

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*

GENERAL INFORMATION		A									
Partner institution Please state the name of the partner institution.		1									
East Riding College											
Programme awards and titles State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title then please include details of this here.		2									
a. Master's in Education part time											
Cluster to which the programmes and their variants belong If new, please state NEW. For existing clusters please state the rationale for inclusion.		3									
Type of programmes Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.		4									
<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> <tr> <td>PG Dip</td> <td></td> </tr> <tr> <td>Taught Masters</td> <td>*</td> </tr> </tbody> </table>	UG Single honours		Integrated Masters		PG Cert		PG Dip		Taught Masters	*	
UG Single honours											
Integrated Masters											
PG Cert											
PG Dip											
Taught Masters	*										

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

Foundation Degree		<i>Please indicate articulation routes:</i>							
Honours Stage (Top-up)									
Other		<i>Please detail:</i>							
Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>			5						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Franchised</td> <td style="width: 30%;"></td> </tr> <tr> <td>Consortium</td> <td></td> </tr> <tr> <td>Validated</td> <td style="text-align: center;">*</td> </tr> </table>			Franchised		Consortium		Validated	*	
Franchised									
Consortium									
Validated	*								
UCAS codes <i>If known, please include the UCAS code for these programmes.</i>			6						
JACS codes <i>If known, please include the appropriate JACS codes for the programmes.</i>			7						
Awarding Institution			8						
University of Hull									
Locations within Partner Institution <i>State the schools/departments/subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>			9						
Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>			10						
Jane Chadwick Jane.chadwick@eastridingcollege.ac.uk									
University Link Faculty and School/Department <i>Please state the primary link faculty and school/department at the University of Hull</i>			11						
University Link Faculty Academic Contact			12						

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

<i>Please provide a contact name, title, address, email and telephone number</i>										
Dr Rania Filippakou Dept of Education										
Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>	13									
a & b East Riding College, Armstrong Way, Beverley										
Types of Study <i>Please place the relevant programme identifiers (a,b,c etc.) against each type of study.</i>	14									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; height: 20px;"></td> <td style="width: 20%;"></td> </tr> <tr> <td>Part-time</td> <td style="text-align: center;">a</td> </tr> </table>			Part-time	a						
Part-time	a									
Modes of study <i>Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.</i>	15									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">On-campus/Blended</td> <td style="width: 10%; text-align: center;">a</td> <td style="width: 65%;"></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>								
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>	16									
a) 2 years										
Trimesters <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i>	17									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Trimester 1 – T1</td> <td style="width: 20%; text-align: center;">a</td> </tr> <tr> <td>Trimester 2 – T2</td> <td style="text-align: center;">a</td> </tr> <tr> <td>Trimester 3 – T3</td> <td style="text-align: center;">a</td> </tr> </table>	Trimester 1 – T1	a	Trimester 2 – T2	a	Trimester 3 – T3	a				
Trimester 1 – T1	a									
Trimester 2 – T2	a									
Trimester 3 – T3	a									
Number of weeks per trimester	18									

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

<i>Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</i>			
a) 10 weeks per trimester			
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>			19
a) 20 credits per trimester + 20 credits running as a long module throughout trimesters two and three of year one 20 credits in trimesters one and two of year two + 60 credits (dissertation) running throughout all of year two			
Trimester	Module	Module	
YR 1 :1 Sep- Dec	1 Perspectives on Learning		
YR 1: 2 Jan- April	2 Improving Student Performance	4 Research Methods in Education	
YR 1:3 May- July	3 Perspectives on Inclusion		
Summer			
YR 2: 1 Sep- Dec	5 Curriculum Perspectives	7 Dissertation	
YR2: Jan- April	6 Leadership for Learning		
YR 3: May - July			
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>			20
N/A			
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>			21
N/A			
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>			22
Relevant Subject Benchmark Statements <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,</i>			23

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

<i>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>																																																																																										
N/A There are currently no QAA subject benchmarks for Master's level in Education																																																																																										
Other references used in designing the programmes <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i>							24																																																																																			
Review of similar programmes in other HEIs Current modules offered at University of Hull BERA guidelines																																																																																										
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>							25																																																																																			
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Identifiers</th> <th colspan="2">First intake</th> <th colspan="2">Second intake</th> <th colspan="2">Third intake</th> </tr> <tr> <th>Home/EU</th><th>Overseas</th> <th>Home/EU</th><th>Overseas</th> <th>Home/EU</th><th>Overseas</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">a)</td> <td>8</td><td></td> <td>10</td><td></td> <td>10</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> <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> <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		10																																																																	
Identifiers	First intake		Second intake		Third intake																																																																																					
	Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas																																																																																				
a)	8		10		10																																																																																					
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>							26																																																																																			
a) Sep 2016																																																																																										
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>							B																																																																																			

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

<p>Programme Rationale and Overview</p> <p><i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i></p> <p><i>Please refer to Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design</i></p>	27
<p>This course is designed for those who are already in practice in an educational setting, this may be as a teaching practitioner, programme leader, manager or in a more organisational role; this could include voluntary roles. It is intended to support professional and personal development and prepare graduates for new roles with greater responsibility, or support them in new teaching areas (such as HE), or lead to improved teaching and learning skills and so have an impact on their own learners.</p> <p>The blended learning model allows for some flexibility in modes of study and the organisation is able to offer support to students through personal and academic tutorials, group seminars, ICT and library facilities in local and modern campuses within the East Riding.</p> <p>The course is based on principles of reflective practice, critical analysis and contextualised research and is designed to develop deeper cognitive skills which will enhance professional practice at individual and organisational levels within any education sector.</p> <p>In order to do this, the course will integrate theory and practice and apply learning to inform professional development. Students will employ autonomous and independent learning strategies to engage in critical reflection and ethical and sensitive research.</p> <p>The programme is built on the following key ideas:</p> <ul style="list-style-type: none"> • Deepening understanding of the synergy between educational policy and practice and how outside influences affect practice in educational settings. This understanding will allow graduates to make informed decisions about curriculum and planning. Current developments in pedagogy, including the use of emerging technology, will be evaluated and their effectiveness in learning will be analysed and reviewed • Developing skills of reflexive criticality and strategic thinking which could be applied in management roles or by those with other responsibilities. Through engaging in 	

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

<p>new ideas, graduates in the programme will become active thinkers and doers whose work has an impact on the educational experience of learners.</p> <ul style="list-style-type: none"> • Acquiring understanding of themselves as learners through deeper and embedded development of praxis in their specialist area with the key aim of having an impact on teaching and learning. This metacognition will support graduates' development as professionals from competence towards expertise (Dreyfus and Dreyfus 1986)) • Gaining skills which can be employed in a range of settings i.e. critical analysis and evaluation, systematic understanding of how policy is implemented, strategic planning, communication skills in a variety of media and both autonomous and team working and leadership. <p>The course will be relevant to each individual student's context so that principles of improved teaching, inclusion, curriculum development and management can be disseminated within their organisation and beyond.</p> <p>It will develop skills of research, analysis and evaluation aimed at improved practice, leadership and innovation. Students will gain confidence through projects and assessment and have the chance to apply this in their current role, and use this to advance their personal and professional careers. They will participate in research using a range of relevant methodologies applicable to their own context in order to produce a coherent study on a current issue and to implement change. They will recognise both professional and research ethics and plan to accommodate these in their studies and practice.</p>	
<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>	28
<p>To extend knowledge and understanding of:</p> <p>A range of current educational practice and how it is informed by recent research and theory at national and international levels</p> <p>Current matters of global debate in the education world</p> <p>Key issues related to educational practice</p> <p>Reflexive practice and continuing personal and professional development</p> <p>Metacognition</p> <p>Research methodologies and methods and principles of academic study</p> <p>Professional and research ethics</p>	

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

<p>Critical evaluation and scholarship</p> <p>This Master's programme will allow practitioners in a range of roles and educational contexts to look more deeply into some of the issues affecting their work, organisation and the wider field of teaching and learning. The concepts of practitioner as researcher and of reflexive practice underpin the content and approach and the modules have been chosen to allow students to apply these principles to their own personal and professional development. They will become active educationalists who can share solutions to real life problems through critical dialogue with others. (Coffield and Williamson 2011)</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>	29												
<p>On successful completion of this programme, students will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">POs</th> <th style="width: 60%;">Programme Outcome Text</th> <th style="width: 30%;">Programme/ Variant Identifier</th> </tr> </thead> <tbody> <tr> <td>PO1</td> <td>Be able to systematically understand research, national frameworks and practical knowledge in relation to specialist and educational subject knowledge.</td> <td></td> </tr> <tr> <td>PO2</td> <td>Be able to identify, analyse and critically evaluate current pedagogical theories and global issues related to education and apply these to practice</td> <td></td> </tr> <tr> <td>PO3</td> <td>Be able to select, use, evaluate and present information and data taken from educational contexts</td> <td></td> </tr> </tbody> </table>		POs	Programme Outcome Text	Programme/ Variant Identifier	PO1	Be able to systematically understand research, national frameworks and practical knowledge in relation to specialist and educational subject knowledge.		PO2	Be able to identify, analyse and critically evaluate current pedagogical theories and global issues related to education and apply these to practice		PO3	Be able to select, use, evaluate and present information and data taken from educational contexts	
POs	Programme Outcome Text	Programme/ Variant Identifier											
PO1	Be able to systematically understand research, national frameworks and practical knowledge in relation to specialist and educational subject knowledge.												
PO2	Be able to identify, analyse and critically evaluate current pedagogical theories and global issues related to education and apply these to practice												
PO3	Be able to select, use, evaluate and present information and data taken from educational contexts												

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	with clarity to demonstrate how practice can be improved in educational settings			
PO4	Be able to demonstrate appropriate knowledge and understanding of a range of educational and related theories from current and international sources that are relevant to their enquiry			
PO5	Be able to engage critically and in detail with theoretical ethical and empirical aspects of relevant methodological knowledge			
PO6	Be able to communicate clearly in a variety of media using appropriate methods including the use of formal academic written English maintaining clarity of expression, with discursive cohesion			
PO7	Be able to manage and use methods of enquiry to carry out research/ investigation/ fieldwork appropriate to a selected Educational issue or topic, maintaining ethical standards			
PO8	Be able to demonstrate reflexivity in relation to their own academic and professional development			
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> <i>Please refer to Briefing Note B: Developing Disciplinary Pedagogies</i>				30
<p>Modules will have both taught elements and independent study in a blended learning approach made up of mutually supportive components (Garrison and Vaughan 2008) Taught sessions will include lectures, discussions, group work, presentation of research and practical exercises. These sessions will focus on critical dialogue and development of communities of enquiry. They will build on supporting materials which will be available on-line so that students come to taught sessions having engaged with key ideas and issues and prepared to engage in analysis and discussion. Similarly there will be follow up activities linked specifically to assignment support and preparation. Regular tutorials, both group and individual, and supervision of projects and assignments will allow this critical</p>				

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

<p>discussion to continue throughout the module and this will be enhanced by feedback on draft submissions and, where applicable, support in the student's own context. The college offers study support, library and electronic resources and ICT facilities. Students will be able to contextualise their work to their own setting and practice and will be encouraged to draw on their own experience to inform their studies.</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>	31
<p>Assessment will be through strategies which allow students to link their learning to their professional settings and practice and to develop action research approaches to improving teaching and learning. There will be full consideration of ethical issues arising in relation to this approach and these will be formally recorded and monitored. Methods will include written assignments, case studies, research projects and portfolios. The course will model good practice in inclusion and addressing diversity by embedding different approaches to assessment across the modules. This will enable students to demonstrate learning in a variety of ways and to develop communication skills through writing, building portfolios, giving presentations and using electronic media</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>	32
<p><u>Module 1: Perspectives on learning (theories and principles)</u> In this module definitions of learning will be analysed and models of learning from a range of current international theorists will be evaluated. Concepts from other fields of enquiry such as neuroscience, technology and sociology will be investigated. This understanding will be applied to real world issues of teaching and learning</p> <p><u>Module 2: Improving student performance(including use of technology)</u> Emerging technology is having a global effect on models of education and the history of this development will be examined in this module, with emphasis on the pedagogical impact of technology. Students will have an opportunity to develop and evaluate a practical use of ICT in learning</p> <p><u>Module 3 Perspectives on Inclusion</u></p>	

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

<p>Working from global questions of ideology and critical pedagogy through national and organisational and individual understandings of inclusive practice, this module will allow students to develop a deeper understanding of philosophical issues related to inclusive practice and to represent their own values and beliefs.</p> <p><u>Module 4 Research Methods</u> Principles of research methodologies will be consolidated in this module and key aspects of managing a research study will be demonstrated through critical analysis of existing papers and literature reviews, and preparation of a research proposal and ethical approval documents to be presented to peers.</p> <p><u>Module 5 Curriculum Perspectives (subject specialism)</u> This module will allow students to focus on their own specialism but locate this in the wider context of curriculum theory and development. They will have an opportunity to investigate an aspect of curriculum in their own context and make recommendations for development</p> <p><u>Module 6 Leadership for learning (team work and curriculum development)</u> In this module students will analyse and evaluate models of leadership and management and reflect critically on their own practice in this area. They will provide evidence of their own leadership and analyse the effectiveness of their own practice</p> <p><u>Module 7 Dissertation on an issue relevant to student's own practice</u> Through completion of a dissertation, students will identify a key theme which has emerged through their studies and work autonomously to collect, analyse and present data relevant to their chosen research question. There will be opportunities to share their findings with peers and regular supervision by their tutor.</p>	
<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: how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy; • Coherence and Integrity: the overall coherence and intellectual integrity of the programmes and student experience. <p><i>You may wish to refer back to section B25 of this form as part of this discussion.</i></p>	33

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

Trimester	Module	Module
YR 1 :1 Sep- Dec	1 Perspectives on Learning	
YR 1: 2 Jan- April	2 Improving Student Performance	4 Research Methods in Education
YR 1:3 May- July	3 Perspectives on Inclusion	
Summer		
YR 2: 1 Sep- Dec	5 Curriculum Perspectives	7 Dissertation
YR2: Jan- April	6 Leadership for Learning	
YR 3: May - July		

The first module, Perspectives on Learning, builds on knowledge which students will be bringing from their own practice and previous studies. They will be encouraged to consider and compare ideas and models of learning from other settings, cultures and countries and areas of enquiry. It provides a framework of understanding for the modules which follow and allows students to practise key academic skills of research and reading and to reinforce academic writing skills.

The next two modules focus on aspects of the students' roles as practitioners at both a personal and organisational level. Firstly at the level of teaching and learning (Improving Student Performance) where they will be able to apply learning from the previous module to their own setting and particularly to the pedagogical use of technology. This module considers current developments in the use of technology and eLearning and will encourage learners to develop evaluative and critical analysis of their impact on developments in education.

This will prepare learners to analyse an aspect of inclusion in the next module. This encompasses issues of critical pedagogy such as social justice, labelling and equality. During this module, learners will acquire understanding of current issues in education at personal, organisational, national and international levels, and will be able to consider these more challenging concepts. This will lead naturally into the consideration of planning and policy covered in the year two modules

During these year one modules students will also be engaged in the Research Methods module. Reading from all the modules will allow them to compile a literature review and evaluate research methods applied to studies in their own field of education. This will then provide a natural progression into and preparation for the dissertation as learners will identify approaches which they could apply to their own projects. Over the summer period between years one and two, students will prepare a research proposal and complete ethics approval forms. Discussion of these will form an induction into year two. Preparatory work for the Dissertation can therefore start early in the second year.

The module Curriculum Perspectives will broaden the scope of their studies by investigating some of the global and national issues which affect curriculum development, while also allowing them to look in detail at an example of curriculum development in their specialist area. This may support identification of issues for study in the Dissertation. Presentation of posters to peers will encourage discussion of their developing research projects

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

<p>The module Leadership for Learning will therefore be informed by deepening understanding of underpinning issues in managing development of the curriculum. It is appropriate to study this module later in the course when students may be starting to consider how they can take on more responsibility as a progression from this qualification. Much of the evidence for this module can be drawn from their own practice over the full two years and may again support their research interests.</p> <p>Throughout year two students will manage their own study towards a dissertation on an issue chosen from themes which will have emerged throughout the programme, and to apply their academic skills in an extended piece of work. This will be supported by regular individual and group tutorials and submission of drafts (e.g. lit review, methodologies) during the final two semesters.</p> <p>Throughout all the modules close attention will be paid to ethical issues in teaching and learning. Students will be made aware of their role as professionals and the ethics of their position. As each module also draws from their existing practice, research ethics will be embedded in the content and be reviewed for each assignment.</p>	
<p>Compensation rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are non-compensatable for each programme and variant.</i></p>	34
<p>Condonement rules <i>Using the relevant programme identifiers (a,b,c etc.) please list any modules included in this application that are non-condonable for each programme and variant.</i></p>	35
<p>Internationalisation</p> <p><i>'Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.</i></p> <p><i>Please refer to Briefing Note F: Internationalising the Curriculum</i></p>	36
<p>All of the modules will encourage students to consider developments in education at a global level. This is particularly apparent in modules such as Perspectives on Inclusion and Curriculum perspectives where theorists from other cultures will be included and education systems and developments in other countries can be evaluated. In addition global issues such as competitiveness, sustainability and emerging technology will be addressed throughout the programme.</p> <p>Opportunities to conduct comparative studies with educational systems in other countries including exchange and study visits abroad will be investigated where applicable</p>	

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

<p>Inclusivity</p> <p><i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p> <p><i>Please refer to Briefing Note E: Developing an Inclusive Curriculum</i></p>	<p>37</p>
<p>The blended learning approach allows students to study in a number of modes and make use of resources from a range of sources. It is proposed that initial provision will follow a part time model allowing learners to manage their time and negotiate the pace of the study within their current commitments. Assessment methods include case studies, portfolios, presentations and projects as well as written assignments and these can be negotiated and agreed with individuals</p> <p>Modules will address issues such as accessibility of the curriculum, stereotyping, social justice and inclusion.</p>	
<p>Employability</p> <p><i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>	<p>38</p>
<p>Graduates will be better equipped for their current role, gain increased confidence and job satisfaction, greater recognition and opportunities for promotion or development in the workplace. Today employers are looking for employees who are professionally qualified. The course offers a recognised qualification, a broadening of horizons and a chance to pursue particular areas of interest. This may lead on to promotion to posts with responsibility for management and curriculum or quality development.</p> <p>Specific skills gained through this programme include:</p> <ul style="list-style-type: none"> • Communication using a variety of media • Autonomous working • Criticality in analysis of policy and practice • Critical dialogue • Time management • Leadership • Strategic planning 	

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

<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>	39
<p>Graduates from previous cohorts of BA students have been consulted on both content and delivery patterns</p> <p>Learners will be invited to student panels and/ or focus groups and complete the college's student surveys to give feedback on the programme, which will then inform future developments.</p>	
<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>	40
<p>Issues of roles and responsibilities including professional standards and ethics will be embedded in all modules. The induction day school will place an emphasis on professional ethics as students will be integrating their own practice and setting closely into their studies. Where assessment methods require reference to practical settings or collection of data, BERA guidelines for research will be followed and monitored.</p> <p>The college has existing systems for reviewing ethical issues arising in academic activities and granting approval:</p> <p>Consideration must focus on two basic issues:</p> <ul style="list-style-type: none"> i. Is it ethical to conduct the research project? <i>If the Ethics Committee determines that the project itself is unethical, consideration will be terminated at this point.</i> ii. Is the proposed method of investigation appropriate, thorough and ethical? <p>Proposals need to be agreed on both these issues before they are approved.</p> <p>Some specific examples from the course are:</p> <p>The module Perspectives on Inclusion will address issues of equality and diversity and students will be supported if any of these topics are sensitive or likely to raise ethical issues.</p> <p>Research Methods in education will introduce the students to ethical issues relating to conducting research such as gaining permissions, confidentiality and disclosure. As part of this module they will make ethical decisions about their own and other studies.</p> <p>These will be applied in the dissertation where students will complete ethics approval forms prior to their study so that any issues can be addressed by a suitable committee within the organisation</p>	

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

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>	41
RECRUITMENT AND ADMISSIONS INFORMATION	C
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>	42
<p>Marketing will follow that of all HE provision at the college and will be to both external and internal candidates. Information will be available on the website, in the prospectus and through personal enquiries at the college centres.</p> <p>It is anticipated that there will be interest from staff within the college wishing to progress to management and leadership roles and a limited number will be offered reduced fees. In addition students graduating from the BA in Education and Professional Development may see this as a natural progression.</p> <p>It is hoped that the chosen modules will attract students from a range of educational settings who will be able to contextualise the content to their own practice</p> <p>It is proposed that this programme will be most suitable to be delivered part time to those who are working in an educational setting.</p>	
Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i>	43
<p>Normally a good Honours degree or equivalent in a relevant subject will be required . Appropriate experience in a professional environment may be considered where the applicant is not a graduate.</p> <p>Appropriate skills in English , Maths and ICT to a minimum of level 2 and demonstrated by previous study at levels 5 to 6</p> <p>Relevant current practice in an educational setting.</p> <p>Possible APEL for holders of Postgraduate (M level) Certificate in Education</p>	
Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i>	44

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

IELTS level 6														
IMPLEMENTATION STRATEGY		D												
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>		45												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 2px;">Estates:</td> <td style="padding: 2px;">Provision of facilities for day schools</td> </tr> <tr> <td style="padding: 2px;">Library:</td> <td style="padding: 2px;">Support in developing VLE and updating book stock</td> </tr> <tr> <td style="padding: 2px;">Admissions:</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Careers:</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Visa Compliance:</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Other (Please specify):</td> <td style="padding: 2px;"></td> </tr> </table>		Estates:	Provision of facilities for day schools	Library:	Support in developing VLE and updating book stock	Admissions:		Careers:		Visa Compliance:		Other (Please specify):		
Estates:	Provision of facilities for day schools													
Library:	Support in developing VLE and updating book stock													
Admissions:														
Careers:														
Visa Compliance:														
Other (Please specify):														
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>		46												
The course will provide a progression route for graduates of the PgCE or BA in Education.														
POST PROGRAMME OPPORTUNITIES		E												
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>		45												
Graduates will be able to progress to Ed D or Ph D														
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 (DELI) data.</i>		46												
Management and leadership Roles Developmental roles relating to bids for new provision or cooperative working with businesses Working at HE level or as an advanced practitioner														

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

F

CURRICULUM MAPS

Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.

Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.

*In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.*

*In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.*

*In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (C) or Optional (O).*

*In **Column 6**, please indicate how each module meets each programme outcome either Fully (F) or Partially (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.

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 (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Certificate Stage															
T1															
T2															
T3															
Diploma Stage															
T1															

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

T2															
T3															
Honours Stage															
T1															
T2															
T3															

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

F2 UNDERGRADUATE CURRICULUM MAP FOR PRELIMINARY STAGE VARIANTS

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Preliminary Stage															
T1															
T2															
T3															

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

F3 UNDERGRADUATE CURRICULUM MAP FOR YEAR IN INDUSTRY VARIANTS															
Programme/Variant Titles and Identifiers:															
1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Post-Diploma Stage															
T1															
T2															
T3															

F4 UNDERGRADUATE CURRICULUM MAP FOR YEAR ABROAD VARIANTS															
Programme/Variant Titles and Identifiers:															
1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

Post-Diploma Stage															
T1															
T2															
T3															

F5 UNDERGRADUATE CURRICULUM MAP FOR INTEGRATED MASTERS VARIANTS

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Honours															
T1															
T2															

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

T3															
Masters															
T1															
T2															
T3															

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

F6 POSTGRADUATE TAUGHT CURRICULUM MAP															
Programme/Variant Titles and Identifiers:															
1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
PGCert															
T1															
Perspectives on Learning	7	20	Essay	C					P		P		P		P
Improving student Performance	7	20	Essay, project and report	C				P			P	P	P	P	
Perspectives on Inclusion	7	20	Essay & Case study	C				P	P	P			P	P	
PGDip															
T2															
Research methods in Education	7	20	Literature review Research proposal and ethics forms presented to panel	C						P		F		P	
Curriculum Perspectives	7	20	Poster, presentation Reflective essay	C				P		P			P	P	P
Leadership for Learning	7	20	Written assignment	C					P	P	P				P
Masters															
T3															

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

Dissertation	7	60	Dissertation based on a research study	C				P	F	P		F	P	F	P
--------------	---	----	--	---	--	--	--	---	---	---	--	---	---	---	---

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

PLEASE DELETE APPENDIX BEFORE SUBMISSION

APPENDIX 1: WORKED EXAMPLE OF CURRICULUM MAP FOR THE FOLLOWING PROGRAMMES:

The following five maps exemplify how the 10 example programmes outlined at the beginning of this pro-forma can be mapped.

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

*As noted above, 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 has been produced detailing **only** each additional stage or variation of a stage.*

*In **Columns 1-3**, all programme modules taught at each stage are listed with details of the level at which they are taught and the modular credit value. In this worked example, we have included numbers instead of module titles. Your own map should detail the actual module titles under validation.*

***Column 4** is purposefully left blank for the purpose of this worked example.*

***Column 5** indicates whether modules are Core (C) or Optional (O) for each programme and pathway.*

***Column 6** details whether each module meets each programme outcome either Fully (F) or Partially (P).*

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

KEY:	
P/V= Programme or Variant	PO = Programme Outcome
PW = Pathway	T1,2,3 = Trimester 1,2,3

F1 WORKED EXAMPLE OF CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS

Programme/Variant Title and Identifier:

a - BSc Computer Science

e - BSc Computer Science (Games Development)

NB: In the example below, PW1 = Games Development

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
Certificate															
T1															
Module Title	4	20		C	C				F					P	
Module Title	4	20		C	C			P					P		
Module Title	4	20		C	C					F					
T2															
Module Title	4	20		C	C						F				
Module Title	4	20		C	C							F	P		
Module Title	4	20		O	C			P						P	
Module Title	4	20		O				P						P	

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

T3															
n/a															
Diploma															
T1															
Module Title	5	20		C				F							
Module Title	5	20		C					F						
Module Title	5	20		O	C					F		P			
Module Title	5	20		O						F		P			
Module Title	5	20		O						F		P			
T2															
Module Title	5	20		C	C							P	P		F
Module Title	5	20		C	C						F		P		
Module Title	5	20		O	C									F	
Module Title	5	20		O										F	
Module Title	5	20		O										F	
T3															
n/a															
Honours															
T1															
Module Title	6	20		C	C				F						
Module Title	6	20		O	C										
Module Title	6	20										P			
Module Title	6	20		O								P			
Module Title	6	20		O								P			
Module Title	6	20/40		C	C							P		P	P
T2															
Module Title	6	20/40		C	C						P		F	P	P
Module Title	6	20		O	C						P				

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

Module Title	6	20		O	C						P				
Module Title	6	20		O							P				
Module Title	6	20		O							P				
T3															
n/a															

F2 WORKED EXAMPLE OF CURRICULUM MAP FOR PRELIMINARY STAGE VARIANTS

Programme/Variant Title and Identifier:

d - BSc Computer Science with a Foundation Year

h - BSc Computer Science (Games Development) with a Foundation Year

NB: In the example below, PW1 = Games Development

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Preliminary															
T1															
Module Title	3	20		C	C			F							
Module Title	3	20		C	C				P						
Module Title	3	20		C	C				P						
T2															
Module Title	3	20		C	C				P						
Module Title	3	20		C	C						F		F		
Module Title	3	20		C	C									F	

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

T3															
n/a															

F3 WORKED EXAMPLE OF CURRICULUM MAP FOR YEAR IN INDUSTRY VARIANTS

Programme/Variant Titles and Identifiers:

b - BSc Computer Science with a Year in Industry

f - BSc Computer Science (Games Development) with a Year in Industry

NB: All other stages are the same as those for a,d,e,h outlined in F1 and F2. Only the Year in Industry needs to be detailed. Please also note that an additional programme outcome (PO9) has been included for this variant.

1	2	3	4	5				6								
Module Name	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Post-Diploma Stage																
T1																
Module Title	5			C	C	C	C						F			P
T2																
Module Title	5			C	C	C	C							F		F
T3																
n/a																

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

F4 WORKED EXAMPLE OF CURRICULUM MAP FOR YEAR ABROAD VARIANTS

Programme/Variant Titles and Identifiers:

c - BSc Computer Science with a Year Abroad
g- BSc Computer Science (Games Development) with a Year Abroad

NB: All other stages are the same as those for a,d,e,h outlined in F1 and F2. Only the Year Abroad needs to be detailed. Please also note that an additional programme outcome (P10) has been included for this variant.

1	2	3	4	5				6								
Module Name	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P010
Post-Diploma Stage																
T1																
Module Title	5			C	C								F			P
T2																
Module Title	5			C	C									F		F
T3																
n/a																

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

F5 WORKED EXAMPLE OF CURRICULUM MAP FOR INTEGRATED MASTERS VARIANTS

Programme/Variant Titles and Identifiers:

i - MEng Computer Science

j - MEng Computer Science (Games Development)

NB: All other stages are the same as those for a,d,e,h outlined in F1 and F2. Note, however, that the Honours stage has one change in the Integrated Master Map so is included here; where the Honours stage remains the same, it should not be included. An additional programme learning outcome has also been included.

1	2	3	4	5				6								
Module Name	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	P011
Honours																
T1																
Module Titl	6	20		C	C				F							
Module Title	6	20		O	C											
Module Title	6	20										P				
Module Title	6	20		O								P				
Module Title	6	20		O								P				
Module Title	6	20		C	C							P		P	P	
T2																
Module Title	6	20		C	C						P		F	P	P	
Module Title	6	20		O	C						P					

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

Module Title	6	20		O	C						P					
Module Title	6	20		O							P					
Module Title	6	20		O							P					
T3																
n/a																
Masters																
T1																
Module Title	7	20		C	C										P	
Module Title	7	20		O	C											P
Module Title	7	20		O												P
Module Title	7	20		O												P
Module Title	7	20		C	C									F		
T2																
Module Title	7	40		C	C										F	
Module Title	7	20		O	C											P
Module Title	7	20		O												P
T3																
n/a																