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| **Validation Document** |

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| 1 | Title of Programme |  | | |
| 2 | Award (e.g. FdA, BA) |  | | |
| 3 | Contained Award | Certificate of HE for successful completion of 120 credits at Level 4 | | |
| 4 | Awarding Body | TEC Partnership / Pearson Education Limited | | |
| 5 | UCAS code (if applicable) |  | | |
| 6 | HECOS codes |  | | |
| 7 | Mode of Study (full and/or part-time) |  | | |
| 8 | Duration (total number of years) |  | | |
| 9 | Number of weeks per academic year | 31  Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks. | | |
| 10 | Accrediting Professional / Statutory Body (if applicable) |  | | |
| 11 | Location of delivery and Faculty | Grimsby Institute / Scarborough TEC / Skegness TEC / East Riding College | | |
| 12 | Entry requirements | | | |
| *(Delete as appropriate)*  Standard offer  Applicants will require xx UCAS points in a xx related subject, or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade C/4.  Non-standard offer  Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent work/experience in the relevant sector which would give them skills and knowledge comparable to applicants with Level 3 qualifications.  All such non-standard applicants will be interviewed, set an appropriate piece of work (detail what the work is) and a judgement made taking into account their academic potential and relevant work/experience.  Accreditation of prior learning  TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL). Please refer to the HE21 Student Transfer and the Accreditation of Prior Learning.  International admissions  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 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. | | | | |
| 13 | Minimum number of students required for the programme to run |  | | |
| 14 | Degree classification weighting | | | |
| *(Delete as appropriate)*  Foundation Degree  The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.  Bachelors Degree  The degree classification is normally awarded based on the weighted average (30/70) of the marks achieved at levels 5 & 6  Bachelors Top-Up Degree  The degree classification is awarded based on the average percentage mark achieved at level 6 of the degree. | | | | |
| 15 | Aims of the programme and distinctive features/fit with existing provision | | | |
| *Minimum requirements for this box:*  *Provide a programme description.*  *Give Bullet point aims.*  *Provide a paragraph on what makes the programme distinctive.*  *Provide a paragraph on what graduates can progress to after the programme.* | | | | |
| 16a | Programme Learning Outcomes  *Upon successful completion of this programme a student will be able to...* | | | |
|  | Programme Learning Outcome | | Subject Benchmark Reference | |
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| 16b | Additional Outcomes aligned to PSRB or Apprenticeship Standards | | | |
| 1 | (Add boxes as required or state N/A if this section does not apply) | | |  |
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| 17 | Graduate Attributes and Threshold Characteristics | | | |
| -Detail the threshold attributes and knowledge which those who achieve each level will have.  -Think about knowledge, academic skills, practical skills and behaviours aligning these to your content and building through the phases of your degree.  Use the FHEQ and subject benchmark statements to give you ideas.  Level 4  A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:   * The ability to evaluate the key theoretical ideas of the discipline such as….. * 2 * 3 * 4   Level 5  A student achieving level 5 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:   * The ability to critically analyse the key theoretical ideas of the discipline such as….. * 2 * 3 * 4   Level 6 (delete for FDs)  A student achieving level 6 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:   * The ability to critically evaluate the key theoretical ideas of the discipline such as….. * 2 * 3 * 4 * 5 | | | | |

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| 18 | Programme Structure |

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| Module Title | Core/  Option | Credits | Level | Delivery  T1/T2/T3 |
|  | C/O | 20 | 4 | S1 |
|  | C | 20 | 4 | S2 |
|  | C | 20 | 4 | S1&2 |
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| 19 | Teaching and Learning Strategy |
| Detail the teaching and learning strategy at each level that the programme will adopt.  What will the student journey through the programme be like?  Level 4  Level 5  Level 6 (delete for FDs) | |

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| 20 | References used in designing the programme | | | |
| List Benchmarking Statements / PSRBs | | | | |
| 21 | Indicators of quality and standards | | | |
| The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.  TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.  External Examiners reports are received by the HE Quality Office and a copy forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.  Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the HE Quality Office to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented. | | | | |
| 22 | Particular support for learning | | | |
| The needs of disabled learners are taken into account in the design of all learning programmes.  Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.  Students will also be invited in for advice and support through the DSA procedure.  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 to study skills embedded in the programme, 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 support and also timetabled study skill workshops. | | | | |
| 23 | Methods for evaluating and improving the quality of learning | | | |
| All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.  TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.  Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.  Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis and their remit is to:   * Consider matters relating to the student experience within Higher Education. * Enhance the Student Voice within TEC Partnership’s Higher Education strategic and operational agenda. * Provide feedback on areas of good practice. * Put forward suggestions of the development of Institutional policy and strategy. * Enhance the student learning experience by promoting academic and research events and cultural events on campus. * Increase student engagement in all aspects of Higher Education quality processes. | | | | |
| 24 | Identify any ethical issues that relate to this programme’s teaching and assessment | | | |
| This may include issues relating to ethical approval, risk assessments, GDPR and Intellectual Property Rights (IPR) regulations. | | | | |
| 25 | For Foundation Degrees is the programme Work Based or Work Related? | | Work based / work Related / Not appropriate | |
| 26 | How are WBL/WRL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support | | | |
| identification and quality assurance of placement opportunities, management arrangements, learning agreements, mentoring, supervision arrangements and support for employers | | | | |
| 27 | Resources Supplied to the Student | | | |
| Please state the resources which will be provided by the College to the students (include items that are specific to the programme, but not ‘business as usual’ items such as classrooms, smartboard, tutors and standard desktop PCs). | | | | |
| 28 | Resources needed to pass the programme | | | |
| Please state the resources which students will need to provide to complete the programme | | | | |
| 29 | Revision History | | | |
| Version | | Details of major modification | | Date of approval |
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| TEC Partnership Module Specification | | | | | | | |
| A | Module title |  | | | | | |
| B | Credits |  | | | | | |
| C | Level |  | | | | | |
| D | Professional, statutory or regulatory body requirements |  | | | | | |
| E | Work Based/ Work Related |  | | | | | |
| F | Pre-requisites AND Concurrent Modules |  | | | | | |
| G | Rationale | | | | | | |
| A rationale should provide the overarching reason why this module should be included in the programme design (ie why should this module be studied and how does it align to the sector). | | | | | | | |
| H | Aims and distinctive features | | | | | | |
| This section should highlight the distinguishing characteristics of the module. | | | | | | | |
| I | Learning outcomes | Upon successful completion of this module a student must be able to: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| Upon successful completion of this module a student will have knowledge and understanding of: | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| J | Learning and teaching strategy | | | | | | |
| How will the module be taught?  How will delivery time be allocated?  What other learning and teaching support will be offered?  What work is being set between sessions? | | | | | | | |
| K | Direct and indirect contact hours | This module is equivalent to 200 hours of learning. ??% of the time given to contact delivery and ??% to online structured learning.  The remainder is preparation for lessons, independent study and assessment preparation.  This module runs for one trimester. | | | | | |
| L | Ethical issues which relate to this module’s teaching and assessment | | | | | | |
| The assessment requires full ethical approval by filling in the Ethics Proposal form available at <https://grimsby.ac.uk/quality-and-standards-handbook-home/>, Section HE14  The assessment requires a minuted conversation with the module tutor before research should be conducted. There should be a guarantee of safe/legal data gathering and careful anonymity of the public or other students. It is not the responsibility of the TEC Partnership to be the final arbiter about what is legal or illegal. Moral and ethical judgements must be made about the way data will be obtained, stored and used and if there are any concerns then a full ethics proposal must be written and submitted. The Ethics Proposal form is available at <https://grimsby.ac.uk/quality-and-standards-handbook-home/>, Section HE14  The assessment is secondary research only and if completed as such contains no ethical issues and can be completed without an ethics proposal as the work of others and/or intellectual property is clearly identified in the submission. Should you undertake research other than the way it is described in the assessment brief you must contact your module tutor to discuss it before you start. | | | | | | | |
| M | Methods of assessment | Include here whether the module is Compensatable or Non-Compensatable.  Ensure you show consistency with the layout of the assessment methods ie:  Report (50% - 2000 words)  For presentations or exams only a time is needed (not a word equivalence) | | | | | |
| N | Methods of reassessment  (if different to M) |  | | | | | |
| O | Rationale for assessment and reassessment | | | | | | |
| Please explain the rationale for assessment and reassessment | | | | | | | |
| P | Assessment Mapping | | | | | | |
| Assessment | | | Percentage | LO1 | LO2 | LO3 | LO4 |
| 1. Essay | | | 50% | X | X |  |  |
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| Q | Indicative content | | | |
| Bullet pointed list of content which may be covered | | | | |
| R | Core and indicative reading | | | |
| Core Reading  Indicative Reading  Websites  Journals | | | | |
| S | Resource needs essential for delivery of this module | | | |
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| T | Minor Modifications | | | |
| Version | | Details of modification | Date of HEQA Approval | Date of approval by AASSC |
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| Curriculum Map | | | | | | | | | | | | | | | | | | | |
| Key | Work – State WB or WR or blank  Comp = Compensatable Y or N | | | | | P = Partially achieved Learning Outcome  F = Fully achieved Learning Outcome | | | | | | | | | | | | | |
| Module name | | Level | Work | Module Leader | Assessment and Weighting | | Comp | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Research and Study Skills  (EXAMPLE) | | 4 |  | Nathan Michael | Essay (50%)  Presentation (50%) | | N | P |  | P |  |  | P |  |  | P |  |  |  |
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| TEC Partnership Graduate Mapping | | | | |
| TEC Partnership Graduate Attributes | | Assessment References | Module References | To be covered in tutorial |
| Fortitude and Criticality | • Adaptability to changing situations |  |  |  |
| • Being productively disruptive |  |  |  |
| • Resilience |  |  |  |
| • Preparing for unknown futures |  |  |  |
| • Finding alternative solutions to problems |  |  |  |
| Teamwork | • Human interaction skills |  |  |  |
| • Leadership and followership skills |  |  |  |
| • Project development and/or management |  |  |  |
| Presentation | • Confidence in communication |  |  |  |
| • Digital skills and adaptability |  |  |  |
| • Time Keeping |  |  |  |
| • Self-Presentation |  |  |  |
| Personal Values | • Professional attitudes and values |  |  |  |
| • Ethics and morals |  |  |  |
| • Self-Care and care of others |  |  |  |

THIS COMPLETED PRO FORMA **MUST** BE SUBMITTED **ELECTRONICALLY** TO [HEQA@tecpartnership.ac.uk](mailto:HEQA@tecpartnership.ac.uk)

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| 33 | Signature of Chair of FAP |  |
| 34 | Date |  |
| 35 | Signature of the Chair of AASSC |  |
| 36 | Date |  |

For FAP Use

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| 37 | Date approved by AASSC |  |