

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>								
	East Riding College								
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. Foundation Degree in Public Sector Management								
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 data-bbox="188 1899 507 1937">UG Single honours</td> <td data-bbox="507 1899 643 1937"></td> </tr> <tr> <td data-bbox="188 1937 507 1975">Integrated Masters</td> <td data-bbox="507 1937 643 1975"></td> </tr> <tr> <td data-bbox="188 1975 507 2013">PG Cert</td> <td data-bbox="507 1975 643 2013"></td> </tr> <tr> <td data-bbox="188 2013 507 2051">PG Dip</td> <td data-bbox="507 2013 643 2051"></td> </tr> </tbody> </table>	UG Single honours		Integrated Masters		PG Cert		PG Dip	
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Taught Masters</td> <td style="width: 25%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td>Foundation Degree</td> <td style="text-align: center;">A</td> <td><i>Please indicate articulation routes:</i></td> </tr> <tr> <td>Honours Stage (Top-up)</td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td><i>Please detail:</i></td> </tr> </table>	Taught Masters			Foundation Degree	A	<i>Please indicate articulation routes:</i>	Honours Stage (Top-up)			Other		<i>Please detail:</i>
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Honours Stage (Top-up)													
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: 75%;">Franchised</td> <td style="width: 25%;"></td> </tr> <tr> <td>Consortium</td> <td></td> </tr> <tr> <td>Validated</td> <td style="text-align: center;">a</td> </tr> </table>	Franchised		Consortium		Validated	a						
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Consortium													
Validated	a												
6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>												
	8L19												
7	JACS codes <i>If known, please include the appropriate JACS codes for the programmes.</i>												
	Unknown												
8	Awarding Institution												
	University of Hull												
9	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>												
	Business and Leisure Economy Curriculum Area												
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>												
	Teresa George Assistant Director, Quality & Teaching Standards and HE Developments East Riding College Armstrong Way Beverley East Riding of Yorkshire, HU17 0GH Teresa.george@eastridingcollege.ac.uk 01262 455030												
11	University Link Faculty and School/Department <i>Please state the primary link faculty and school/department at the University of Hull</i>												

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	The Business School								
12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>								
	Dr David Harness Lecturer in Marketing and Business Strategy Hull University Business School University of Hull Hull HU6 7RX D.Harness@hull.ac.uk 01482 463485								
13	Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>								
	a. East Riding College, St Mary's Walk Bridlington YO16 7JW and East Riding College, Armstrong Way Beverley HU17 0GH								
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="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">Full-time</td> <td style="padding: 2px; text-align: center;">a</td> </tr> <tr> <td style="padding: 2px;">Part-time</td> <td style="padding: 2px; text-align: center;">a</td> </tr> </table>		Full-time	a	Part-time	a			
Full-time	a								
Part-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="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">On-campus/Blended</td> <td style="padding: 2px; text-align: center;">a</td> <td rowspan="3" style="padding: 2px; vertical-align: middle;"><i>Please specify:</i> <input style="width: 150px; height: 15px;" type="text"/></td> </tr> <tr> <td style="padding: 2px;">Online/Distance</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Other</td> <td style="padding: 2px;"></td> </tr> </table>		On-campus/Blended	a	<i>Please specify:</i> <input style="width: 150px; height: 15px;" type="text"/>	Online/Distance		Other	
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Online/Distance									
Other									
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. 2 years full-time, 4 year part-time								
17	Trimesters <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i>								

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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Trimester 1 – T1</td> <td style="width: 20%;">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>							
	a. 15 per semester, 30 weeks per year							
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>							
	a. 60 credits per semester							
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>							
	Foundation Degree in Public Sector Management							
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>							
	N/A							
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>							
	N/A							
23	<p>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, 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>							
	<p>QAA - Social policy and administration (2007) QAA - Business and Management (2015) QAA - Youth and community work (2009) QAA - Politics and International Relations (2007)</p>							
24	<p>Other references used in designing the programmes</p>							

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	<i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i>																																																																																	
	N/A																																																																																	
25	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>																																																																																	
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26	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>																																																																																	
	Semester 1 - 12 th September 2016 Semester 2 - 16 th January 2017																																																																																	
B	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>																																																																																	
27	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> <i>Please refer to Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design</i>																																																																																	
	Rationale: The college have a well-established level 3 programme in Public Services and Business and the Foundation Degree would give completed students an opportunity to study at higher education level. The programme will enable students to develop, extensive research and analytical skills, reflective and critical thinking as well as enhance their career prospects.																																																																																	

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The qualification may motivate the students towards further study onto a top up degree and gain the appropriate level of qualification to apply for more specialist roles with the Public Sector, such as researcher, Officer in the Armed forces, Local Council/Government, Courts and the Probationary service. With an additional one year top up the student could also apply for a graduate programme with for example the Prison Service. Supervisory or middle management currently working in the Public Sector may find the programme appealing for their own personal development.

The college have many well established and active links with a number of Public Sectors who currently support the existing level 3 programmes and could be utilised in the delivery and assessment of the Foundation Degree. New contacts in the Probationary Service and the Local Council are being sought.

The programme aims to increase participation in Higher Education within the catchments area of the college which includes areas where Higher Education participation and qualification levels are low i.e. East Riding area; Bridlington, Driffield, Beverley and surrounding villages. The programme proposes to retain current students within further education and increase Higher Education uptake in the area. These are students who would not usually be expected to attend University for a variety of reasons. By remaining at the same institution students are familiar with their environment and are able to focus purely on their academic studies and allow them time for personal development and to build up their confidence.

The programme aims to provide the opportunity to undertake an undergraduate programme for a specific client base that may otherwise not enter higher education. This is undertaken with a view to improving employment and career prospects and academic achievements for learners within the East Riding of Yorkshire area.

The programme modules are varied and allow the students to explore in case studies linked to the Public Sectors past experiences and future plans. Extended research skills will be developed and management theory investigated as well as opportunities to apply management techniques with Public Service groups, including Armed Forces, Emergency Services, Probationary Service, Courts, Local Council and Security and Intelligence and other Public Sector groups.

Legislative requirements: this will be explored in depth and amendments to current legislation considered with a focus on human resource management and finance. Relevant ethical issues will also be addressed.

1. Experience is core: students will have the opportunity to gain valuable work experience and work skills through the completion of the Career Professional Development Module. They will be expected to complete a skills gap audit, plan how they could benefit from gaining some work experience, identify skills to be developed and expanded upon. The project management module and community projects will also enable the students to develop and possibly apply work based skills, team working skills, time management will be reflected upon. Visits and guest speakers will also enhance student's experiences.
2. Learning by doing: students will be required to demonstrate principles and values in team working, leadership, problem-framed skills, embedded in modules and programme content and interaction with Public Sector personnel and visits to working environments such as Prisons, Courts, Councils and Government as well as Emergency and Armed Forces and other Public Sector organisations.

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	<ol style="list-style-type: none"> 3. Research is embedded: student’s ability to extensively research will enable personal development confidence and growth. Research activities will be enhanced through a focus on specialist themes defined by staff research interests and academic specialisms. Students will be required to demonstrate breadth and depth of understanding of areas of expertise relevant to the public sector and related to Statutory and Non-Statutory public services, Local Government/council and Prisons. 4. Investigation is key: human resources and the legislative requirements will be continued to be explored in depth and amendments to be considered and debated throughout the programme and changes to the structure and organisation and policies for the Public Sector continued to be analysed, monitored and researched. Ethical issues and management of stress will be investigated and evaluated as well as case studies relating to equality and diversity. 5. Skill to be critical: a critical review a range of methods of recruitment, management of standards and values and personnel relevant to the public services and the different approaches used by various public services. Also, a critical analysis of the conditions or service within the public sector compared with civilian roles. 6. Analyse and evaluation: students will be required to analyse and evaluate the global economic issues that impact on the UK Public Sector and Government. As well as the effects this may have on UK citizens, public services employees and on health care, education, local council provisions.
<p>28</p>	<p>Programme Aims <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>
	<ol style="list-style-type: none"> 1. To provide high quality learning experiences that will contribute and/or continue to the development of highly skilled, flexible and innovative practitioners that are fully employable/ already employed in the local and other areas of the public sector and Government/local council. 2. To enable students to develop their personal skills and confidence in their chosen occupation to meet the demands of a profession within this field. As well as develop intellectual and practical skills in collecting, analysing, interpreting data, develop skills in interpretation, analysis, evaluation in relation to theories and concepts and encourage an open minded approach to the study at an higher level. 3. To enable students to develop a critical understanding of the subject area through academic study, research activities and possible employment specific reflective practice. 4. To enable students to develop their understanding of the subject area through research and problem solving, allowing them to critically examine, interpret, and analyse data and information within the context of the public sectors, local council, Government, local courts and probationary service.

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	<p>5. To enable students to demonstrate an understanding and critical awareness of, the moral, ethical, environmental and legal issues within a workplace that underpin best practice and develop the importance and link to factors that can influence decision making and change strategic plans for the public sector.</p> <p>6. To enable students to demonstrate their research and problem solving abilities by showing an understanding of methods relating to the acquisition, interpretation and analysis of information within the context of their studies.</p>												
<p>29</p>	<p>Programme Outcomes <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><i>On successful completion of this programme, students will:</i></p> <table border="1" data-bbox="188 1473 1345 2056"> <thead> <tr> <th data-bbox="188 1473 300 1547">POs</th> <th data-bbox="300 1473 1061 1547">Programme Outcome Text</th> <th data-bbox="1061 1473 1345 1547">Programme/ Variant Identifier</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 1547 300 1693">PO1</td> <td data-bbox="300 1547 1061 1693">To be able to recognise, explain, debate and discuss theoretical perspectives in relation to current and historic affairs/issues that impact on the public sector as an individual and as part of a team.</td> <td data-bbox="1061 1547 1345 1693">A</td> </tr> <tr> <td data-bbox="188 1693 300 1839">PO2</td> <td data-bbox="300 1693 1061 1839">To be able to use and evaluate a variety of sources in order to assess its relevance to the public sector and to select, analyse and reflect critically upon secondary evidence sources.</td> <td data-bbox="1061 1693 1345 1839">A</td> </tr> <tr> <td data-bbox="188 1839 300 2056">PO3</td> <td data-bbox="300 1839 1061 2056">Be able to develop the skills to undertake in-depth research and to attend and organise community visits relevant to their study programme that can enable them to critically review, analyse and reflect on the visits and the contacts made with various public sector personnel. Also, to develop project management, team working and leadership skills.</td> <td data-bbox="1061 1839 1345 2056">A</td> </tr> </tbody> </table>	POs	Programme Outcome Text	Programme/ Variant Identifier	PO1	To be able to recognise, explain, debate and discuss theoretical perspectives in relation to current and historic affairs/issues that impact on the public sector as an individual and as part of a team.	A	PO2	To be able to use and evaluate a variety of sources in order to assess its relevance to the public sector and to select, analyse and reflect critically upon secondary evidence sources.	A	PO3	Be able to develop the skills to undertake in-depth research and to attend and organise community visits relevant to their study programme that can enable them to critically review, analyse and reflect on the visits and the contacts made with various public sector personnel. Also, to develop project management, team working and leadership skills.	A
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	PO4	Be able to confidently use financial tools and demonstrate numeracy skills when preparing documents as part of a group project.	A
	PO5	Be able to demonstrate effective working skills and knowledge in a public sector environment and review personal and professional development, in particular the management of resources within public sector organisations. Potentially, obtain reviews from employers and others and then reflect on the feedback to help improve areas identified for development.	A
	PO6	Be able to communicate effectively, orally and in writing, fluently and coherently.	A
	PO7	Be able to design; research and present an appropriate level of work on topics relevant to the public sectors, local and national.	A
30	<p>Learning and Teaching Approach</p> <p><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>1. A focus on practice: students develop key competencies and skills, along with the knowledge and understanding needed to use them effectively. Public Sector research and various tasks demands adaptability and flexibility; thus students learn to be critical, analytical, reflective and responsive in relation to specific environments, tasks and problems.</p> <p>2. A focus on real world problems and issues, encountered in both classroom, through research and up to date current affairs and case studies and field work contexts. Field work, leadership and teamwork are core to the student experience at all stages of the programme, and teaching focuses on problem solving issues. These activities also provide crucial moments of ‘active learning’ within the context of the discipline insofar as they involve group work and direct student participation and management skills.</p> <p>3. The principles that students should progress between stages (building on previous experience and working towards higher levels) and should be able to reflectively transfer knowledge and skills between modules at the same and at different stages.</p> <p>4. The focus on enhancing employability through fostering skills and knowledges applicable to real-world problems and contexts as well as a possible practical work placement within a public sector or volunteering environment.</p>		

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	<p>5. The deliberate use of a wide range of assessment types, including individual and group work, work placement, presentations and coursework.</p> <p>6. The use of assessment which is appropriate to the demands of different material and contexts, and which allows students to demonstrate their abilities in different ways, and in ways which best allow different students to articulate their knowledge and ability according to their aptitudes.</p> <p>7. An expectation that students will be able to apply their learning from an assessment to other modules at the same level, and that assessments at one level will help prepare students for study and assessment at higher levels.</p> <p>A key online resource which will be frequently used during the programme is the college's virtual learning environment Moodle and Teams. As well as containing a wide range of resources, reading list, links to relevant online sources. Moodle and Teams can also be used to set independent tasks such as preparation for presentations. Each module on the programme will also have self-study questions available on Moodle and Teams to enable the students to check their own learning and to help them reflect on their strengths and areas for development.</p> <p>The following academic skills will also be developed throughout the programme:</p> <ul style="list-style-type: none"> - Locate current and appropriate resources - Critical reading - Feedback and reflective learning - Academic writing skills - Presentation skills - Examination skills - Note taking - Professional values – managing workloads, punctuality, attendance
<p>31</p>	<p>Assessment Approach</p> <p><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>A combination of the following assessment methods will be used during the programme:</p> <p>A wide range of assessment methods, including individual and group work will feature during the programme. The selected assessment method will be appropriate to the demands of each module and will allow the students to demonstrate their abilities in different ways. Wherever appropriate, assessment is related to the 'learning by doing'.</p> <p>Within the majority of the assessment the students will develop their academic writing skills and will become confident referencing a range of sources of information. For presentation assessments the students will have the opportunity to develop the spoken communication skills along with time management.</p>

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32	<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>
	<p>The key areas of study will be based around Public Sectors. The following are proposed module titles:</p> <p><u>Level 4</u></p> <p>Y1 S1 Research methods and study skills – the aim is to give the students an opportunity to choose a specialist area within the public sector that interests them and undertake in-depth primary and secondary research and present their findings to a group of people.</p> <p>Y1 S1 The Function of Human Resources within an Organisation – aimed at student gaining an understanding the key legislative requirements of employment and supporting bodies, selection and recruitment polices, including hiring staff, rewards and disciplinary systems in the public services. Students will be required to critically analyse and review and evaluate the conditions of service for employees within the public sector compared with a civilian / private sector role.</p> <p>Y1 S1 Public Sector support for National and Local Communities – the aim is help the students understand how the public sector can work with and support local communities and evaluate the reasons why they get involved and the objectives behind.</p> <p>Y1 S2 The Management of employee’s welfare, well-being and stress with the Public Sector - enables students investigate the cause of stress and the support available.</p> <p>Y1 S2 Key Business Concepts in the Public Sector enables students to understanding the concepts and theories of public sector management in terms of business is essential and seeks to enable students to develop an understanding of the concepts of business and how the public sector fits into these concepts and be aware of the different business models.</p> <p>Y1 S2 - Managing an Enterprise project - enables students to investigate, plan, undertake and evaluate a local community project. The module also is aimed to develop the students of project management skills, team working, communication skills and work skills as well as improving links with local public sector employers. It is hoped that this unit may involve fund raising activities that could be given to a local charity.</p> <p><u>Level 5</u></p> <p>Y2 S1 Leadership and Teamwork in the Public Sector – aimed at researching and reviewing the theory behind effective teamwork and leadership. Comparing and analysing different leadership styles and their effectiveness as well as issue may occur. Also putting theory into practice enabling students to reflect on their skills, identifying any developmental needs and how best these can be overcome and apply practical leadership skills.</p> <p>Y2 S1 - Business Environments – This module provides students with an understanding of the different types of organisations, the influences different stakeholders have on a business and the relationship between businesses and the local, national and global environments they operate in.</p>

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	<p>Y2 S1 Economic Impacts on the UK Public Services – aimed at exposing the students to the wider impacts on global issues and its effects on the public sector and developing their ability to analyse and evaluate the impacts on UK citizens and those who work within the services. Also, an analysis of the funding for the public sector and the effects this may on society, health care, crime, education and local council provisions.</p> <p>Y2 S2 Research Project – aimed to give students improved team working skills, and key skills required to successfully complete a research project. Peer reviews will contribute to the assessment process and the students will be expected to expand upon and improve the depth of research applied in year one of the programme.</p> <p>Y2 S2 Career Professional Development – this module will help the students develop and acquire knowledge of a career opportunities as a professional working in the public sector and an understanding of the skills and qualities needed through both academic and reflective practice. They will develop their knowledge of the key principles of a achieving a successful career and gain an understanding of the opportunities available by undertaking research into a variety of employment, work experience opportunities or further education opportunities and explore the purpose and benefits of a professional development plan and Career Professional Development activities.</p> <p>Y2 S2 Equality and Diversity in the Public Sector - what is happening in Local Government and Council departments to prevent and measure equality and diversity with the UK public sector – this enables the students to research and review current strategies and policies in the public services and consider the implications/issues and legalities concerned with case studies and complaints to the public sector regarding equality and diversity.</p>
<p>33</p>	<p>Curriculum Structure</p> <p><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>The programme aims to attract internal Level 3 and external applicants. Each year of the programme will be spilt in to two 15 week semesters which will be delivered over two days per week (one day at each site Bridlington and Beverley). The students will have the option of studying 2 years full-time or 4 years part-time. For the full-time option the students will complete three modules per semester and will complete 120 credits each year. For the part-time option the students will infill with the full-time programme and will complete three module each year. In total 60 credits will be achieved each year. The part-time route may be attractive to student already in employment or with family commitments.</p>

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	<p>One-to-one tutorials, peer support, feedback, and use of the VLE Moodle and Teams are all intrinsic to the provision. The college have previously offered a HND in public services and have a good range of resources readily available along with numerous higher education courses so have generic resources to support academic skills development.</p> <p>The programme aims to develop student’s employability skills to ensure that this keeps up to date with the changes in public sector and management skills are always a requirement within any public sector as well as subject specialism. Also, students will have the opportunity to undertake work experience to help improve their networking and employability skills. The college has good links with local employers and holds a Higher Education open event with the aim to attract more external applicants and a short summer school is in place to help with academic skills in preparation for Level 4.</p> <p>The curriculum structure promotes an organised progression by building academic skills and knowledge gained at level 4 on to levels 5. For example, modules such as Research Methods and Study Skills at level 4 will help them prepare the students for the level 5 Research Project. The students will also be involved in managing budgets and numeracy skills when managing their Enterprise Project.</p> <p>The students will be supported throughout the programme to become more independent. To aid this flipped learning approach will be used. It is hoped that this will help students to increase their knowledge, develop new skills and build their confidence.</p>
34	<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>
	N/A
35	<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>
	N/A
36	<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>
	<p>The Public Sector as a discipline have an inherently international perspective, and this is reflected in the programmes making up the Foundation degree which explicitly:</p> <p>Draws on a wide range of case studies and example material from different parts of the world, reflecting different environmental, social, political, economic and cultural perspectives; during the programme the students will be expected to locate, discuss, analyse and evaluate a range of material (including data sources, journal articles and books) derived from different parts of the world.</p>

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	<p>Focus on management of employees and working relationships at different levels, from the national to the local, and on the relationships between these.</p> <p>Address critical global issues from economic, technical and humanities perspectives; attention is paid to how these issues are associated with political, social, cultural, economic and ethical frameworks which demand critical attention.</p> <p>Potential work experience opportunities in the UK such as the Prison Service.</p> <p>Encourage students to reflect on their own personal development and compare case studies and journals of other experiences.</p> <p>Demand that students critically evaluate sources of international data and information, reflecting on their findings, focusing on a wide range of theoretical perspectives acknowledging that the public sector are practised differently in different parts of the world.</p> <p>Meet public sector personnel from a range of different cultures and backgrounds and reflect upon their experiences.</p> <p>Students are encouraged to challenge common sense assumptions concerning groups in society, in particular in the equality and diversity module and will be encouraged to offer explanations as to why some groups in society face prejudice and discrimination and consider the factors affecting groups that face discrimination students will be able to enhance intercultural understanding and the rights of other individuals/ communities.</p> <p>In addition, one of the key teaching strategies is to encourage students to challenge 'obvious common sense' explanations of social problems, therefore they will at the same time be encouraged to challenge their own values and beliefs.</p>
37	<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>The foundation degree programme is designed to be inclusive of the needs of a diverse range of learners. The foundation programme aims to adhere to University of Hull policies on inclusivity.</p> <p>Teaching makes use of a variety of teaching and assessment methods allowing for different learning styles, and the foundation degree plans to offer effective support structure to help students with disabilities and other specific needs.</p>

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	<p>Students are encouraged to reflect on their learning experiences and to develop as independent learners building on their specific abilities and needs.</p> <p>Technology is used to enhance learning and to make learning more accessible: for example extensive use is made of the VLE Moodle and Teams to support modules aims to adhere to University policies on audio capture of teaching.</p> <p>Where possible teaching/practical activities and work experience will be adapted to account for the needs and abilities of different students.</p>
38	<p>Employability</p> <p><i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>
	<p>The public sector offer a wide selection of graduate training schemes such as the graduate programme within the prison service, civil service, national graduate development programme, NHS leadership academy and a variety of armed forces officer routes. Following the foundation degree students could consider a top up provision to gain the BA or BSC in Public Services. Career opportunities within the Probation Service, local Government and council, courts and justice services could also be considered.</p>
39	<p>Student engagement in curriculum and pedagogic design</p> <p><i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>Current Level 3 students at East Riding College studying Public Services and Business will be consulted by way of a focus group meeting to help support the programme design.</p>
40	<p>Ethical issues and risk</p> <p><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>Departmental risk and ethical assessment processes will follow University processes and when approval is required no work takes place until this is obtained. Staff will follow processes where required.</p> <p>Any potential work experience opportunities, guest speaker and trips will undergo a departmental risk assessment process and is not allowed to proceed until the risk assessment form is approved by the college's Safety, Health and Environment Manager and Head of Curriculum.</p> <p>Similarly, all student research will undergo a departmental ethical assessment process and cannot proceed until the ethical assessment form is approved by the Head of Curriculum and the Programme Leader.</p> <p>Teaching content in some areas of the public sector may deal with sensitive concepts and issues (related to, for example, race, religious belief, sexuality, gender, deprivation and inequality. In discussing and researching such issues, teaching aims to account for difference in a sensitive and inclusive manner.</p>
41	<p>Other information/programme special features</p> <p><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>

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	<p>Other courses available at the college will be on offer to the students which could enhance their skills and career prospects such as Business administration and accountancy courses. There are also some distance learning programmes available for the student to engage with such as Mental Health Awareness.</p> <p>Residential visits will feature on the course including London and a European country such as Germany, Brussels or Poland.</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>												
	<p>The college promotes all higher education programmes within the prospectus which is updated annually. The programme will also be advertised on the college website and within various social media campaigns. To help generate interest in the course with current Level 3 students' taster sessions will be held. The college also hosts a number of open events during the year where potential students can speak to tutors who will be delivering the programme. Once the programme is established it would be useful to submit press releases for the local newspaper detailing the achievements of students on the programme. Potential internal and external students will also be able to search for the course on the UCAS website.</p>												
43	<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></p>												
	<p>120 UCAS points from Advanced Level studies, Access to HE or other relevant Level 3 qualification. Applications from mature students will be viewed on an application by application basis. APL will be also be taken in to consideration alongside extensive work experience in the public service.</p>												
44	<p>Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i></p>												
	N/A												
D	IMPLEMENTATION STRATEGY												
45	<p>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></p>												
	<table border="1"> <tr> <td>Estates:</td> <td></td> </tr> <tr> <td>Library:</td> <td>A</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:	A	Admissions:		Careers:		Visa Compliance:		Other (<i>Please specify</i>):	
Estates:													
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Other (<i>Please specify</i>):													

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46	<p>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></p>
	<p>The college currently delivers a FdSc in Sport, Exercise and Health Sciences through the University of Hull and previously the college has run a BTEC HND in Public Services and had low numbers of students. It is expected that a foundation degree validated by the University of Hull will make a more attract option for students interested in studying Public Sector Management at a higher level.</p> <p>It is expected the number of students on the FdSc in Sport, Exercise and Health Sciences may not be affected as students as the modules and programme content do differ. The new programme does offer internal students such as those on Level 3 programmes and external applications more choice and the programme may be attractive to students currently studying other level 3 programmes within the college.</p> <p>The learners who successfully complete a Level 3 programme will have a route for progression onto the foundation degree.</p>
E	POST PROGRAMME OPPORTUNITIES
45	<p>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></p>
	<p>Following the completion of the foundation degree the students will be able to apply to Top Up to a full degree. The college does offer a BA(Hons) level 6 Top Up in Public Sector Management programme which the student can progress on to. The students will also be given support to complete their UCAS applications and personal statements towards the end of their foundation degree. The follow Top Up programmes offered by other institutes will also be promoted to the students:</p> <ol style="list-style-type: none"> 1. Bishop Burton College – BA (Hons) Contemporary Criminology (Top Up) – local option Modules: Police Management and Leadership Liability, Rights and Responsibilities Social Policy and Politics <p>We have existing links with Bishop Burton College and have previously sent our completed HND students to the college to complete their top up provision. An email has been sent to confirm that the top up provision is still an available option and we are awaiting a response.</p> <ol style="list-style-type: none"> 2. Middlesbrough College - Social and Public Sector Development (Top-up) Modules: Strategic Management in the Social and Public Sector Ethical Practice and Legal Issues Community Surveillance, Health and Well-being

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	Preparation for Dissertation Dissertation
46	<p>Employment opportunities</p> <p><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></p>
	Students progressing from this foundation degree are likely to become junior managers and progress in to careers within a public sector and those already working in the sector may apply for a managerial / promotion within the public sector that they work. Some students may also wish to progress in to teaching.

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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						
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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	
Certificate Stage															
T1															
Research Methods and study skills	4	20	Literature Review Presentation Report	C				P	F			P	F	P	
Public Sector support for national and local communities	4	20	Report Presentation	C				P	F	P	P		F	P	
The Function of Human Resources within Organisation	4	20	Report Essay Individual Recorded discussion	C				P	F	P	P		F	P	

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T2															
Key Business Concepts in the Public Sector	4	20	Presentation Essay	C				P	F	P	P		F	P	
Managing an Enterprise Project	4	20	Padlet presentation Portfolio	C				P	F	P	F	F	F	P	
The Management of Employees Welfare, Well-being and stress within the Public Sector	4	20	Presentation Fact Sheets	C				P	F		P	P	F	P	
T3															
Diploma Stage															
T1															
Business Environments	5	20	Multimedia presentation Report	C				P	F	P	P	P	F	P	
Economic Impacts on the UK Public Sector	5	20	Report Individual presentation Poster presentation	C				P	F	P	P		F	P	
Leadership and	5	20	Essay Planning Documents	C				P	F	P		F		P	

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Teamwork in the Public Sector			Leadership Session Report												
T2															
Research Project	5	20	Presentation Report	C				P	F				F	F	
Career Professional Development	5	20	Essay Report	C				F	F	P		P	F	P	
Equality and Diversity within the Public Sector	5	20	Report Presentation Poster Presentation	C				P	F				F	P	
T3															
Honours Stage															
T1															
T2															

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T3															

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

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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 <i>(e.g. exam, essay, presentation)</i>	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							

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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
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 <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Honours															
T1															

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T2																		
T3																		
Masters																		
T1																		
T2																		
T3																		

F6 POSTGRADUATE TAUGHT CURRICULUM MAP

Programme/Variant Titles and Identifiers:

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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
PGCert															
T1															
PGDip															
T2															
Masters															
T3															

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