

Validated Award Title

Year

1. Programme Summary

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| --- | --- |
| Title of Programme | *Final award title* |
| Award Types | *Executive Award*  *Graduate Certificate*  *Micro Credential* |
| Awarding Body | *TEC Partnership* |
| 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* |
| FHEQ Level |  |
| Number of credits |  |
| Number of weeks |  |
| 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

Please detail the requirements for entry onto the course of study.  Please note that for L5 and 6 programmes this must include evidence of qualifications at the level below the programme.

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)

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| --- | --- | --- |
| No. | Programme Learning Outcomes | Subject Benchmark Reference |
| 1. |  |  |
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1. Programme Structure

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| --- | --- | --- | --- | --- |
| 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*

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. 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. 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

|  |
| --- |
| 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)*

*The assessment requires full ethical approval by filling in the Ethics Proposal form available at https://grimsby.ac.uk/quality-and-standards-handbook-home/, Section HE14*

*The assessment requires a minuted conversation with the module tutor before research should be conducted. There should be a guarantee of safe/legal data gathering and careful anonymity of the public or other students. It is not the responsibility of the TEC Partnership to be the final arbiter about what is legal or illegal. Moral and ethical judgements must be made about the way data will be obtained, stored and used and if there are any concerns then a full ethics proposal must be written and submitted. The Ethics Proposal form is available at https://grimsby.ac.uk/quality-and-standards-handbook-home/, Section HE14*

*The assessment is secondary research only and if completed as such contains no ethical issues and can be completed without an ethics proposal as the work of others and/or intellectual property is clearly identified in the submission. Should you undertake research other than the way it is described in the assessment brief you must contact your module tutor to discuss it before you start.*

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 |
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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

Journals

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

Resource requirements above those needed.

1. Minor Modification Record

|  |  |  |
| --- | --- | --- |
| Version | Details of Minor Modification | Date of Approval |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
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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

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| 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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The completed validation document must be submitted electronically to [HEQA@tecpartnership.ac.uk](mailto: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 |  |  |
| 2 |  |  |
| 3 |  |  |
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