

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

- a. BSc Computer Science (full-time) – *single honours degree*
- b. BSc Computer Science (Part-time) – *single honours variant*
- c. BSc Computer Science with a Year in Industry – *single honours variant*
- d. BSc Computer Science with a Year Abroad – *single honours variant*
- e. BSc Computer Science with a Foundation Year – *single honours variant*
- f. BSc Computer Science (Games Development) – *single honours with pathway*
- g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
- h. MEng Computer Science – *integrated masters*
- i. MEng Computer Science (Games Development) – *integrated masters with pathway*
- j. Diploma Computer Studies – *named exit award*

A	GENERAL INFORMATION						
1	Partner institution <i>Please state the name of the partner institution.</i>						
	Grimsby Institute for Higher Education						
2	Programme awards and titles <i>State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title then please include details of this here.</i>						
	(a) BSc Health and Social Care (Top Up) (Full Time) (b) BSc Health and Social Care (Top Up) (Part Time)						
3	Cluster to which the programmes and their variants belong <i>If new, please state NEW. For existing clusters please state the rationale for inclusion.</i>						
	NEW						
4	Type of programmes <i>Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.</i>						
	<table border="1" style="width: 100%;"> <tbody> <tr> <td style="width: 80%;">UG Single honours</td> <td style="width: 20%;"></td> </tr> <tr> <td>Integrated Masters</td> <td></td> </tr> <tr> <td>PG Cert</td> <td></td> </tr> </tbody> </table>	UG Single honours		Integrated Masters		PG Cert	
UG Single honours							
Integrated Masters							
PG Cert							

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	PG Dip		
	Taught Masters		
	Foundation Degree		<i>Please indicate articulation routes:</i>
	Honours Stage (Top-up)	a, b	
	Other		<i>Please detail:</i>
5	Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>		
	Franchised		
	Consortium		
	Validated	a, b	
6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>		
	TBC		
7	JACS codes <i>If known, please include the appropriate JACS codes for the programmes.</i>		
	L510		
8	Awarding Institution		
	University of Hull		
9	Locations within Partner Institution <i>State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>		
	Faculty of Health, Wellbeing and Society HE Health and Care Industries		
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>		
	Jane Prest prestj@grimsby.ac.uk		
11	University Link Faculty and School <i>Please state the primary link faculty and school at the University of Hull</i>		
	Faculty of Health Sciences Department of Nursing		
12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>		

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	Mags Guest University of Hull m.guest@hull.ac.uk										
13	Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>										
	Grimsby Institute of Further and Higher Education										
14	Types of Study <i>Please place the relevant programme identifiers (a,b,c etc.) against each type of study.</i>										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Full-time</td> <td style="width: 20%;">a</td> </tr> <tr> <td>Part-time</td> <td>b</td> </tr> </table>	Full-time	a	Part-time	b						
Full-time	a										
Part-time	b										
15	Modes of study <i>Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.</i>										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">On-campus/Blended</td> <td style="width: 20%;">a, b</td> <td style="width: 50%;"></td> </tr> <tr> <td>Online/Distance</td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td><i>Please specify:</i></td> </tr> </table>	On-campus/Blended	a, b		Online/Distance			Other		<i>Please specify:</i>	
On-campus/Blended	a, b										
Online/Distance											
Other		<i>Please specify:</i>									
16	Duration <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</i>										
	a, 1 year full time b, 2 years part time										
17	Trimesters <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i>										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Trimester 1 – T1</td> <td style="width: 20%;">a, b</td> <td style="width: 50%;"></td> </tr> <tr> <td>Trimester 2 – T2</td> <td>a, b</td> <td></td> </tr> <tr> <td>Trimester 3 – T3</td> <td></td> <td></td> </tr> </table>	Trimester 1 – T1	a, b		Trimester 2 – T2	a, b		Trimester 3 – T3			
Trimester 1 – T1	a, b										
Trimester 2 – T2	a, b										
Trimester 3 – T3											
18	Number of weeks per trimester <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</i>										
	a, b Week 1 – Orientation to this level of study										

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	<p>Triune one – Beginning September - 8 weeks delivery (plus two weeks of assessments) – a</p> <p>Triune two – Beginning December - 8 weeks delivery (plus two weeks of assessments) – a</p> <p>Triune three – Beginning March - 8 weeks delivery (plus two weeks of assessments) - a</p> <p>Academic year total = 31 weeks</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <th colspan="2">Grimsby Institute Triune</th> </tr> <tr> <td style="width: 70%;">Triune 1</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Triune 2</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Triune 3</td> <td style="text-align: center;">x</td> </tr> </table>	Grimsby Institute Triune		Triune 1	x	Triune 2	x	Triune 3	x
Grimsby Institute Triune									
Triune 1	x								
Triune 2	x								
Triune 3	x								
19	<p>Balance of credits across trimesters</p> <p><i>Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</i></p>								
	<p>a. 40 credits per triune</p> <p>b. 20 credits per triune over 2 years</p> <p>Whilst Dissertation is being delivered across all three triunes, delivery of workshops and individual support will mainly be concentrated in triune one and three meaning the balance of credits remains 40 per triune.</p>								
20	<p>Classification weighting</p> <p><i>Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 40:60 (Diploma:Honours).</i></p>								
	100 (Honours Top-Up)								
21	<p>Progression arrangements for Integrated Masters and/or Preliminary Stage</p> <p><i>Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</i></p>								
	N/A								
22	<p>Professional, Statutory or Regulatory Bodies</p> <p><i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i></p>								
	N/A								
23	<p>Relevant Subject Benchmark Statements</p>								

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	<p><i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i></p>																											
	<p>QAA Subject Benchmark Statement: Social Work (2016) (QSW) National Occupational Standards for Social Work (2011) QAA Subject Benchmark Statements Health Studies (2016)</p>																											
24	<p>Other references used in designing the programmes <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i></p>																											
	<p>The programme has been designed and developed in conjunction with employers from across statutory and Social Enterprise organisations.</p> <p>Student groups from FdSc Health and Social Care and FdSc Mental Health Studies were also consulted and feedback used on the module content and assessments.</p>																											
25	<p>Anticipated student numbers <i>Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.</i></p>																											
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Identifiers</th> <th colspan="2">First intake</th> <th colspan="2">Second intake</th> <th colspan="2">Third intake</th> </tr> <tr> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>20</td> <td></td> <td>22</td> <td></td> <td>25</td> <td></td> </tr> <tr> <td>b</td> <td>1</td> <td></td> <td>1</td> <td></td> <td>2</td> <td></td> </tr> </tbody> </table>	Identifiers	First intake		Second intake		Third intake		Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas	a	20		22		25		b	1		1		2	
Identifiers	First intake		Second intake		Third intake																							
	Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas																						
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26	<p>Programme cohort start dates <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.</i></p>																											
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 20%;">T1 – 2018</td> <td>a, b (September)</td> </tr> <tr> <td>T2 – 2018</td> <td></td> </tr> <tr> <td>T3 – 2018</td> <td></td> </tr> </tbody> </table>	T1 – 2018	a, b (September)	T2 – 2018		T3 – 2018																						
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T2 – 2018																												
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B	<p>PROGRAMME DESIGN <i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.</i></p>																											

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27	<p>Programme Rationale and Overview</p> <p><i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the ‘big ideas’ that thread through their design. Please identify three to five high level ‘big ideas’ articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i></p> <p><i>Please refer to Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design</i></p>
	<p>Recently the government has embarked upon a change of emphasis in health and social care. The focus is on care for older people, but many of the issues and questions about the sustainability of the care system will be relevant to people of all ages with “the seven key principles”. These are about embedding integrated service provision with the NHS and social care - for those born or developing a care need early in life and for those entering old age who do not know what their future care needs are - whilst managing a sustainable funding model for social care. When exploring these changes with stake holders in sector it has become apparent that there is a gap in training and education to deliver these changes.</p> <p>The BSc Health and Social Care (Top Up) is ideally placed to deliver the skills in the widely diverse sector developing the knowledge that students have gained in their previous level 5 provision whilst introducing new areas of study to expand their employability.</p> <p>The course draws on a range of local, national and international perspectives and theory from areas such as leadership and statistics in relation to developing strategies to enable sustainable care management. An aging population has led to the need for a greater understanding of dementia care and the “living with dementia strategy” as well as coping with complex co-morbidities and ‘Advance Care Planning in End of Life Care’. The degree will employ worldwide research, practice and integrated models of person centred care and support close to home to break the medical deficit cycle. Health promotion and mental health recovery are also at the centre of changes in care provision working with potential synergistic effect of organisational level efforts, culture and individual behaviour change. The positive impact of health technology and tele health care will be integrated throughout the modules; key to improving accessibility for patients and healthcare professionals.</p> <p>The teaching and learning on this course will reflect the real world of health and social care. In some modules students will use real world experience to inform ideas; in others simulated case studies are used so that the students can apply theoretical knowledge and statistics to them. The dissertation module will provide the students with the opportunity to research a specialist area that will equip them with skills to enter the job market, progress in their work place or continue in post graduate studies.</p>
28	<p>Programme Aims</p> <p><i>As a guide, you should have four to six programme aims. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p>

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	<p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</i></p>
	<ul style="list-style-type: none"> • To provide a viable top-up programme supporting a range of careers related to health and social care • To equip students to develop academic skills and knowledge to progress in terms of career and/or post-graduate education • To further develop the application of key, transferable, intellectual and interpersonal skills congruent with continuous professional development • To equip students to develop a range of autonomous study skills which will support their educational and professional development <p>The programme aims were designed in consultation with employers from within health and social care. The modules are written in a way which develops subject knowledge and prepares the students for critical thinking about literature, theory and application to practice.</p> <p>Students will explore the different ethos within health and social care and develop their knowledge and analytical skills in assessing outcomes for vulnerable people. Students will develop techniques for leadership and management as well as analytical skills in methods of questioning and empowerment of vulnerable and social excluded people. Research is embedded into the programme throughout the modules.</p>
29	<p>Programme Outcomes <i>As a guide you should have six to eight programme outcomes. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.</i></p> <p><i>Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.</i></p>

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<i>On successful completion of this programme, students will:</i>		
POs	Programme Outcome Text	Programme/ Variant Identifier
PO1	Demonstrate critical knowledge of contemporary issues affecting the complex and diverse nature of healthcare systems in terms of delivery of care; structural, organisational and individual experiences; and the effective management of such systems. (QSW: 5.5.3,5.6i, 5.6.5, 5.10, HS 3.1.1, 3.1.12, 3.3.5, 5.2.4)	a, b
PO2	Understand and critically evaluate relevant research and be able to collect, analyse and interpret qualitative and/or quantitative data. (QSW 5.12, 5.18, 7.3.6, HS 3.3.7, 3.3.9, 5.3.1, 5.3.3)	a, b
PO3	Utilise complex bodies of knowledge about the key concepts, theories and philosophies of health and welfare including human needs, human well-being, and social welfare (SW2:8, 5.1, 5.2, 5.3, 5.6: HS 3.1.1, 3.1.6, 5.4.3, QSW 5.5.1)	a, b
PO4	Demonstrate an informed understanding of ethical perspectives and the diversity of values associated with health, physical and mental well-being (QSW 5.3.2, 5.3.3, 5.7.1, HS3.1.10, 3.5.14, 5.2.15 SW2)	a, b
PO5	Critically explore the complex and varied influences on and determinants of, health inequalities and social exclusion (HS: 2.2; 3.1.4, 5.2.16, 5.3.4, SW: 4.6, 5.1.1, QSW 5.4.4 5.4.5)	a, b
PO6	Conduct academic work with minimal supervision, demonstrating self-management of time and resources working independently and as a member of a group (SW 5.8 HS:2.3; 3.5; 5.2xvii; 5.3i; 5.3v 5.4 QSW 5.4.1, 5.13.4)	a, b
PO7	Critically analyse and interpret statistical information and apply to real world settings synthesising knowledge through the collation of information from a wide range of sources (HS: 3.3.2, 5.2 xviii, 5.3i SW: 5.5.1, 5.1.4.8, QSW 5.3.4, 5.18.1, 5.18.3, 5.18.4)	a, b
30	<p>Learning and Teaching Approach</p> <p><i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p>	

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	<i>Please refer to Briefing Note B: Developing Disciplinary Pedagogies</i>
	<p>Approaches to teaching and learning in the field of health and social care supports the students to become independent critical thinkers who are more confident and reflective about their own academic and professional development through critical discussion, debate, research and presentation of ideas For wider areas of the programme where social work practice underpins the knowledge that students are expected to understand, the programme will follow the four interrelated themes set out in the benchmark statements which are:</p> <ol style="list-style-type: none"> 1. Awareness raising, skills and knowledge acquisition; 2. Conceptual understanding; 3. Promote self-evaluation 4. Develop Learner networks <p>The programme aims to facilitate critical thinking and self-evaluation by questioning and critically discussing beliefs, discourses and attitudes. Building upon the critical thinking and discussion skills created by the lecture /seminar/workshop process, the teaching and learning activities aim to promote student participation with students taking a lead in seminars/workshops and delivering presentation to peers. Supporting this participatory process are group work, peer feedback and team working skills. These teaching and learning methods aim to promote student analytical skills and critical thinking, and these are developed through reflective learning and problem-based learning activities. Digital Literacy is systematically integrated throughout all modules through teaching, learning and assessment strategies.</p> <p>One of the key elements of this course is embedding primary and secondary research to develop the students' capacity to respond to complex social and health needs in the community. As this programme sits across a number of disciplines within health and social care the teaching and learning will align itself to the approaches set out within QAA subject benchmark statements for Health Studies and Social Work as mapped to the programme learning outcomes in box 29. The process of learning values personal and professional experiences where the theoretical underpinning informs practice development.</p> <p>The outcomes of the programme are strongly linked to skills and knowledge required for multi-disciplinary work in health and social care.</p> <p>The Grimsby Institute operates over three triunes; this equates to trimester 1 and 2 at the University of Hull.</p> <p>Each triune consists of eight weeks of module delivery. Triune 1 has an extra week in which students are prepared for study at the new level.</p>
31	<p>Assessment Approach</p> <p><i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain</i></p>

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	<p><i>explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p> <p><i>Please refer to Briefing Note C: Transforming the Experience of Students Through Assessment</i></p>
	<p>The assessment strategy is based upon a range of assessment tools, reflecting on both the diversity of knowledge and skills being assessed, and the need to provide students with a range of means to demonstrate academic achievement in relation to learning outcomes. A range of assessment methods is used on the course. The diversity of assessment methods is a key component of student learning and academic progression, and this includes the use of written assignments, reports, oral assessments, portfolio, set exercises and a dissertation. Semester one assessment for the Leading Change module students are given the opportunity to develop their report writing skills particularly around the inclusion of criticality to carry forward in to future assessments. The Statistics for Health module will also help students' access contemporary statistics and health research to apply to other modules.</p> <p>Summative assessment feedback is provided in line with University guidelines (four week turnaround period). Summative assessment results are placed on the VLE and students receive an electronic communication notifying the publication of results.</p>
<p>32</p>	<p>Key Areas of Study</p> <p><i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>The BSc Health and Social Care Top Up</p> <ol style="list-style-type: none"> 1) Helping students to develop excellent skills for the health and social care sector 2) Ensuring graduates can apply policy and legislation to practice in complex environments 3) Ensuring graduates have the skills to be change agents in the field <p>Applicants will already have achieved a level 5 qualification in a subject related area such as Health and Social Care, Mental Health Studies and other care related qualifications. This programme teaches the skills which mean that as a graduate you will be the change agent in your organisation working collaboratively to effect a change to improve practice. Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 require health care providers to employ skilled and qualified staff. To meet the regulation, providers must provide sufficient numbers of suitably qualified, competent, skilled and experienced staff to meet the needs of the people using the service at all times.</p> <p>Subjects that will be learned on programme include Leading Change in Organisations, Applied Statistics for Health Care and Social Care and two electives chosen from 1. Dementia Care; 2. Psychology of Health; 3. Health Promotion and Public Health; and 4. Dual Diagnosis and Substance Misuse. Alongside this a Dissertation in a self-chosen topic will be completed.</p>


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	<p>Throughout this programme you will develop a toolkit of practice skills which can be drawn upon throughout your career. You will learn how to critically evaluate current policy and legislation with a view to developing the leadership and management skills to apply these in practice with a variety of teams.</p> <p>The programme aims were designed in consultation with employers. Their feedback on the programme included:</p> <p>Manager of new drug rehabilitation centre – “We are recruiting new staff over the next year and following years as we expand our local services. We are looking for people with a broad range of skills and qualifications. It is good to see the different electives that the students can choose on the Top Up giving them a balanced education where they need skills in Aftercare, Recovery Programmes, Triage and Health Promotion.”</p> <p>Care Home Manager (and former Health and Social Care Top Up student) – “The degree is excellent preparation for the challenging job of caring for the older adult and people living with dementia. Care homes need well qualified staff who are prepared to continue with CPD after qualification. It would be good to see the return of part time study so staff can fit this in to a busy working life.”</p> <p>Person Centred Care Manager – “We are caring for people whose rights are restricted under the Mental Health Act, dementia, diagnostic and screening procedures, mental health conditions, physical disabilities, sensory impairments, treatment of disease, disorder or injury. The modules on the Top Up will add to our recruitment base.”</p>
<p>33</p>	<p>Curriculum Structure</p> <p><i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> • Progression: <i>how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;</i> • Coherence and Integrity: <i>the overall coherence and intellectual integrity of the programmes and student experience.</i> <p><i>You may wish to refer back to section B25 of this form as part of this discussion.</i></p>
	<p>Progression and Coherence – The curriculum structure for this programme provides a clear approach. In the first semester the students study leadership and safeguarding. It also equips students for larger report writing to prepare them for the dissertation which is studied throughout the year; as will the Applied Statistics for Health and Social Care module prepare the students for dissertation research by understanding the gathering of and application of data.</p> <p>In the second triune the students choose one from two electives: Health Promotion and Public Health; Dual Diagnosis and Substance Misuse.</p> <p>In the third triune the students choose one from two electives: 1. Dementia Care</p>

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	<p>2. Psychology of Health</p> <p>These modules will either complement their previous experience or introduce them to a new sector of health and social care. This can be applied either in sector where they will develop already existing skills or to progress to master's programmes or Postgraduate Certificate in Education – all modules will assist in the completion of the dissertation.</p> <p>Balance – There is a balance across all modules of theoretical knowledge being applied to practice situations with key skills in critical analysis. The leadership module offers this in the role of a consultant applying theory and making recommendations. Whereas the Statistics for Health Module develops research skills and aids with the analysis of data. The dissertation module creates an opportunity to develop autonomous learning and expands critical knowledge in a self-chosen health and social care topic. The elective modules give the students the choice to develop further knowledge in an existing health and social care work area or acquire new skills. The development of research and critical analytical skills are integrated in all of the modules.</p> <div style="text-align: center; margin: 20px 0;">  </div>
<p>34</p>	<p>Compensation rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are non-compensatable for each programme and variant.</i></p>
	<p>Dissertation Leading Change in Organisations Applied Statistics for Health and Social Care</p>
<p>35</p>	<p>Condonement rules <i>Using the relevant programme identifiers (a,b,c etc.) please list any modules included in this application that are non-condonable for each programme and variant.</i></p>
	<p>Dissertation Leading Change in Organisations Applied Statistics for Health and Social Care</p>

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36	<p>Internationalisation</p> <p><i>‘Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society’ (HEA, 2014). Please outline the programmes’ approaches to internationalising the curriculum.</i></p> <p><i>Please refer to Briefing Note F: Internationalising the Curriculum</i></p>
	<p>As an institution, Grimsby Institute Group, recognises the increasing need for internationalisation of the curriculum to produce students who are flexible and able to adapt to changing global contexts.</p> <p>Individual programmes ensure they embed transferable skills to enable learners to engage with their subject specialism nationally and internationally, reflecting the needs of employers. Graduates should emerge with the competence to communicate and compete in a diverse and rapidly-changing global context.</p> <p>In principle this programme is available to international students but it predominantly focuses within a UK based arena and is linked to UK systems and the policies behind them.</p>
37	<p>Inclusivity</p> <p><i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p> <p><i>Please refer to Briefing Note E: Developing an Inclusive Curriculum</i></p>
	<p>The needs of learners with disabilities are taken into account in the design of all learning programmes, as per the requirements of the Equality Act 2010.</p> <p>Students will be screened at induction to identify those with individual learning support needs. The Institute 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.</p> <p>Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall. In addition, the Institute employs a range of strategies to support students in the development of their study skills 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. Students have access to one-to-one support and also timetabled study skills workshops.</p> <p>Across the programmes within the School of Health and Care Industries the curriculum content reflects a broad range of disciplines and therefore has an inclusive ethos. Emphasis is placed on individual</p>

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	<p>interpretation of projects and themes, with students encouraged to take responsibility for their own learning.</p> <p>It is also designed to ensure that all learners have equal opportunity to participate in all aspects of programmes, regardless of disability, age, race, religion or gender. The learning and teaching approach is designed to be inclusive and celebrates diversity within the student body via examples and case studies used in teaching.</p> <p>The Faculty also places strong emphasis on response to the student voice as a mechanism to incorporate inclusivity. Student feedback is gathered at the end of each module, and also at various student representative meetings. It is acted on, where necessary, and fed into the quality cycle.</p>
38	<p>Employability</p> <p><i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>
	<p>Most of the students progressing onto this programme will have already completed a work place setting and will have developed core practice skills and knowledge in relation to working with the vulnerable.</p> <p>This programme builds on the key areas such as communication skills, professional behaviours and standards of practice both in the classroom and in the work place. The first module, Leading Change in Organisations, enables students through knowledge analysis and debate to understand the complexity of leadership within organisations and develop critical thinking to understand and apply the theory to a case study. The ability to enact change and measure its impact are key skills for career advancement.</p> <p>The focus on employability is driven institutionally and also at programme level. As an institution, Grimsby Institute Group students benefit from a designated employability officer, who runs dedicated HE events and workshops aimed at employment, internships and higher level study. The programme modules were designed in collaboration with employers to provide students with the skills, knowledge and practice to make them employable across the health and social care sector.</p>
39	<p>Student engagement in curriculum and pedagogic design</p> <p><i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>Student engagement is built into the curriculum design process at Grimsby Institute Group. Representatives attend semesterly faculty and programme team meetings to give input on curriculum design, as well as gaining whole cohort feedback in the form of module evaluation questionnaires, which then inform module delivery. Changes are then signalled in subsequent module handbooks, clearly indicating to students where their feedback has been acted upon and fed forward into programme development.</p> <p>Current Foundation Degree students have already contributed to the development of this programme. Informal consultation has already taken place with regards to the offer of this programme and feedback from students has informed the key modules within the design of this programme in relation to what is being asked of them in practice.</p>

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	<p>The HE Student Senate work to ensure student engagement is achieved across all of the HE activities. Senate meet monthly and act as a conduit to ensure students are engaged in all the activities. Senate members sit on review panels, committees and all deliberative meetings in our higher education structure.</p>
40	<p>Ethical issues and risk <i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>All dissertations will fully comply with the ethical guidelines within the Code of Practice on Ethical Approval. Each student will submit an ethics form for their proposed research which will ensure the students are acting with ethical integrity during their research and activity.</p> <p>Throughout the teaching students and staff will be expected to act with and respect confidentiality. All classroom examples will be made anonymous, and the identity of individuals and organisations upon which they may be based must be concealed.</p> <p>The programme has many modules where case studies are used, in these instances case studies will be provided by academic staff. This prevents students considering their own, or previous places of work protecting confidentiality further.</p> <p>There is no placement element with this degree so no issues should arise in this area.</p>
41	<p>Other information/programme special features <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i></p>
	N/A
C	RECRUITMENT AND ADMISSIONS INFORMATION
42	<p>Proposed marketing strategies <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i></p>
	<p>As well as Grimsby Institute Group's usual marketing strategies, the BSc Health and Social Care Top Up team will continue with the following actions already being implemented for the 2018-19 academic year and beyond:</p>

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	<ul style="list-style-type: none"> • Current and past graduates • One day bridging course from level 5 to 6 open to any student wishing to enrol We offer a bridging course that examines and develops student ideas for independent study. In preparation for their Action Research Project students will be given guidance on how to approach their project, ethical considerations and seeking ethical approval. Students will review their understanding of qualitative and quantitative research methods which will enable them to plan ahead for their project. It also aims to develop critical thinking and research skills in preparation for study at level 6. • Progression events for FE/HE colleges delivering HND and Foundation Degree programmes Other FE/HE colleges will be contacted with a view to setting up a route for their students. • Social media UCG run a Facebook page for students, alumni and other interested parties. • Network of employer contacts <p>The current relationship with employers and organisations built up through the various Foundation Degrees in this area means they will be a vehicle for engagement and recruitment.</p>
43	<p>Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i></p>
	<p>Applicants wishing to gain direct entry onto the top-up at level 6, must have at least 240 CATS (Credit Accumulation and Transfer Scheme) points gained through study at levels 4 and 5 in a relevant field. The average grade at level 5 must be 50% or above.</p> <p>Accreditation of Prior Learning Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other un-certificated learning (APcL) (see section 8.3 - Accreditation of prior learning (experiential and certificated) of the Higher Education Quality Handbook which can be found at http://www.grimsby.ac.uk/About-us/section8.html).</p> <p>Students who have successfully completed another relevant programme of study at least at the equivalent level may be eligible to apply for APcL. Claim forms must be supported by the official transcript or certificate of the awarding body of the original qualification and any guidance explaining the allocation of credit and grading scheme used to enable module comparison.</p> <p>Students may also be eligible to apply for life or work experience or other uncertificated learning in which the acquisition of skills or knowledge at the equivalent level to the higher education programme has been gained. These APcL claim forms must be supported by a portfolio of evidence including supporting letters or statements from third parties (i.e. employers) to validate any claims made within the portfolio by the applicant. Further, a letter or statement of support from the programme leader identifying any interviews or discussions that have taken place with particular attention being paid to ensure that should the</p>

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	accreditation be granted, the applicant or enrolled student would be able to cope with the demands of the programme.												
44	Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i>												
	N/A												
D	IMPLEMENTATION STRATEGY												
45	Implications for other areas of the Partner Institution <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i>												
	<table border="1"> <tr> <td>Estates:</td> <td>N/A</td> </tr> <tr> <td>Library:</td> <td>With all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend.</td> </tr> <tr> <td>Admissions:</td> <td>N/A</td> </tr> <tr> <td>Careers:</td> <td>N/A</td> </tr> <tr> <td>Visa Compliance:</td> <td>N/A</td> </tr> <tr> <td>Other (<i>Please specify</i>):</td> <td>N/A</td> </tr> </table>	Estates:	N/A	Library:	With all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend.	Admissions:	N/A	Careers:	N/A	Visa Compliance:	N/A	Other (<i>Please specify</i>):	N/A
Estates:	N/A												
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Admissions:	N/A												
Careers:	N/A												
Visa Compliance:	N/A												
Other (<i>Please specify</i>):	N/A												
46	Existing programmes/students affected by this proposal <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i>												
	The current and past graduates of the FdSc Health and Social Care, FdSc Mental Health, FdSc Hospital and Health Studies and FdA Counselling Studies see this programme as a positive development for the portfolio offered at Grimsby.												
E	POST PROGRAMME OPPORTUNITIES												
45	Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i>												
	Whilst there are currently no opportunities for postgraduate study within the subject area at Grimsby other providers offer master's programmes in Social Work, Dementia, Mental Health, Health Management and												

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	MSc in Nursing. There are opportunities to complete post graduate study in teaching in the post compulsory sector at Grimsby.
46	<p>Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.</i></p>
	<p>Care Homes Family support service N.E. Lincolnshire Council People and Communities NHS</p>

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F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS														
Programme/Variant Titles and Identifiers:														
1	2	3	4	5			6							
Module Name	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
Honours Stage														
Triune 1														
Applied Statistics for Health & Social Care	6	20	Case study report SPSS workbook	C				P	F	P	P	P	P	F
Leading Change in Organisations	6	20	Case study report Presentation of findings	C				P	P	P	P	F	P	F
Triune 2 Choose 1														
Dual Diagnosis	6	20	Report Case Study Presentation	0				P	P	P	P	P	F	F

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Health Promotion and Public Health	6	20	Conference Paper and Presentation Journal Article based on presentation pap	O				P		F	F	P	F		
Triune 3 Choose 1															
Health Psychology	6	20	Essay Case based exam	O				P	P	P	P	P	F	F	
Advanced Dementia Care	6	20	Report Presentation	O				P	F	P	P	P	F	F	
Triune 2 and Triune 3															
Dissertation	6	40	Dissertation	C				P	P	P	P	F	P	F	

Part time Year 1

1	2	3	4	5				6							
Module Name	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	
Triune 1															
Applied Statistics for	6	20	Case study report SPSS workbook	C				P	F	P	P	P	P	F	

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Health and Social Care															
Triune 2 Choose 1															
Dual Diagnosis: Substance Misuse	6	20	Report Case Study Presentation	O				P	P	P	P	P	F	F	
Health Promotion and Public Health	6	20	Conference Paper and Presentation Journal Article based on presentation paper	O				P	F	P	P	P	P	F	
Triune 3 Choose 1															
Advanced Dementia Care	6	20	Report Presentation					P	F	P	P	P	F	F	
Health Psychology	6	20	Essay Case Based Exam	O				P	P	P	P	P	F	F	

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PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

Programme/Variant Titles and Identifiers:															
Part time Year 2															
1	2	3	4	5				6							
Module Name	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8
Triune 1, Triune 2 & Triune 3															
Dissertation	6	40	Dissertation	(b)				P	F	P	P	P	P	F	
Triune 1															
Leading Change in Organisations	6	20	Case study report Presentation of findings	O				P	P	P	P	F	P	F	