

Application for Programme Proposal Approval (HE05B)

1. Programme Summary

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| --- | --- |
| Title of Programme | *Final award title (from stage 1)* |
| Award Types | *e.g. BA, FdA* |
| Total number of credits |  |
| Contained Awards | *e.g. Certificate of Higher Education* |
| Awarding Body | *TEC Partnership / Pearson Education Ltd* |
| Proposed HECOS Codes | *Subject 123456 50%**Subject 654321 50%* |
| References used in the design of the programme | *State the QAA Subject Benchmark Statement used* |
| Accrediting Professional or Statutory Body (if applicable) | *State body or n/a* |
| Mode of study (full and part time) |  |
| Duration of study (in years) |  |
| Number of weeks per academic year |  |
| Location of Delivery and Faculty | *Grimsby Institute of Further and Higher Education / East Riding College / Scarborough TEC* |
| Minimum numbers to start the programme |  |
| Expected numbers per intake (for the first five years). Show for each year. |  |
| Name of Programme Leader |  |
| Intended date of first intake |  |
| Number of planned intakes per year |  |
| Source of Funding |  |
| Proposed Tuition Fee |  |

1. Entry Requirements

(Delete as appropriate)

Standard offer

Applicants will require xx UCAS points in a xx related subject, or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade C/4.

Non-standard offer

Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent work/experience in the relevant sector which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

All such non-standard applicants will be interviewed, set an appropriate piece of work (detail what the work is) and a judgement made taking into account their academic potential and relevant work/experience.

Accreditation of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL). Please refer to the HE21 Student Transfer and the Accreditation of Prior Learning.

1. Degree Classification Weightings

*(Delete as appropriate)*

Foundation Degree

The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.

Bachelors Degree

The degree classification is normally awarded based on the weighted average (30/70) of the marks achieved at levels 5 & 6

Bachelors Top-Up Degree

The degree classification is awarded based on the average percentage mark achieved at level 6 of the degree.

1. Aims of the Programme

*Minimum requirements for this box:*

*Provide a programme description.*

*Give Bullet point aims.*

*Provide a paragraph on what makes the programme distinctive.*

*Provide a paragraph on what graduates can progress to after the programme.*

1. Programme Learning Outcomes (FHEQ)

|  |  |  |
| --- | --- | --- |
| No. | Programme Learning Outcomes | Subject Benchmark Reference |
| 1. |  |  |
| 2. |  |  |
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1. Additional Outcomes Aligned to PSRB or Apprenticeship Standards

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| --- | --- | --- |
| No. | Learning Outcomes | Reference |
| 1. | Add further boxes or state n/a |  |
| 2. |  |  |
| 3. |  |  |

1. Graduate Attributes and Threshold Characteristics

*-Detail the threshold attributes and knowledge which those who achieve each level will have.*

*-Think about knowledge, academic skills, practical skills and behaviours aligning these to your content and building through the phases of your degree.*

*Use the FHEQ and subject benchmark statements to give you ideas.*

Level 4

A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

• The ability to evaluate the key theoretical ideas of the discipline such as…..

• 2

• 3

• 4

Level 5

A student achieving level 5 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

• The ability to critically analyse the key theoretical ideas of the discipline such as…..

• 2

• 3

• 4

Level 6 (delete for FDs)

A student achieving level 6 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

• The ability to critically evaluate the key theoretical ideas of the discipline such as…..

• 2

• 3

• 4

• 5

1. Programme Structure

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module Title | Core / Option | Credits | Level | Delivery |
| Study Skills | C | 20 | 4 | T1 |
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*It can also be helpful to provide a visual diagram of module delivery, but this is not mandatory.*

1. Teaching and Learning Strategy

Detail the teaching and learning strategy at each level that the programme will adopt.

What will the student journey through the programme be like?

Level 4

Level 5

Level 6 (delete for FDs)

1. Independent Stakeholder Involvement

Provide the details of the independent stakeholders involved in the development of the programme.

How has the independent stakeholder been involved in the programme development and how will they going forward?

1. Independent Academic Involvement

Has a potential external examiner been identified? (include name and address)

Provide the name and contact details (including email address) of at least one academic recognised in the subject(s) in which the programme is based. This must not be a current or recent external examiner.

This information should be used to obtain an external independent view of the appropriateness of the academic standards of the programme. A programme cannot be approved without independent externality.

The draft programme specification must be sent to the independent external for comment within one month of the planning permission committee.

1. CV’s of the academic staff delivering the programme.

Please include below the CVs of all the staff who will deliver on the proposed programme.

1. Proposed Management of Ethical issues within the programme.

*This may include issues relating to ethical approval, risk assessments, GDPR and Intellectual Property Rights (IPR) regulations.*

1. Proposed Management of Work Based Learning Opportunities

*(Delete as appropriate)*

This Foundation Degree is Work-Based Learning, with a minimum of 40 credits of Work-Based Learning and 40 credits of Work-Related Learning.

This Foundation Degree is Work-Related Learning, with a minimum of 80 credits of Work-Related Learning.

*The programme team must then complete the following:*

*Identify how Work-Based Learning/Work Related Learning opportunities managed, monitored and reviewed by the college.*

*Identify how Students are supported while undertaking Work-Based or Work-Related Learning.*

1. Proposed resources needed to pass the programme.

*Please state the resources which students will need to provide to complete the programme.*

1. Proposed resources supplied to the student.

*Please state the resources which will be provided by the College to the students (include items that are specific to the programme, but not ‘business as usual’ items such as classrooms, smartboard, tutors and standard desktop PCs).*

1. Proposal Sign Off.

|  |  |
| --- | --- |
| Proposed Programme Leader |  |
| Signature of the Head of Faculty or equivalent. |  |
| Date |  |

The completed Programme Proposal document must be submitted electronically to HEQA@tecpartnership.ac.uk for final approval.