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OF HULL

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*
k. Diploma Computer Studies – *named exit award*
l. BSc Computer Science (Apprenticeship) – *apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*

A	GENERAL INFORMATION
1	**Partner institution** *Please state the name of the partner institution.*
	Grimsby Institute of Further and Higher Education (TEC Partnership)
2	**Programme awards and titles** *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.* *Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship 'programme'.*
	a. BSc (Hons) Engineering Top-Up (Mechanical Engineering) b. BSc (Hons) Engineering Top-Up (Electrical & Electronic Engineering)
3	**Cluster to which the programmes and their variants belong** *If new, please state NEW. For existing clusters please state the rationale for inclusion.*
	New
4	**Type of programmes** *Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.*

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UG Single honours		
Integrated Masters		
PG Cert		
PG Dip		
Taught Masters		
Apprenticeship/Work Based Learning		
Dual Award		
Foundation Degree		*Please indicate articulation routes:*
Honours Stage (Top-up)	a,b	
Other		*Please detail:*
Is this programme being used to underpin a Higher/Degree Apprenticeship	N	*Please ensure that Annexe 1 is completed*

5	**Validation category** *Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.*

Franchised	
Consortium	
Validated	a,b

6	**UCAS codes** *If known, please include the UCAS code for these programmes.*
	a. BE02 b. BE01
7	**HECoS codes** *If known, please include the appropriate HECoS codes for the programmes.*
	a. 100190/100184 b. 100163/100184
8	**Awarding Institution**
	University of Hull
9	**Locations within Partner Institution** *State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.*
	Faculty of Advanced Technology – Department of Mechanical and Electrical Engineering
10	**Partner Institution Programme Leader's name and email**

	Please identify one lead person per programme.
	Dr Channa Ranatunga ranatungac@grimsby.ac.uk
11	**University Link Faculty and School** *Please state the primary link faculty and school at the University of Hull*
	Faculty of Science & Engineering Department of Engineering
12	**University Link Faculty Academic Contact** *Please provide a contact name, title, address, email and telephone number*
	TBC
13	**Locations of delivery** *Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.*
	<table><tr><td>Hull</td><td></td></tr><tr><td>Off campus UK</td><td></td></tr><tr><td>Off campus overseas</td><td></td></tr><tr><td>Online</td><td></td></tr><tr><td>Other (please specify)</td><td>a,b</td></tr></table> Grimsby Institute of Further and Higher Education
14	**Types of Study** *Please place the relevant programme identifiers (a,b,c etc.) against each type of study.*
	<table><tr><td>Full-time</td><td>a,b</td></tr><tr><td>Part-time</td><td>a,b</td></tr></table>
15	**Modes of study** *Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.*
	<table><tr><td>On campus/blended</td><td>a,b</td></tr><tr><td>Blended (face-to-face & online)</td><td></td></tr><tr><td>Distance-taught (online only)</td><td></td></tr><tr><td>Distance-taught (flying faculty)</td><td></td></tr><tr><td>Off-campus delivery</td><td></td></tr><tr><td>Other (please specify)</td><td></td></tr></table>
16	**Duration** *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.*

	For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)
	1 year full-time a,b 2 years part-time a,b
17	**Trimesters** *Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.*

Trimester 1 – T1	a,b
Trimester 2 – T2	a,b
Trimester 3 – T3	

Grimsby Institute Triune	
Triune 1	a, b
Triune 2	a, b
Triune 3	a, b

The Grimsby Institute operates across three triunes, which are the equivalent to trimester 1 & 2 at the University of Hull.

18	**Number of weeks per academic year** *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.*
	a & b: Week 1 – Orientation to this level of study a & b: Triune one – Beginning September – 8-weeks delivery (plus two weeks of assessments) a & b: Triune two – Beginning December – 8-weeks delivery (plus two weeks of assessments) a & b: Triune three – Beginning March – 8-weeks delivery (plus two weeks of assessments) a & b: Academic year total = 31 weeks
19	**Balance of credits across trimesters** *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.*

a) Mechanical Engineering Pathway **Full time:** T1: 30 credits T2: 30 credits T3: 20 credits T1,T2 and T3: 40 credits **Part time:** **Year 1** T1: 20 credits	**b) Electrical and Electronics Engineering Pathway** **Full time:** T1: 30 credits T2: 30 credits T3: 20 credits T1,T2 and T3: 40 credits **Part time:** **Year 1** T1: 20 credits

	T2: 20 credits T3: 20 credits **Year 2** T1 and T2: 20 credits T1, T2 and T3: 40 credits	T2: 20 credits T3: 20 credits **Year 2** T1 and T2: 20 credits T1, T2 and T3: 40 credits
20	**Classification weighting** *Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).*	
	100% Honours Top-Up	
21	**Progression arrangements for Integrated Masters and/or Preliminary Stage** *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).*	
	N/A	
22	**Professional, Statutory or Regulatory Bodies** *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.*	
	EI – Energy Institute Academic Accreditation and Recognition Application Process & Estimated Timetable Initial Review: October 2020 Advisory Visit: December 2020 Accreditation Visit: March 2020 www.energyinst.org. (n.d.). *Accreditation*. [online] Available at: https://www.energyinst.org/membership-and-careers/accreditation [Accessed 12 Jun. 2020]. IET – Institute of Engineering and Technology Academic Accreditation and Recognition Application Process & Estimated Timetable Initial Review: October 2020 Advisory Visit: December 2020 Accreditation Visit: March 2020 www.theiet.org. (n.d.). *The Academic Accreditation Process*. [online] Available at: https://www.theiet.org/career/accreditation/academic-accreditation/the-academic-accreditation-process/ [Accessed 12 Jun. 2020].	

23	**Relevant Subject Benchmark Statements** *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.*
	QAA Subject Benchmark Engineering (2019) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-engineering.pdf?sfvrsn=1f2c881_4
24	**Other references used in designing the programmes** *e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.*
	Consultation with local employers • Ørsted • Seawind • Young's Seafood Grimsby Renewable Partnership. Although a number of stakeholders have had input into the development of the programme, the course team will continue to liaise with stakeholders to maintain currency of the programme
25	**Anticipated student numbers** *Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.*

Identifiers	First intake		Second intake		Third intake	
	Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas
a, b	6 F/T 4 P/T		8 F/T 6 P/T		10 F/T 8 P/T	

26	**Minimum number of students** *Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.*
	6
27	**Programme cohort start dates** *Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.*

T1 – 2020	Sept a,b
T2 – 2020	
T3 – 2020	
T1 – 2021	Sept a,b
T2 – 2021	
T3 – 2021	
T1 – 2022	Sept a,b
T2 – 2022	

	T3 – 2022
B	**Programme Design** *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.*
28	**Programme Rationale and Overview** *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?*
	The top-up degree validated by University of Hull will enable current and previous HND Engineering students the ability to progress to level 6 studies in Engineering at the Grimsby Institute. Previously many of these students have had to travel to Lincoln, Sheffield and Leeds to gain higher qualifications and the opportunity to continue studying locally has appeal to current HNC/D students. The new qualification will allow Advanced Technology to offer Engineering programmes from level 1 to level 6 and this has benefits to both students and employers. One example is the cost and time of travel and this is viewed by some employers and current students as one important criterion in selecting where to study. The programme will also allow previous students who have a legacy HND Engineering qualification the ability; after completing a bridging module a route to a top up degree. As far as our research suggests this pathway is not offered by any local providers in a one-year full time or two years part time frame for legacy HND graduates. The proposed programme will offer two named degrees; BSc (Hons) Engineering Top-Up (Mechanical Engineering) and BSc (Hons) Engineering Top-Up (Electrical & Electronic Engineering). Both programmes will have some commonality in modules and specifically, both will contain a 40-credit project/dissertation module. Both programmes will require students to select one optional 20 credit module. (This is to cater for different employers' requirements). Additionally, there is an optional module in Renewable Energy and Technology to widen the scope of career pathways for perspective students. The programme was designed by consultation with local employers and was benchmarked against the QAA Subject Benchmark Statement Engineering (2019). Student survey has been sent out to back the rationale and to ensure the market/demand is met as the results for present day looking positive.
29	**Programme Aims**

	As a guide, you should have four to six programme aims. *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.*
	The BSc programmes aims to cater for a range of student aspirations. It is expected that some of the graduates will continue via bridging routes to full registration as Chartered Engineers while others, qualifying as Incorporated Engineers, will be satisfied with a broad grounding of the programme to pursue careers in technical support and engineering management roles. Programme aims - BSc (Hons) Engineering Top-Up (Mechanical Engineering) • To enable students to pursue professional careers in Mechanical Engineering at a graduate level which requires the exercise of professional judgement, personal responsibility and initiative, and the ability to make engineering decisions. • To equip students with a detailed understanding of the principles of Mechanical Engineering, many aspects of which will be at, or informed by, the current boundaries of the discipline. • To equip students with analytical skills to systematically employ engineering principles to produce original analysis of and solutions using software applications, specific to a Mechanical Engineering context. • To enable students to carry out independent research and successfully manage projects in a relevant engineering context • To prepare students for post-graduate study and/or a career in the respective Engineering discipline. • To incorporate dissertations/projects which seek to address the use testing/validation through experimental development to enable students to become acquainted with the use of the latest technologies. Programme aims - BSc (Hons) Engineering Top-Up (Electrical and Electronics Engineering) • To enable students to pursue professional careers in Electrical and electronic Engineering at a graduate level which requires the exercise of professional judgement, personal responsibility and initiative, and the ability to make engineering decisions. • To equip students with a detailed understanding of the principles of Electrical and Electronic Engineering, many aspects of which will be at, or informed by, the current boundaries of the discipline. • To equip students with analytical skills to systematically employ engineering principles to produce original analysis of and solutions using software applications, specific to an Electrical and Electronic Engineering context. • To enable students to carry out independent research and successfully manage projects in a relevant engineering context.

- To prepare students for post-graduate study and/or a career in the respective Engineering discipline.

- To incorporate dissertations/projects which seek to address the use testing/validation through experimental development to enable students to become acquainted with the use of the latest technologies.

30 **Programme Outcomes**

As a guide you should have six to eight programme outcomes.

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.

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.

Reference: University of Hull Learning Outcomes Tool

On successful completion of this programme, students will be able to:

POs	Programme Outcome Text	Programme/ Variant Identifier
PO1	Demonstrate critical understanding of the core competencies to achieve sustainable flexible solutions to solve complex problems by integrating strategies from across the discipline 2.3,3.1i,3.1ii,	a,b
PO2	Be pragmatic using a systematic approach to solve complex problems by applying numerical, computational, analytical and technical skills, using appropriate tools within an Engineering context 2.3,3.1i,3.1iii	a,b
PO3	Critically evaluate the risk, cost, ethical, social, cultural, environmental, health and safety and wider professional responsibilities in world class Engineering 2.1,2.2,2.3,3.1iv,4.3	a,b
PO4	Critically review employment opportunities within the engineering sector, and/or progress to higher education qualifications by balancing employability skills with academic attainment 2.4,3.1viii,4.1	a,b

PO5	Continue progression towards achieving internationally recognised registration with a Professional Body regulated by the Engineering Council having initially registered as a student member 2.5,3.1viii,4.2,4.3,5.2,6.1i	a,b
PO6	Initiate and carry out individual research using appropriate Engineering techniques to plan and complete a viable Engineering related project/dissertation 2.1,2.2,2.3,3.1i,3.1iv,3.1v,3.1vi,3.1vii,3.1viii	a,b
PO7	Observe sound engineering practices and work ethics in their outlook, be capable of team working, and be able to exercise responsibility and sound management approaches in the global environment 3.1i,3.1iv,3.1vi,3.1vii,3.1viii,4.2,4.3,4.4	a,b
PO8	Appreciate the nature of business and enterprise in the creation of economic and social value 3.1v	a,b

31 **Learning and Teaching Approach**

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.

Methods of learning and teaching are designed to support students in becoming active members of a learning community. Students will be expected to work together in an informal environment as well as in formal classes where a culture of dignity, courtesy and mutual respect with staff and their peers is essential. A variety of methods will be used such as lectures, workshops, student led seminars and practical sessions. There may be opportunities to integrate a work-based or placement opportunity for example, within Project based modules. Additionally, methods of teaching and learning are designed to primarily emphasise experiential forms of learning.

A recent NSS survey complemented the enormous support provided by tutors and support services. The support services include excellently differentiated pastoral care for all students throughout the academic year, student counselling, health & well-being sessions and employability services such as CV writing and interview techniques.

Lectures and seminars

Face to face. These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations. Guest speakers and lecturers will be sourced from the local and national area, including shared expertise with the TEC Partnership.

Workshops and student led learning

	These are used to build on knowledge shared via lecturers and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study. Additionally, optional work placements may be offered depending on availability. **Tutorials** These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These are timetabled and are regular for every student. **Virtual Learning Environments (VLEs)** The VLE used is Canvas, already in place and used successfully across the Engineering department. An individual page will be available per module which will include the module structure, resources and assessments to be issued. This will be a place for lecturer/student discussion and collaboration. **Guest speakers** These could be experts from industry or visiting academics in the subject area that is being studied. They could be used to present a lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience.
32	**Assessment Approach** *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 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.*
	The assessment approach is designed to ensure the student's breadth and depth of knowledge and understanding will be assessed. The methods used will be a combination of written, visual and spoken forms associated with assessments, such as: assignments/essays, exams, reports, presentations, and posters; as these will allow primary or secondary research to be applied. Visual assessments will use the poster method, whereas oral assessments will use either the presentation or demonstration method. The purpose for offering a wide range of assessment is two-fold. Firstly, it enables students to demonstrate their understanding in various ways, for example, the engineering project module will enable students the opportunity to visually display their understanding by using a poster method of assessment. This assesses the students' ability to capture key theory and research in a creative and innovative way. It also enables students to develop their skills for displaying information effectively which is useful, when for instance, presenting at conferences. Secondly, it also increases inclusivity as it enables all students to have an equal chance of achieving well within modules by considering individual differences in creativity and academia.
33	**Key Areas of Study** *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.*
	The BSc Programme provides sufficient scope for students to study topics that are of particular interest to them in the general area of Mechanical Engineering or Electrical and Electronic Engineering. The individual project work provides opportunities to apply the lecture material to the solution of practical problems and

	to introduce the elements of the management of an engineering enterprise. Both the managerial and business aspects of the engineer's role are developed in the Engineering Management module. Furthermore, students are given the opportunity to study the renewable technologies in both engineering pathways.
34	**Curriculum Structure** *In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:* • ***Progression:*** *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;* • ***Coherence and Integrity:*** *the overall coherence and intellectual integrity of the programmes and student experience.* *Note: A diagrammatic structure is often helpful to establish the composition of a programme.*
	The BSc (Hons) Engineering Top-Up provides students with the necessary core modules as determined by the British Society of Engineers. The top-up year enables students to build on previous studies and further develop their critical thinking and problem-solving skills, this is achieved during group discussions and within assessments that are designed to measure knowledge, understanding and skills. During this year, students will have the opportunity to write a research proposal for their level 6 dissertation/project. They will also be supported when choosing their level 6 optional modules, to ensure that they can achieve their career goals. The final year gives students an opportunity to further develop their research skills by undertaking a dissertation or project in an area of engineering of their choosing. Students will also be able to tailor their degree to the profession or interest of choice by choosing from a range of optional modules allowing them to pursue a career path of their choice. The programme has been designed to offer as much variety as possible, so that students can find an area of interest to help inform their progression into employability, or a suitable post graduate programme. The optional modules give students the opportunity to sample the areas of engineering known as the 'protected titles'; it also gives students the opportunity to consider other careers within, and outside of engineering, by introducing students to contemporary fields such as Renewable Energy Engineering & Technology and Communication Engineering (Analogue and Digital Principles). Students who have been out of education for a while and therefore do not have the current necessary academic skills will be required to undertake a bridging course before commencing the top-up programme. Optional Modules preferences will be made between the end of the 1st Triune and beginning of the 2nd Triune. For Triune 1 Students must choose and complete a proposal for their respective engineering project for both pathways (40 credits in total). For Triune 2 and 3, students must choose 40 credits from the following pathways (a & b): **a and b Renewable Energy Engineering and Technology** – 20 credits over Triune 2 and 3;

	a and b Advanced Maintenance Techniques - 20 credits over Triune 2 and 3; **a and b Communication Engineering -** 20 credits over Triune 2 and 3
35	**Compensation/Condonement rules** *Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).*
	a, b • Engineering Project/Dissertation (Core) •
36	**Internationalisation** *'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.*
	The TEC Partnership recognises the increasing need for internationalisation of the curriculum to produce students who are flexible and able to adapt to changing global contexts. 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. The Engineering curriculum focuses on individuals on a national and global level. Engineers based in the UK or working for UK-registered businesses are engaged in projects all over the world, and many will spend time working overseas in other offices, in production units or on construction sites. Engineering underpins most exported goods and many services. This is one of the attractions for many people to a career in engineering. Higher education is equally a global activity.
37	**Inclusivity** *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.*
	The needs of disabled learners are highly considered in the design of all learning programmes, as per the requirements of the Equality Act 2010. All students will complete the higher education screening questionnaire and be offered advice and support on any particular learning need. Each student will have access to a personal tutor and a programme leader. Additionally, a student support advisor will be available to deal with any specific needs. Student handbooks and documentation will provide detailed information concerning access to libraries, student services, financial support, and study skills advice. Students will be screened at induction to identify those which will need individual learning support. The TEC Partnership has well established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance (DSA) to secure any specialist equipment or tuition which is required. Students will also be supported and given advice through their DSA application.

	Each student is entitled to two tutorials with the programme leader to discuss individual issues and concerns relating to both modules, the programme overall and their personal, professional and academic development. In addition, the TEC Partnership employs an Academic Achievement Coach. The Academic Achievement Coach is responsible for working 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. Students have access to one-to-one support and also timetabled study skill workshops. Students also have 24-hour access to the HE Learning Centre. Across the programmes within the department of Engineering, the curriculum content reflects a broad range of disciplines and therefore has an inclusive ethos. Emphasis is placed on individual interpretation of projects and themes, with students encouraged to take responsibility for their own learning. 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. 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.
38	**Employability** *Please outline the approach taken by the programmes to engage students in gaining employability skills.*
	The aim of proposed BSc programmes is to address the employability agenda by offering a range of modules at level 6. This will give students the opportunity to explore various areas that are possible to work directly within Engineering sectors, and other areas that may not be immediately considered by those undertaking a Mechanical and Electrical & Electronics Degrees. TEC Partnership students benefit from a designated employability and skills officer, who runs dedicated HE events and workshops aiming at employment, internships and higher-level study. Aspirations of students are also boosted by significant growing of engineering job vacancies in this region which is also echoed by recent data from the Labour Market Intelligence (LMI). LMI Humber. 2020. *Engineering - LMI Humber*. [online] Available at: <https://lmihumber.co.uk/engineering/> [Accessed 1 May 2020]. Examples of previous employment include students that have gained direct employment in the local petrochemical, food, manufacturing, power generation, refrigeration and supporting service & contracting sectors.
39	**Student engagement in curriculum and pedagogic design** *Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.*
	Regular student voice meetings are held for students to be able to take part in the process of curriculum planning. Initial interest has been gained through completion of surveys and focus groups by the students with specific focus on whether they are likely to enrol on the degree programme, and what they would personally like to see included in the programme.

40	**Ethical issues and risk** *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).*
	Equality and fairness are central to TEC Partnership policies. We promote equality and diversity and treat everyone with equal dignity and worth, while also raising aspirations and supporting achievement. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them, by means of inclusive study design. Our Student Support Team ensure all barriers are identified and addressed in order to have equal access to learning. This could take the form of bursary support, travel and meal vouchers, signposted to medical, welfare and social support and SEND assessments and personal learning plans. Adjustments are made with physical and learning impairments. Recruitment of learners is an open and rigorous process, which ensures fairness and equality. Any research project undertaken by staff or students which involves human or animal participants or human subjects must have received ethical approval. This may be given at 'local' and or 'Committee' level, depending on the nature of the research proposal. It is not expected that most undergraduate coursework will require ethical approval. However, there may be exceptions for this, for example oral history assignments in which participants are interviewed. For other programmes of study, for example health and health-related courses, teacher education, sports studies and public relations interactions with human participants are integral to the programme. In such cases the ethical issues and professional standards involved are expected to be addressed in the programme documentation and within the School. The extent to which this is the case may be subject to monitoring by the Partnership's Ethics Committee. https://grimsby.ac.uk/documents/highereducation/quality/HE14/HE14-Ethics-Approval.pdf
41	**Sensitive issues and safeguarding** *Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.*
	All of our activities in relation to teaching, safeguarding, training, recruitment, retention and progression are core business areas where we must be mindful of the diverse needs of those we work with. Although the law no longer requires public sector organisations to produce equality schemes, the TEC Partnership has produced an Equality Statement, which is more than mere words, but a statement of our intent. https://tecpartnership.com/equality-and-diversity/ Generally, module content on the programme is not of a sensitive nature, however current affairs may be discussed depending on each of the modules specific content, which depending on what is current, may affect some students emotionally. Students may leave the lecture if required and will still be subject to the TEC Partnership safeguarding policy and procedures. This will include a follow up meeting by the Success Coach for the programme. https://tecpartnership.com/documents/policies/safeguarding/safeguardingpolicy.pdf

42	**Other information/programme special features** *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.*
	There are several special features that will enhance learning and develop skills for employability associated with this programme. Department of Mechanical and Electrical & Electronics Engineering runs number of educational visits, so students can experience the cutting-edge technology, places and people of different cultures to enhance learning. For students who are unable to take part in visits, will be supported via resources available on the VLE (Canvas). Finally, the programmes will be included in the Engineering seminar series which will work in collaboration with other Engineering societies and institutions to invite guest speakers into the Institute from a wide range of areas; these speakers are experts in their field and are academics or practitioners that have first-hand experience of their chosen area for discussion. Students are also encouraged to join the Institute of Engineering and Technology, so they can benefit from their wider network of student groups, events, and CPD opportunities. General group trips/visits will be subsidised by the institution. However, students will be responsible for any individual cost incurred regarding their individual projects for any personal travels involving their project. This will also include complying and satisfying any health and safety measures of the company in question, where necessary.
C	**RECRUITMENT AND ADMISSIONS INFORMATION**
43	**Proposed marketing strategies** *Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.*
	All current students on the HN Programmes are required to be made aware of the upcoming Programme, as well as students that have previously achieved a Higher National Diploma in either Mechanical or Electrical & Electronic Engineering. Marketing will target all current applicable social media sites to optimise interest in the programme. Letters and contact to previous students will be valuable in order to make them aware of the programme.
44	**Academic entry requirements** *Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.*
	Standard offer A level 5 Higher National Diploma in Mechanical or Electrical & Electronic Engineering or equivalent is required in order to be accepted onto the degree programme. An equivalent qualification may include a Foundation degree programme with relevance to Engineering, Science or Mathematics. Students who have been out of education for a while and therefore do not have the current necessary academic skills will be required to undertake a bridging course before commencing the top-up programme.

	Accreditation of prior learning Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL) – refer to the HE07 Admissions, Admissions Appeals and APL (Student Transfers) available on the TEC Partnership Quality and Standards webpage. **International admissions** The TEC Partnership recognises a wide range of entry qualifications as being equivalent to A' level standard; if students hold a qualification not listed above please contact the TEC Partnership's admissions team on +44 (0) 1472 311222 ext. 434. International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by UK Visas and Immigration.
45	**Other entry requirements** *e.g. relevant IELTS score, Disclosure and Barring Service etc.*
	International students must evidence they possess a satisfactory command of the English language in terms of reading, writing, listening and are experienced to have achieved a level B2 on the Common European Framework of Reference for Language (CEFR), as defined by the UK Visas and Immigration
D	**IMPLEMENTATION STRATEGY**
46	**Implications for other areas of the Partner Institution** *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.*

Estates:	N/A
Library:	a, b: with all validations at TEC Partnership, 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:	a,b - the careers department will need to extend their seeking of opportunities to ensure that they have employment opportunities for all Engineering students and graduates. They will also be sought to support in the location of placements for the final year modules
Visa Compliance:	N/A
Other (*Please specify*):	N/A

47	**Existing programmes/students affected by this proposal** *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.*

	The new programme will allow for progression from the current HN programmes so this will impact positively for the current students on these programmes in terms of continuity of their educational organisation/ place of study. The Engineering department do not run any other equivalent or similar level 6 programmes at the Institute and therefore, this will not affect the running of the new programme negatively. The Engineering department at the Grimsby Institute currently provide programmes of study which range between level 2 and level 5. A clear continuity to level 6 would be beneficial to all current HN learners in particular.
E	**POST PROGRAMME OPPORTUNITIES**
48	**Progression opportunities to further academic or professional programmes** *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?*
	There are no opportunities for postgraduate study within the subject area at the TEC Partnership. There are, however, opportunities to complete postgraduate study in teaching in the post compulsory sector at the TEC Partnership. Students are however, encouraged to undertake master's programmes throughout the country. Previously students have attended the following universities to complete master's conversions and master's programmes: University of Hull, University of Sheffield, Sheffield Hallam University, University of York, University of Derby (online), University of Manchester (online) and University of Lincoln.
49	**Employment opportunities** *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.*
	• Design Engineer • Wind Turbine Technician • Power Systems Engineer • Electrical and Electronic Engineering • Mechanical Engineer • Product Engineer • Production Manger • Lecturer/Tutor • Engineering Manager • Graduate Jobs

F	**CURRICULUM MAPS** *Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.* *Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.* *In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.* *In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.* *In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm)or Optional (Op) ** *In **Column 6**, please identify which modules contribute to the achievement of programme learning outcomes* ***Definitions:*** *CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.* *COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.* *OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.* *Note:* • *There should be no optional modules at Level 4 (unless an exemption request has been approved by PMC).* • *Optionality should be minimised throughout the programme.* • *Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme.* • *Levels of optionality should be clearly linked to the number of students taking the module.* **KEY:**

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P/V= Programme or Variant	*PO = Programme Outcome*
PW = Pathway	*T1,2,3 = Trimester 1,2,3*
Co = Core Module	*Cm = Compulsory Module*
Op = Optional Module	

F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS

Programme/Variant Titles and Identifiers:

a) BSc (Hons) Engineering Top-Up (Mechanical Engineering)

b) BSc (Hons) Engineering Top-Up (Electrical & Electronic Engineering)

1	2	3	4	5				6							
Module Title	**Level**	**Credit**	**Assessment Method** *(e.g. exam, essay, presentation)*	**P/V**	**PW1**	**PW2**	**PW3**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**
Honours Stage															
Triune 1															
Thermo-Fluids and Acoustics	6	20	Exam (2 hours) unseen 60% Problem based assignments (20%) Computational Laboratory Reports 20%	Cm	a			x	x						x
Electrical Machines and Power Systems	6	20	Timed Online Assessment 60% Simulation Exercises 10% Assignments 30%	Cm		b		x	x						x
Triune 2															

Applications of Finite Element Analysis	6	20	Practical Report - 2000 words 40% Timed Online Assessment 60%	Cm	a			x	x						x
Embedded Systems	6	20	Project Report with Presentation 60% Exam (2 hours) unseen 40%	Cm		b		x	x						x
Triune 1 and Triune 2															
Renewable Energy Engineering and Technology	6	20	Timed Online Assessment 60% Report 3000 words 40%	Op	a	b		x	x		x				x
Advanced Maintenance Techniques	6	20	Report - 4500 words 100%	Op	a	b		x	x		x				x
Communication Engineering	6	20	Exam (2 hours) unseen 60% Simulation exercises 20% Assignments and problem sheets 20%	Op		b		x	x		x				x
Triune 3															
Engineering Management	6	20	Report - 3000 words 70% Presentation (20 minutes) 30%	Cm	a	b		x	x	x	x	x		x	x
Triune 1, Triune 2 and Triune 3															
Engineering Project/Dissertation	6	40	Course work 50% Dissertation 50%	Co	a	b		x	x	x	x	x	x	x	x