TEC Partnership

Changing lives every day

BA (Hons) Music Production

BA (Hons) Popular Music Performance

2025

1. Programme Summary

Title of Programme	Music Production (a) Popular Music Performance (b)
Award Types	BA (Hons)
Contained Awards	Certificate of HE for successful completion of 120 credits at Level 4 Diploma of HE for successful completion of 120 credits at Level 5 Pass Degree for 60 credits (300 total) at Level 6.
Awarding Body	TEC Partnership
UCAS Codes	Grimsby – WM72 (a) WM73 (b) ERC – WM75 (a) WM74 (b)
HECOS Codes	100223 (a) 100657 (b)
References used in the design of the programme	QAA Subject Benchmark Statement - Music April 2025
Accrediting Professional or Statutory Body (if applicable)	n/a
Mode of study (full and part time)	Full time
Duration of study (in years)	Three years
Number of weeks per academic year	31
Location of Delivery and Faculty	Grimsby Institute of Further and Higher Education East Riding College
Minimum numbers to start the programme	8 on each pathway per site

2. Entry Requirements

Standard offer

Applicants will require 64 UCAS points, 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, a 1000-word piece of writing that focuses on a specific genre of music or the work of an important practitioner, and a judgement made considering their academic potential and relevant work/experience. The interview process will review any previous experience that would be considered appropriate, whilst the written task will enable us to assess a level of academic writing and study skills.

Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or work/life experience or other uncertificated learning (RPeL). Please refer to the HE21 Student Transfer and the Recognition of Prior Learning.

3. Degree Classification Weightings

The degree classification is normally awarded based on the weighted average (30/70) of the marks achieved at levels 5 & 6

4. Aims of the Programme

The study of music production and performance is an exciting journey that is more accessible than ever before and filled with dynamic, diverse and niche opportunities. In the ever-evolving world of music, this field is constantly adapting and transforming. Our newly designed degrees ensure that the topics covered are not only relevant but also credible in today's vibrant music industry. By integrating modern production techniques and performance practices, the program enhances students' knowledge and skills, empowering them to embrace sustainability and the digital age in music.

Students will embark on a path towards careers in the ever-changing music landscape, equipped with creative leadership, technical production skills, and performance abilities. This programme offers a unique perspective on today's complex and diverse music industry, applying to both pathways, by equipping students with particular skillsets and understanding of what is required to work in industry. Students will progressively engage with the innovative thinking and practices of effective music producers and performers. The new BA (Hons) degree is a gateway for passionate individuals, whether in production or performance, to gain a profound understanding of the industry. They will blend general music business skills with a specialised focus of their choosing, such as production and performance, as well as a variety of other industry specialisms, including management, sound engineering and freelance career paths, ensuring their education is directly applicable to today's opportunities.

The programme will also equip students with a vast array of technical knowledge, including an in-depth knowledge of industry-standard Digital Audio Workstations (Pro Tools, Logic Pro X, Cubase), as well as microphone applications and techniques, modern mixing techniques and performance standards and etiquette. The programme will also give students a fundamental knowledge and understanding of the business side of the industry.

Students will have access to industry-standard recording facilities and rehearsal spaces and will be encouraged to take full advantage of their availability. At Grimsby, the dedicated Apple MIDI suites are all equipped with industry-standard software such as Pro Tools and Logic Pro X, as well as MIDI controllers at every desktop machine. At East Riding College, students have access to Cubase and PC

laptop stations. Whilst many of these digital audio workstations may vary in specific functionality, the overall skills attained can be transferable across all platforms.

The aims of the programme are:

1. Provide students with the ability to understand and apply theoretical and contextual concepts: Through deconstructing and critically analysing their own practice, students will be able to apply these concepts to real-world scenarios in the competitive and fast-paced music industry. (a&b)
2. Foster creative music creation and composition skills: Equip students with the necessary skills to create and compose music in innovative and effective ways, making the most of current technological advances. (a&b)
3. Enable confident operation in studio recording sessions: Allow students to access and confidently operate in both individual and group studio recording sessions, both in-house and with clients. (a)
4. Offer opportunities for music performance: Provide students with the chance to practice production and performance using industry-standard equipment in both individual and group rehearsal settings. (b)
5. Enhance understanding of the music industry and employment opportunities: Develop students' understanding of the music industry and the various employment roles available as a musician or producer. (a&b)
6. Cultivate research and inquiry skills: Develop students' ability to apply research and inquiry skills to explore related topics in depth. (a&b)

Both courses will run alongside each other with one pathway-specific module at Level 4 and Level 5. The modules are designed to enable students to reach their potential as a performer, producer and as an all-round creative practitioner. For musicians who purely want to perform, having a particular set of studio-based skills will enable the learner to stand out from the crowd. Being able to market themselves and /or their music on social platforms as well as out in the industry is essential for today's industry climate. Producers will be able to make the most of the provided facilities and fine-tune their personal sonic signatures whilst also developing the skills to apply to industry. The study skills elements in the courses will help students effectively present ideas and research using appropriate language and terminology.

Overall, the courses aim to set students up ready for going into further study, such as a PGCE or master's degree, as well as going directly into industry in either paid employment or as a freelance practitioner.

5. Programme Learning Outcomes (FHEQ)

No.	Programme Learning Outcomes *By the end of this programme, students will be able to:*	Subject Benchmark Reference
1.	Critically analyse and apply theoretical concepts to small and large-scale digital recordings. (a)	4.7.5, 4.7.6, 4.8.5
2.	Critically analyse and apply theoretical techniques when preparing for and taking part in performances. (b)	4.7.4, 4.7.5, 4.8.4
3.	Demonstrate recording and production skills to an industry standard of technical competence. (a)	4.8.1, 4.8.3, 4.8.5, 4.9.4, 4.9.6, 4.9.7, 4.9.8
4.	Demonstrate rehearsal and performance skills to an industry standard. (b)	4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.9.2, 4.9.4
5.	Compose music using a broad range of creative skills and, where necessary, make reference to and demonstrate music theory techniques. (a&b)	4.7.1, 4.7.5, 4.7.6, 4.8.1, 4.8.4, 4.8.5, 4.9.4, 4.9.1, 4.9.2, 4.9.7
6.	Conduct relevant research and present findings, incorporating study skills to adhere to academic conventions. (a&b)	4.7.1, 4.7.2, 4.7.4, 4.9.1, 4.9.2, 4.9.6
7.	Critically evaluate and reflect on cultural and social awareness of historic key developments in music. (a&b)	4.7.2, 4.7.3, 4.9.5, 4.9.10
8.	Work collaboratively with others on new and innovative creative work. (a&b)	4.8.4, 4.9.1, 4.9.3, 4.9.4, 4.9.9, 4.9.11
9.	Reflect and critically comment on own work and that of established practitioners in the field of music. (a&b)	4.7.1, 4.7.5, 4.8.2, 4.8.3, 4.9.1, 4.9.2, 4.9.5, 4.9.11
10.	Demonstrate use of live and studio technology, including software, in the creation of recordings and practical applications. (a&b)	4.7.6, 4.8.1, 4.8.4, 4.8.5, 4.9.4, 4.9.7
11.	Demonstrate occupational competence within live and studio applications. (a&b)	4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.8.5, 4.9.7, 4.9.8

6. Additional Outcomes Aligned to PSRB or Apprenticeship Standards

No.	Learning Outcomes	Reference
1.	n/a	

7. Graduate Attributes and Threshold Characteristics

Level 4

A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- Select and employ relevant technologies and methods associated with the writing and creation of music.

- Work creatively to demonstrate understanding and implementation of skillsets required for Production and Performances.
- Evidence and engage with research relating to your chosen subject area.
- Analyse, evaluate and critique key areas of the music industry.

Level 5
A student achieving level 5 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- Devise, prepare and critically comment on suitable productions or performances suitable for the creation of portfolios.
- Evaluate and analyse a range of applications where appropriate audio and balance would be required.
- Demonstrate an understanding of sonic qualities within music, identifying key components and characteristics appropriate to the piece.
- Engage with analyses and presentation of key historical topics relating to specialism within the industry.
- The ability to demonstrate competence when applying a range of music performance skills, techniques, and styles (performance).
- The ability to demonstrate competence when applying a range of theories and skills related to music recording and production (production).

Level 6
A student achieving level 6 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- Exercise self-management skills and apply a thorough and comprehensive understanding of the key areas of Production or Performance, both practically and academically.
- Demonstrate and critically analyse a range of Production and Performance attributes.
- Demonstrate cognisance of routes of employment and potential areas for further study (i.e., graduate careers and postgraduate study opportunities).
- Present work and critically analyse models and frameworks related to the Music Business and Digital Promotion.
- Select, retrieve and analyse information from a variety of source types.
- Collaborate with peers in the industry to present and exercise working to a client brief.

8. Programme Structure

Music Production (a)

Module Title	Core / Option	Credits	Level	Delivery
Digital Audio Workstation Skills	C	10	4	T1
Live Sound	C	10	4	T1
Research and Study Skills	C	10	4	T1
Song Writing and Composition	C	20	4	T2
Production	C	40	4	T2&3
Sound Production	C	30	4	T2&3
Negotiated Skills Development	C	20	5	T1
Independent Research Studies	C	20	5	T1
Studio Mixing Techniques	C	20	5	T2
Production Portfolio	C	40	5	T2&3
Mixed Media Production	C	20	5	T2&3
Music Business and Digital Promotion	C	20	6	T1
Research Practice	C	40	6	T1,2&3
Final Individual Project	C	40	6	T1,2&3
Collaborative Practice	C	20	6	T2

Popular Music Performance (B)

Module Title	Core / Option	Credits	Level	Delivery
Digital Audio Workstation Skills	C	10	4	T1
Live Sound	C	10	4	T1
Research and Study Skills	C	10	4	T1
Song Writing and Composition	C	20	4	T2
Performance	C	40	4	T2&3
Sound Production	C	30	4	T2&3
Negotiated Skills Development	C	20	5	T1
Independent Research Studies	C	20	5	T1
Studio Mixing Techniques	C	20	5	T2
Performance Portfolio	C	40	5	T2&3
Mixed Media Production	C	20	5	T2&3
Music Business and Digital Promotion	C	20	6	T1
Research Practice	C	40	6	T1,2&3
Final Individual Project	C	40	6	T1,2&3
Collaborative Practice	C	20	6	T2

9. Teaching and Learning Strategy

Level 4

At Level 4, core music concepts and techniques will be introduced through lectures, with seminars and workshops providing a space for students to practice these methods of analysis and engage in discussions, fostering peer learning. Lectures and seminars will also enable students to develop key professional skills for the music industry and their future career progression.
Additionally, at Level 4, students will engage with the academic skills required for undergraduate study, with methods of research and academic writing embedded in the Trimester 1 module *Research and Study Skills* and throughout the programme.
At Level 4, students will be equipped with the foundational skillsets needed to excel in their chosen field of Production/Performance.

Level 5

Level 5 of the programme encourages students to build on the skills acquired at Level 4 and apply them to a variety of music performance and production contexts. Students will also have the opportunity to specialise in areas related to composition, live performance, recording techniques, or music theory. This will be complemented by core modules that deepen understanding of music production and performance within an industry professional context. Research skills will be further developed through a dedicated module, *Independent Research Studies*, enhancing academic writing and presentation skills. At this level, there will be a greater focus on independent learning and research to complement the lecture and seminar schedule.

Level 6

Level 6 is designed to foster students' independence within the field of music performance or production. Students will be required to take ownership of their learning by completing a dissertation and final independent music project, with teaching staff serving as supervisors. The aim is to equip students with the confidence to work independently, supported by tutorials for guidance and feedback. By the time students enter Level 6, they will have a solid grounding in the principles of various aspects of music performance and production, including an understanding of key theories, techniques, and methods of practice. Students will also have a strong foundation in their chosen field of performance or production, enabling them to transition into industry or postgraduate study.

10. Support for Student Learning

The needs of disabled learners are considered in the design of all learning programmes.

Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, and analytical and critical writing skills.

11. Quality and Standards Indicators

The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners reports are received by the HE Quality Office and a copy forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports, and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the HE Quality Office to ensure key sources, such as External Examiner reports, are fully reflected upon before being published and also to reduce variability in the quality of information presented.

12. 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 its 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 for 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.

13. Management of Ethical issues within the programme.

Work submitted for assessment will comply with the Code of Practice established in TEC Partnership's published guidelines for the ethical approval of research projects - https://tecpartnership.com/quality-standards-handbook/ - Section (HE14).

Where students participate in projects involving other participants, both projects involving academic research and practical projects requiring external participants, ethical approval must be sought at either the faculty level or committee level, depending on the nature of the research being conducted. This ethical approval is intended to identify and mitigate potential issues relating to risk (to both the student and other participants), consent, and also to matters of intellectual ownership. Within some modules, as identified in module descriptions, all students will be asked to submit proposals for ethical approval at the faculty level; depending on the nature of research/work being conducted, this may progress to seeking approval at the committee level.

Unless specified otherwise, copyright for all works produced by students within the programme must reside within the students themselves, thus ensuring that students may, as they progress through the programme, gather a portfolio of work of which they retain full ownership. However, there may be instances in which students will be expected to allow TEC Partnership to publish or exhibit their work without financial gain, in order to celebrate good practice or promote the programme.

14. Management of Work-Based Learning Opportunities

N/A

15. Resources needed to pass the programme.

Students enrolled on the Performance pathway will be expected to have their own instruments already. From a practical point of view, we do not expect students to bring in Drums, Amplifiers or PA Systems; however, where possible, students are expected to bring in their own instruments of choice (guitar, bass, brass, woodwind, etc.). Some guitars (both electric and acoustic) are available for loan

within the department, as well as microphones. Lockers are also available to students for the safe storage of instruments.

Both Production and Performance learners would benefit from and will be encouraged to have their own computer, along with their digital audio workstation of choice, for working off-site. Students would also qualify for some discounts on particular hardware and software.

16. Resources supplied to the student.

Drum kits, amplifiers, keyboards, PA systems and Recording Studio facilities are available onsite. Access to industry software platforms will be available on campus as well as desktop computers, MIDI controllers and headphones. Whilst students are encouraged to have their own resources for use offsite, the equipment and facilities available at both Grimsby and ERC campuses will provide enough opportunity to successfully achieve on both programmes.

17. Curriculum Map

Key: WBL – Work-Based Learning, WRL – Work-Related Learning, Comp – Compensation Y or N.

P – Partially achieved learning outcome, F – Fully achieved learning outcome

Module Name	Level	WBL/WRL	Module Leader ***GI***	Module Leader ***ERC***	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11
Digital Audio Workstation Skills	4	N/A	Matthew Cade	Adam Dowd	Two-minute Original MIDI Sequence 100%	Y			P		P				P	P	P
Live Sound	4	N/A	Matthew Cade	Adam Dowd	Practical Assessment – 15 minutes 100%	Y		P		P						P	P
Research and Study Skills	4	N/A	Tom Milner	James Coggin	Task-based portfolio 100%	Y	P	P				P	P		P		
Song Writing and Composition	4	N/A	Tom Milner	James Coggin	Portfolio of Ideas or Demos – 3 minutes 50% Finished Composition – 3 minutes 50%	Y	P	P			P					P	
Production	4	N/A	Matthew Cade	Adam Dowd	Portfolio of Production Work – 10 minutes 50% Presentation Diary and Evaluation of Work – 10 minutes 50%	N	P		P			P	P	P		P	P
Performance	4	N/A	Andy Thomas-Downes	James Coggin	Practical Performance – 10 minutes 50% Presentation/Evaluation – 10 minutes 50%	N		P		P			P	P		P	P
Sound Production	4	N/A	Matthew Cade	Adam Dowd	Finished Recording – 3:30 minutes 60% Written Evaluation – 2000 words 40%	Y	P		P			P		P	P	P	P
Negotiated Skills Development	5	N/A	Matthew Cade	Adam Dowd	Negotiated Project Proposal 20% Negotiated Project Portfolio 80%	Y			P	P	P	P		P			
Studio Mixing Techniques	5	N/A	Matthew Cade	Adam Dowd	Completed Mix/Mixes – 4/5 minutes 60% Evaluation – 2000 words 40%	Y			P			P			P	P	
Independent Research Studies	5	N/A	Tom Milner	James Coggin	Essay – 3500 words 100%	Y	P	P				P	P		P		
Production Portfolio	5	N/A	Matthew Cade	Adam Dowd	Portfolio of Recorded Work – 15 minutes 50% Evaluation – 2000 words 50%	N	P		P		P	P	P	P		P	P
Performance Portfolio	5	N/A	Andy Thomas-Downes	James Coggin	Practical Performance – 15 minutes 50% Evaluation – 2000 words 50%	N		P		P	P		P	P		P	P
Mixed Media Production	5	N/A	Tom Milner	James Coggin	Portfolio – 8 minutes 70% Evaluation – 1000 words 30%	Y	P	P	P	P					P		

Music Business and Digital Promotion	6	N/A	Matthew Cade	James Coggin	Promotional Portfolio – Website/Promotional Material 50% Evaluation – 2000 words 50%	Y			F	F		F	F		F		
Research Practice	6	N/A	Andy Thomas-Downes	James Coggin	Dissertation – 8000 words 100%	N	F	F			F	F	F		F		
Final Individual Project	6	N/A	Matthew Cade	Adam Dowd	Portfolio – 20 minutes 60% Journal and Evaluation – 2500 words 40%	N	F	F	F	F	F				F	F	F
Collaborative Practice	6	N/A	Seonaid Kaye	Adam Dowd	Composition – 8 minutes 70% Evaluation – 1500 words 30%	N			F		F			F	F	F	

18. TEC Partnership Graduate Attribute Mapping

Fortitude and Criticality	Assessment References	Module References	To be covered in tutorial
Adaptability to changing situations	Music Business and Digital Promotion. Within this module, students will be studying some of the trends and changes of late in industry. Students will need to show that they can adapt to modern practices of advertising and marketing and come up with a plan to satisfy this.		
Being productively disruptive		The Studio Mixing Techniques module will encourage students to take what they have learnt so far and creatively challenge themselves and established techniques to create something new. This can be in the form of unconventional ways to uncover new techniques to achieve the desired results.	
Resilience		The main pathways of the Production and Performance modules will give students the opportunity to receive constructive criticism. The feedback received would then enable learners to progress and use any criticisms as building blocks for their own personal development.	
Preparing for unknown futures	Both Production and Performance pathways will give students the opportunity to build portfolios and document the process along the way. Both pathways will face challenges and unknown futures as they progress. This will give students the opportunity to		

	prepare, face and overcome these obstacles.		
Finding alternative solutions to problems		Research and Study Skills will equip learners with the tools necessary to find relevant solutions to problems that they may face. This will be echoed throughout the course with both Independent Research Studies and Research Practice modules.	

Teamwork	Assessment References	Module References	To be covered in tutorial
Human interaction skills		Collaborative Practice. This module will focus on case studies of other collaborative projects as well as working to a client brief for assessment. Human interaction, either in person or via other means, will be a key aspect of this module.	
Leadership and followership skills		Sound Production requires students to work as a small team on producing and recording a final song. Tasks can be delegated within the team and sessions to allow each student to take ownership of a particular element of the project.	
Project development and/or management	Final Individual Project. Within this module, both Production and Performance students will oversee their own assignments. They will propose their projects in the form of a presentation and will take full responsibility for the time management and developmental aspects of the project until completion.		

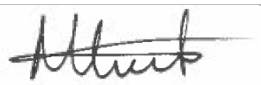
Presentation	Assessment References	Module References	To be covered in tutorial
Confidence in communication		Research and Study Skills, Independent Research Studies and Research Practice are all research-led modules. Students will research a particular topic within industry and present their findings in a presentation environment or in written form. There will be opportunities for formative assessments so students can receive feedback and apply it to their work, ensuring that they are confident in their own work before the date of submission.	
Digital skills and adaptability		Mixed Media Production will combine a variety of audio disciplines into one module. This will look into the relationship of audio and music to other forms of media. These skills will make students adaptable to new and other styles of media to increase employability and recognise and stay informed on the latest digital skillsets and technology.	
Timekeeping	All modules will have deadlines that will need to be adhered to. As well as this, many modules such as Negotiated Skills Development		
Self-presentation	Research and Study Skills and Research Practice modules will contain assessments based on student presentations. These will also be present in the Production modules. This will give students opportunities to present in class. Negotiated Skills Development will also require students to propose an area in which they would like to improve their		

	skill set in. This will require students to come up with their own ideas to present to the tutor for feedback.		

Personal Values	Assessment References	Module References	To be covered in tutorial
Professional attitudes and values		The Final Individual Project and Collaborative Practice modules will require a professional attitude when working to a client brief. They could also be present in either of the Production/Production Portfolio/Performance/Performance Portfolio modules. Production students will be expected to act in a professional manner around clients. Performance students will be expected to be punctual in terms of stage times and act in a professional manner when performing and rehearsing.	
Ethics and morals		Research Practice at level 6 will require ethics approval and will be covered by the module tutor.	
Self-Care and Care of Others		The Collaborative Practice module will require students to work collaboratively with a client. Responding to their requirements whilst also managing their own schedule will care for both the students' and clients' needs.	

The completed validation document must be submitted electronically to HEQA@tecpartnership.ac.uk for final approval.

19. FAP Use only.

Signature of the Chair of the Full Approval Panel	
Date	05/06/25
Signature of the Chair of HE Curriculum, Quality and Standards	
Date	
Date approved by ELT	

20. Revision history

Version	Details of Major Modification	Date of Approval
1		
2		
3		
4		
5		
6		
7		