

Validated Award Title

Year

1. Programme Summary

|  |  |
| --- | --- |
| Title of Programme | *Final award title* |
| Award Types | *e.g. BA, FdA* |
| Contained Awards | *e.g. Certificate of Higher Education* |
| Awarding Body | *TEC Partnership / Pearson Education Ltd* |
| UCAS Codes | *xxxx* |
| 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**Faculty x* |
| Minimum numbers to start the programme |  |

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. |  |  |
| 3. |  |  |
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| 5. |  |  |
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| 12. |  |  |

1. Additional Outcomes Aligned to PSRB or Apprenticeship Standards

|  |  |  |
| --- | --- | --- |
| 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. Support for Student Learning

The needs of disabled learners are taken into account in the design of all learning programmes.

Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills.

1. Quality and Standards Indicators

The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners reports are received by the HE Quality Office and a copy forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the HE Quality Office to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.

1. Methods for evaluating and improving the quality of learning.

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis and their remit is to:

• Consider matters relating to the student experience within Higher Education.

• Enhance the Student Voice within TEC Partnership’s Higher Education strategic and operational agenda.

• Provide feedback on areas of good practice.

• Put forward suggestions of the development of Institutional policy and strategy.

• Enhance the student learning experience by promoting academic and research events and cultural events on campus.

• Increase student engagement in all aspects of Higher Education quality processes.

1. 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. 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. Resources needed to pass the programme.

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

1. 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).*

TEC Partnership Module Specification

1. Module Summary

|  |  |
| --- | --- |
| Module Title |  |
| Credits |  |
| Level |  |
| Professional, statutory or regulatory body requirements |  |
| Work Based / Work Related |  |
| Pre-requisites AND Concurrent Modules |  |

1. Module Rationale

A rationale should provide the overarching reason why the module should be included in the programme design (i.e. why should this module be studied and how does it align to the sector).

1. Aims and Distinctive Features

This section should highlight the distinguishing characteristics of the module.

1. Module Learning Outcomes

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| Upon successful completion of this module a student must be able to; |
| 1. |
| 2. |
| Upon successful completion of this module a student will have knowledge and understanding of: |
| 3. |
| 4. |

1. Learning and Teaching Strategy

How will the module be taught?

How will the delivery time be allocated?

What other learning and teaching and support will be offered?

What work is being set between sessions?

1. Direct and Indirect Teaching Hours

The module is equivalent to 200 hours of learning. ??% of time will be given to contact delivery and ??% to online structured learning.

The remainder of the time is preparation for lessons, independent study and assessment preparation.

The module runs for x trimester.

1. Ethical Issues for Module Teaching and Assessment

*(Delete as appropriate)*

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1. Assessments and Assessment Mapping

Methods of Assessment

*Include here whether the module is compensatable or non-compensatable. Ensure there is consistency with the layout of the assessment method i.e. Report 2000 words (50%). For presentations and exams only a time is needed.*

Method of Reassessment

*Needs stating if different to First sit assessment.*

Rationale for assessment and reassessment.

*Please explain the rationale for assessment and reassessment*

Assessment Mapping

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment | Percentage | LO1 | LO2 | LO3 | LO4 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1. Indicative Content

Bullet pointed list of content which may be covered in the module.

1. Core and Indicative Reading

Core Reading

Indicative Reading

Websites

Journals

1. Resource needs essential for the delivery of this module.

Resource requirements above those needed.

1. Minor Modification Record

|  |  |  |
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| --- | --- | --- | --- | --- | --- |
| Assessment | Percentage | LO1 | LO2 | LO3 | LO4 |
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1. Assessments and Assessment Mapping

Methods of Assessment

*Include here whether the module is compensatable or non-compensatable. Ensure there is consistency with the layout of the assessment method i.e. Report 2000 words (50%). For presentations and exams only a time is needed.*

Method of Reassessment

*Needs stating if different to First sit assessment.*

Rationale for assessment and reassessment.

*Please explain the rationale for assessment and reassessment*

Assessment Mapping

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment | Percentage | LO1 | LO2 | LO3 | LO4 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1. Indicative Content

Bullet pointed list of content which may be covered in the module.

1. Core and Indicative Reading

Core Reading

Indicative Reading

Websites

Journals

1. Resource needs essential for the delivery of this module.

Resource requirements above those needed.

1. Minor Modification Record

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TEC Partnership Module Specification

1. Module Summary

|  |  |
| --- | --- |
| Module Title |  |
| Credits |  |
| Level |  |
| Professional, statutory or regulatory body requirements |  |
| Work Based / Work Related |  |
| Pre-requisites AND Concurrent Modules |  |

1. Module Rationale

A rationale should provide the overarching reason why the module should be included in the programme design (i.e. why should this module be studied and how does it align to the sector).

1. Aims and Distinctive Features

This section should highlight the distinguishing characteristics of the module.

1. Module Learning Outcomes

|  |
| --- |
| Upon successful completion of this module a student must be able to; |
| 1. |
| 2. |
| Upon successful completion of this module a student will have knowledge and understanding of: |
| 3. |
| 4. |

1. Learning and Teaching Strategy

How will the module be taught?

How will the delivery time be allocated?

What other learning and teaching and support will be offered?

What work is being set between sessions?

1. Direct and Indirect Teaching Hours

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Rationale for assessment and reassessment.

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Assessment Mapping

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| --- | --- | --- | --- | --- | --- |
| Assessment | Percentage | LO1 | LO2 | LO3 | LO4 |
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Indicative Reading

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Assessment Mapping

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| --- | --- | --- | --- | --- | --- |
| Assessment | Percentage | LO1 | LO2 | LO3 | LO4 |
|  |  |  |  |  |  |
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Indicative Reading

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Rationale for assessment and reassessment.

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Assessment Mapping

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment | Percentage | LO1 | LO2 | LO3 | LO4 |
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1. Indicative Content

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Core Reading

Indicative Reading

Websites

Journals

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TEC Partnership Module Specification

1. Module Summary

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| --- | --- |
| Module Title |  |
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment | Percentage | LO1 | LO2 | LO3 | LO4 |
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1. Indicative Content

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TEC Partnership Module Specification

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| Module Title |  |
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Assessment Mapping

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment | Percentage | LO1 | LO2 | LO3 | LO4 |
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1. Indicative Content

Bullet pointed list of content which may be covered in the module.

1. Core and Indicative Reading

Core Reading

Indicative Reading

Websites

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TEC Partnership Module Specification

1. Module Summary

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| Module Title |  |
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| Professional, statutory or regulatory body requirements |  |
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| Pre-requisites AND Concurrent Modules |  |

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Methods of Assessment

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Method of Reassessment

*Needs stating if different to First sit assessment.*

Rationale for assessment and reassessment.

*Please explain the rationale for assessment and reassessment*

Assessment Mapping

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment | Percentage | LO1 | LO2 | LO3 | LO4 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1. Indicative Content

Bullet pointed list of content which may be covered in the module.

1. Core and Indicative Reading

Core Reading

Indicative Reading

Websites

Journals

1. Resource needs essential for the delivery of this module.

Resource requirements above those needed.

1. Minor Modification Record

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| Version | Details of Minor Modification | Date of Approval |
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TEC Partnership Module Specification

1. Module Summary

|  |  |
| --- | --- |
| Module Title |  |
| Credits |  |
| Level |  |
| Professional, statutory or regulatory body requirements |  |
| Work Based / Work Related |  |
| Pre-requisites AND Concurrent Modules |  |

1. Module Rationale

A rationale should provide the overarching reason why the module should be included in the programme design (i.e. why should this module be studied and how does it align to the sector).

1. Aims and Distinctive Features

This section should highlight the distinguishing characteristics of the module.

1. Module Learning Outcomes

|  |
| --- |
| Upon successful completion of this module a student must be able to; |
| 1. |
| 2. |
| Upon successful completion of this module a student will have knowledge and understanding of: |
| 3. |
| 4. |

1. Learning and Teaching Strategy

How will the module be taught?

How will the delivery time be allocated?

What other learning and teaching and support will be offered?

What work is being set between sessions?

1. Direct and Indirect Teaching Hours

The module is equivalent to 200 hours of learning. ??% of time will be given to contact delivery and ??% to online structured learning.

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1. Curriculum Map

Key: WBL – Work-Based Learning, WRL – Work-Related Learning, Comp – Compensation Y or N.

P – Partially achieved learning outcome, F – Fully achieved learning outcome

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Module Name | Level | WBL/WRL | Module Leader | Assessment and Weighting | Comp | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Research and Study Skills | 4 | - | Nathan Michael | Essay (100%) | N | P |  | P |  |  | P |  |  | P |  |  |  |
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1. TEC Partnership Graduate Attribute Mapping

|  |  |  |  |
| --- | --- | --- | --- |
| Fortitude and Criticality | Assessment References | Module References | To be covered in tutorial |
| Adaptability to changing situations |  |  |  |
| Being productively disruptive |  |  |  |
| Resilience |  |  |  |
| Preparing for unknown futures |  |  |  |
| Finding alternative solutions to problems |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Teamwork | Assessment References | Module References | To be covered in tutorial |
| Human interaction skills |  |  |  |
| Leadership and followership skills |  |  |  |
| Project development and/or management |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Presentation | Assessment References | Module References | To be covered in tutorial |
| Confidence in communication |  |  |  |
| Digital skills and adaptability |  |  |  |
| Timekeeping |  |  |  |
| Self-presentation |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Personal Values | Assessment References | Module References | To be covered in tutorial |
| Professional attitudes and values |  |  |  |
| Ethics and morals |  |  |  |
| Self-Care and Care of others |  |  |  |

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

1. FAP Use only.

|  |  |
| --- | --- |
| Signature of the Chair of the Full Approval Panel |  |
| Date |  |
| Signature of the Chair of HE Curriculum, Quality and Standards |  |
| Date |  |
| Date approved by HE Curriculum, Quality and Standards |  |

1. Revision history

|  |  |  |
| --- | --- | --- |
| Version | Details of Major Modification | Date of Approval |
| 1 |  |  |
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