

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 of Further and 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 BA (Hons) Photography (Top-Up)						
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"> <tbody> <tr> <td>UG Single honours</td> <td></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							

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	PG Dip								
	Taught Masters								
	Foundation Degree		<i>Please indicate articulation routes:</i>						
	Honours Stage (Top-up)	a							
	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>								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Franchised</td> <td style="width: 20%;"></td> </tr> <tr> <td>Consortium</td> <td></td> </tr> <tr> <td>Validated</td> <td>a</td> </tr> </table>			Franchised		Consortium		Validated	a
Franchised									
Consortium									
Validated	a								
6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>								
	a. W6G4								
7	JACS codes <i>If known, please include the appropriate JACS codes for the programmes.</i>								
	tbc								
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>								
	University Centre Grimsby HE Creative and Digital Nuns Corner Grimsby DN34 5BQ								
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>								
	Paul Andrew Julian Lewis lewis@grimsby.ac.uk								
11	University Link Faculty and School								

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<i>Please state the primary link faculty and school at the University of Hull</i>										
	Faculty of Arts, Culture and Education School of Arts										
12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>										
	tbc										
13	Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>										
	University Centre Grimsby HE Creative and Digital Nuns Corner Grimsby DN34 5BQ										
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> </table>		Full-time	a							
Full-time	a										
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: 60%;">On-campus/Blended</td> <td style="width: 20%;">a</td> <td style="width: 20%;"></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		Online/Distance			Other		<i>Please specify:</i>
On-campus/Blended	a										
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										
17	Trimesters <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i>										

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<table border="1"> <tr> <td>Trimester 1 – T1</td> <td>a</td> </tr> <tr> <td>Trimester 2 – T2</td> <td>a</td> </tr> <tr> <td>Trimester 3 – T3</td> <td></td> </tr> </table>	Trimester 1 – T1	a	Trimester 2 – T2	a	Trimester 3 – T3	
Trimester 1 – T1	a						
Trimester 2 – T2	a						
Trimester 3 – T3							
18	<p>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></p>						
	<p>Week 1 – Orientation to this level of study</p> <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>						
19	<p>Balance of credits across trimesters <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 (60 per trimester)</p>						
20	<p>Classification weighting <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>						
	<p>(a) 100 (Honours stage top-up)</p>						
21	<p>Progression arrangements for Integrated Masters and/or Preliminary Stage <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>						
	<p>N/A</p>						
22	<p>Professional, Statutory or Regulatory Bodies <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>						
23	<p>Relevant Subject Benchmark Statements</p>						

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<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>																																														
	QAA SBS for Art and Design, 2017																																														
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>																																														
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;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Identifiers</th> <th colspan="2" style="width: 25%;">First intake</th> <th colspan="2" style="width: 25%;">Second intake</th> <th colspan="2" style="width: 25%;">Third intake</th> </tr> <tr> <th style="width: 12.5%;">Home/EU</th> <th style="width: 12.5%;">Overseas</th> <th style="width: 12.5%;">Home/EU</th> <th style="width: 12.5%;">Overseas</th> <th style="width: 12.5%;">Home/EU</th> <th style="width: 12.5%;">Overseas</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">a</td> <td style="text-align: center;">8</td> <td></td> <td style="text-align: center;">10</td> <td></td> <td style="text-align: center;">12</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Identifiers	First intake		Second intake		Third intake		Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas	a	8		10		12																						
Identifiers	First intake		Second intake		Third intake																																										
	Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas																																									
a	8		10		12																																										
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>																																														
	(a) Trimester 1 2019 (September)																																														
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>																																														
27	<p>Programme Rationale and Overview <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>																																														

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<p><i>Please refer to Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design</i></p>
	<p>The proposed programme is a level 6 honours ‘top-up’ intended to provide students progressing from a relevant FdA programme (or equivalent) with the opportunity of gaining a full BA (Hons) in Photography. The programme aims to provide students with the space to design, plan, co-ordinate and manage both creative / photographic and critical / academic work, resulting in graduates who are as capable of exploring photographic practice within a critical context as they are at producing examples of photographic work; and who are as comfortable writing and speaking about photography, its rich and varied history and cultural importance, as they are working ‘in the field’ or in a studio setting.</p> <p>The programme intends to balance the creative with the critical, leading to graduates who are equally capable of progressing on to postgraduate study or working as independently-minded, creative practitioners within whatever field of photography interests them. Students will also get experience in collaborating with like-minded individuals to organise an exhibition and promote their work through both traditional channels and new opportunities that have presented themselves in the digital age (for example, via websites, social media and self-publishing). The intention is that graduates from the programme will demonstrate initiative, self-motivation and criticality towards both their own work and the work of other practitioners.</p> <p>A core aspect within the study of photography entails an engagement with the variant relationships that exist between areas of photographic practice and their artistic, industrial and social / cultural contexts. Students will be encouraged to explore these issues whilst practising independence in terms of the planning, managing and organisation of both a long-term photographic project and an academic research project. Through these areas of practice, students will be required to articulate an appreciation and comprehension of key issues within contemporary photography; students will thereby be encouraged to extend their photographic practice whilst also demonstrating the ability to situate their methodologies in relation to those practiced by other photographers – both contemporary and historical. Graduates from the programme will be capable of articulating the methodologies within their photographic work, with the aim of producing work which is not simply technically competent but demonstrates a level of originality and engagement with both photographic history / theory and relevant social / cultural issues.</p> <p>The Level 6 ‘top-up’ programme is intended to provide students with the skills they need in order to progress on to postgraduate study in photography or related subjects, or to allow them entry into graduate level employment: for example, as a practising photographer within a commercial context or initiating and promoting their own work (for example, in a fine art or documentary-related context); or, alternatively, in relevant disciplines (for example, teaching or writing about photography and other aspects of the arts and culture).</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> <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>

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<p>The programme aims:</p> <ul style="list-style-type: none"> • Develop students' abilities to accurately employ established techniques of analysis and enquiry in relation to examples of photographic practice, both pre-existing and student-generated; • Facilitate students' abilities to devise, plan, implement and manage an independent project within an area of photographic practice; • Develop in students a systematic understanding of key issues and debates that are at the forefront of contemporary photography; • Encourage students to analyse and negotiate professional and ethical issues relevant to their areas of practice within photography; • Develop in students an ability to devise, plan and implement an independent research project examining an issue relating to the study of photography, managing their own learning and using research techniques appropriate to study at Level 6. 									
<p>29</p>	<p>Programme Outcomes</p> <p><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>									
	<p>On successful completion of this programme, students will:</p> <table border="1" data-bbox="188 1630 1345 2033"> <thead> <tr> <th data-bbox="188 1630 300 1697">POs</th> <th data-bbox="300 1630 1061 1697">Programme Outcome Text</th> <th data-bbox="1061 1630 1345 1697">Programme/ Variant Identifier</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 1697 300 1848">PO1</td> <td data-bbox="300 1697 1061 1848"> Evidence breadth and depth of awareness of issues at the forefront of contemporary photographic practice. 4.4i, 6.5i, 6.5ii, 6.5iii, 6.5v, 6.5vi, 6.9i, 6.9ii, 6.9iii, 6.9iv </td> <td data-bbox="1061 1697 1345 1848">aa</td> </tr> <tr> <td data-bbox="188 1848 300 2033">PO2</td> <td data-bbox="300 1848 1061 2033"> Devise, plan, implement and sustain an independent photography-based project, demonstrating initiative and personal responsibility. 6.4i, 6.4ii, 6.4iii, 6.6Ai, 6.6Aii, 6.8i, 6.8iii, 6.8iv, 6.8v, 6.8iv </td> <td data-bbox="1061 1848 1345 2033">aa</td> </tr> </tbody> </table>	POs	Programme Outcome Text	Programme/ Variant Identifier	PO1	Evidence breadth and depth of awareness of issues at the forefront of contemporary photographic practice. 4.4i, 6.5i, 6.5ii, 6.5iii, 6.5v, 6.5vi, 6.9i, 6.9ii, 6.9iii, 6.9iv	aa	PO2	Devise, plan, implement and sustain an independent photography-based project, demonstrating initiative and personal responsibility. 6.4i, 6.4ii, 6.4iii, 6.6Ai, 6.6Aii, 6.8i, 6.8iii, 6.8iv, 6.8v, 6.8iv	aa
POs	Programme Outcome Text	Programme/ Variant Identifier								
PO1	Evidence breadth and depth of awareness of issues at the forefront of contemporary photographic practice. 4.4i, 6.5i, 6.5ii, 6.5iii, 6.5v, 6.5vi, 6.9i, 6.9ii, 6.9iii, 6.9iv	aa								
PO2	Devise, plan, implement and sustain an independent photography-based project, demonstrating initiative and personal responsibility. 6.4i, 6.4ii, 6.4iii, 6.6Ai, 6.6Aii, 6.8i, 6.8iii, 6.8iv, 6.8v, 6.8iv	aa								

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	PO3	Select and explain key aspects and theories relating to photographic practice in a manner that is complex, coherent and detailed. 4.4ii, 6.5i, 6.5ii, 6.9i, 6.9ii, 6.9iii	aa	
	PO4	Critically analyse both pre-existing and student-generated examples of photography, accurately employing established techniques of analysis and enquiry within the discipline. 6.4ii, 6.6Bi, 6.6Bii, 6.6Ei, 6.6Eii, 6.8ii, 6.8iv	aa	
	PO5	Identify, justify and use relevant photographic techniques and methods of analysis, confirming the ability to select and employ appropriate materials, processes and resources 6.4ii, 6.4iii, 6.4iv, 6.8i, 6.8ii, 6.8iii, 6.8iv, 6.8v, 6.8vi	aa	
	PO6	Employ critical analysis to make judgements about examples of photographic practice, supporting this with reference to important and complex theories and sources. 6.4ii, 6.6Bi, 6.6Bii, 6.6Ei, 6.6Eii, 6.6Eiii, 6.8ii, 6.8iv, 6.9i	aa	
30	<p>Learning and Teaching Approach <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> <p><i>Please refer to Briefing Note B: Developing Disciplinary Pedagogies</i></p>			
	<p>The Level 6 'top-up' is intended to develop the students' independence within the subject area. Students will be required to take ownership of their learning in the production of a Major Project and Dissertation, with teaching staff operating largely as facilitators. The aim is to provide students with the confidence to work independently, with support and guidance in the form of tutorials. Students entering the Level 6 programme will already have a grounding of the principles of the subject area, including a comprehension of key theories and methods of analysis, photographic skills and experience in producing photographic work within both commercial and non-commercial genres; consequently, the intention of the proposed programme is to provide students with a space in which to practise and extend both their academic comprehension of photography and their skills in the field of photography.</p> <p>Students will also be encouraged via seminars, to reflect on the professional contexts in which photographers work, discussing types of employment within photography and preparing an 'exit strategy' that may involve progression on to postgraduate study or the seeking of employment within photography (or a photography-related area).</p>			


APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<p>The cohort will be asked to collaborate in the planning, organisation and production of an exhibition showcasing their work. Students will be assisted in this via the delivery of seminars, workshops and tutorials intended to enable students to take ownership of this aspect of the programme whilst being cognisant of appropriate mechanisms of support and advice.</p> <p>The Grimsby Institute delivers programmes over three triunes; this equates to trimester 1 & 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>
<p>31</p>	<p>Assessment Approach <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 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>Assessment will be via production of both photographic work (evidenced through an independent major project) and critical engagement with relevant issues within photography (evidenced via a dissertation). Given that this is Level 6, students will be expected to demonstrate independence in the selection of appropriate projects / topics, with appropriate guidance from the module leaders / project supervisors. These forms of assessment are designed to demonstrate students' independence and their ability to select, manage, plan and implement a relevant and appropriate project. The Major Project and Dissertation modules are intended to assess the students' application of skills (both those related to photography and, more widely, encompassing their ability to work independently) alongside their comprehension of relevant theories, methods of analysis and contexts relating to the study of photography.</p> <p>Alongside this, students' comprehension of the professional contexts in which photography is produced will be assessed via a project intended to encourage students to research and reflect on the types of employment relevant to photography, and the production of an 'exit strategy' intended to facilitate students' awareness of the potential routes for progression (on to either further study or employment) available to them.</p> <p>Finally, working together, students will also be required to plan, organise and manage an exhibition in which their work is showcased to an audience, encouraging students to consider issues relating to the contexts of exhibition of examples of photography, negotiating professional ethics and demonstrating an ability to work collaboratively.</p>
<p>32</p>	<p>Key Areas of Study <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>

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<p>The Level 6 ‘top-up’ programme is intended to develop students’ appreciation and comprehension of photography through engagement with its underpinning theories, examination of specific and important examples of photographic practice and their social / historical contexts, and consideration of the role photography plays in its broader cultural context. Students will be given autonomy in terms of their ability to devise their own final major project and dissertation topic, with support from their project supervisors. Students will also be encouraged to consider methods via which they may distribute their photographic work to relevant audiences, via a collaborative exhibition and considering also the importance of publication (and self-publication) within contemporary photography. Students will collaborate in staging an exhibition of their work, which will be accompanied by publication, allowing students to build a portfolio as practising photographers within their own specific area of specialism.</p>
33	<p>Curriculum Structure <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>In triune one, students will look at the professional contexts in which photography is enacted, considering how to extend their photographic practice upon completion of their degree, either through continuation of studies or practising photography within an employment-based context. Students will also create a significant major project within an area of photography of their own choice; this takes place throughout Triune 1 and 2 in designing, planning and managing this project, students will demonstrate initiative and independence. This major project will be completed and submitted at the end of triune two, in preparation for the exhibition students will be expected to plan and stage in triune three.</p> <p>In triune two, students will also work towards producing a dissertation investigating an area of photography or issue within the medium; this dissertation will be completed and submitted in triune three.</p>

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	In triune three, students will collaborate in organising and staging an exhibition of their Major Project work. They will also complete and submit their dissertation, in which they will be expected to investigate an area of photography (its history and / or practice) or issue within the medium.
34	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>
	(a) Dissertation (a) Major Project
35	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>
	(a) Dissertation – non-condonable (a) Major Project – non-condonable
36	Internationalisation <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> <i>Please refer to Briefing Note F: Internationalising the Curriculum</i>
	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. 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. Culture and identity are recurrent themes in creative disciplines and the exploration of different international cultural approaches is encouraged in practical and theoretical work. Students will have an opportunity to explore issues that around internationalisation and different international photographers in the curriculum through the Dissertation and Major Project modules of the programme. This will reflect the global nature of many photography disciplines, especially as students develop into professional freelance photographers, and may look to seek work beyond the UK industry.
37	Inclusivity <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>

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<i>Please refer to Briefing Note E: Developing an Inclusive Curriculum</i>
	<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. Students will also be invited in for advice and support through the DSA procedure.</p> <p>Each student is entitled to tutorials 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>Within the Faculty of Digital and Creative Industries, curriculum content reflects a broad and inclusive ethos. Emphasis is placed on individual 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.</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	Employability <i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i>
	<p>The proposed programme will contain within it a module in which students will be asked to reflect on and consider issues relating to employment within photography, examining different types of employment as they relate to various areas of photographic practice. Students will be encouraged to reflect on the distinction between more conventional models of employment in commercial genres of photography (for example, advertising or fashion photography) and the importance of exhibition and (self-)publication in genres such as social documentary photography and fine art photography. Within the local area, most full-time photographers are self-employed and involved in some aspect of social photography (for example, wedding and family photography; event photography) or balance this with involvement in commercial photography (for example, industrial / corporate photography). For graduates, there is scope for practising fine art / documentary photography alongside this type of employment or other full-time employment (in 'survival' jobs or related areas, such as education).</p>

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	<p>Students will be required to produce an assessed project examining and reflecting on different types of employment within the field of photography – for example, reflecting on the differences between ‘on spec’ and ‘on assignment’ work – and they will also be expected to produce an ‘exit strategy’ detailing their intentions upon graduating from the programme.</p> <p>Alongside the self-publication of a book showcasing their Major Project, students will be tasked with planning, organising and implementing an exhibition of their independent projects. The aim of both of these tasks is to provide students with something they can use, upon completion of the course, to evidence their skillset and provide them with ‘market value’ in their search for employment.</p>
39	<p>Student engagement in curriculum and pedagogic design <i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>Students are invited to attend and feed back to the course team via biannual meetings. These meetings offer a space in which the student body, via their representatives, can help determine future development of the programme and specific elements within it. Students are also required to provide feedback on a modular level via Module Evaluation Questionnaires, the results of which are compiled in tutor feedback per module, which is then developed into an annual monitoring report that reflects on strengths and weaknesses of the programme as a whole.</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>Students may find it necessary to investigate potentially sensitive topics within their Dissertation and Major Project modules. In such cases, students will be asked to submit proposals for ethical approval at the local level (within HE Creative and Digital) and, if required, at institution level.</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>
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>

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	In 2017 the Programme Leader developed a website showcasing the work of students on our photography programmes, and also plans to produce a regular publication (in the form of a trade book or magazine) in which our students' work is exhibited. Both of these projects are intended to be available to a wider audience, helping to market the programme beyond the local area.												
43	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>												
	(a) Students will be required to have successfully completed 240 credits from the first two years of study on a Foundation Degree or DipHE in photography or related discipline with a minimum average of 50% at level 5.												
44	Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i>												
	None												
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></td> </tr> <tr> <td>Library:</td> <td></td> </tr> <tr> <td>Admissions:</td> <td></td> </tr> <tr> <td>Careers:</td> <td></td> </tr> <tr> <td>Visa Compliance:</td> <td></td> </tr> <tr> <td>Other (<i>Please specify</i>):</td> <td></td> </tr> </table>	Estates:		Library:		Admissions:		Careers:		Visa Compliance:		Other (<i>Please specify</i>):	
Estates:													
Library:													
Admissions:													
Careers:													
Visa Compliance:													
Other (<i>Please specify</i>):													
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 development of the Level 6 'top-up' programme would have a positive impact on our current provision, enabling our FdA Photography students to gain a full BA (Hons) in the subject area without travelling out of the local area. It is expected that the majority of students on the FdA programme will wish to progress on to study at Level 6, giving them the opportunity to, upon graduation, progress on to postgraduate study or find graduate level employment.												
E	POST PROGRAMME OPPORTUNITIES												

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

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>
	Students could progress to postgraduate study in photography, or a related discipline, at another institution (GIFHE does not currently offer in-house opportunities for postgraduate study in arts-related fields). Alternatively, students may wish to progress on to a PGCE qualification.
46	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>
	Completion of the programme will enable students to enter on to graduate level employment within photography, devising and developing their own photography businesses or continuing to extend their practice via the production of fine art or documentary photography.

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

F	<p>CURRICULUM MAPS</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>In Column 4, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.</i></p> <p><i>In Column 5, please indicate against each of the programmes and pathways listed on this form which modules are Core (C) or Optional (O).</i></p> <p><i>In Column 6, please indicate how each module meets each programme outcome either Fully (F) or Partially (P).</i></p> <p>Please note: A student may exit a programme at defined stages resulting in intermediate programme awards (e.g. Certificate, Diploma, Postgraduate Certificate, Postgraduate Diploma). 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. A worked example is provided in Appendix 1.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">KEY:</td> </tr> <tr> <td>P/V= Programme or Variant</td> <td>PO = Programme Outcome</td> </tr> <tr> <td>PW = Pathway</td> <td>T1,2,3 = Trimester 1,2,3</td> </tr> </table>	KEY:		P/V= Programme or Variant	PO = Programme Outcome	PW = Pathway	T1,2,3 = Trimester 1,2,3
KEY:							
P/V= Programme or Variant	PO = Programme Outcome						
PW = Pathway	T1,2,3 = Trimester 1,2,3						

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS															
Programme/Variant Titles and Identifiers:															
1	2	3	4	5			6								
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Honours Stage															
Triune1															
Creative and Professional Development	6	20	Essay Portfolio	C				F	F		F		F		
Triune 1 and Triune 2															
Major Project	6	40	Photographic Project	C				F	F	F		F	F		
Triune 2 and Triune 3															
Dissertation	6	40	Dissertation	C				F	F	F	F		F		
Triune 3															
Exhibition	6	20	Exhibition Reflective Essay	C				F	F	F			F		