .....

Signature of Chair: .....