

This form is for programme approval. There are two processes for programme approval:

- New Programme Development
- Programme Enhancement through Transforming Programmes

1. New Programme Development

Programme development at the University is a two-stage approval process comprising Development Consent and full Validation. Approval at each of these stages is required by the relevant University Faculty and the University Education Planning Committee.

Process for approval:

- complete Part 1, sections A – F for the Development Consent stage, then submit to Quality Support Service
 - *Submission deadlines to QSS (following Academic Contact engagement) for the 2022/23 development year are 14 October or 7 December 2022)*
- following approval of Development Consent, complete Part 2, sections G to K for the Validation stage and complete module specification (Annexe A is to be completed for Apprenticeship programmes)
 - *Submission deadlines for Validation papers, to be received by QSS (following Academic Contact engagement), for the 2022/23 development year are 16 January or 1 March 2023)*

Approved Parts 1 and 2 will form the final programme specification (section B, the 'Business Case' will be removed).

2. Programme Enhancement through Transforming Programmes

Programme Enhancement is a lighter touch approach whereby an existing programme will be modified through the principles of Transforming Programmes in a one-stage approval process.

Process for approval:

- complete Part 1, sections A, C, D, E and F (section B, the Business Case, is not required for programme enhancement). Also, complete Part 2, sections G to K and complete module specifications and then submit to Quality Support Service (Annexe A is to be completed for Apprenticeship programmes)
- ensure to include external examiner feedback within the submission of Part 2.
 - *Submission deadlines for Validations papers to be received by QSS (following Academic Contact engagement) for the 2022/23 development year are 16 January or 1 March 2023)*

For further information on the approvals process and to access templates for the above, please refer to the Programme Approvals section of the [Quality and Standards webpage](#) – Programme Development and Management.

PART 1 – DEVELOPMENT CONSENT

Completion of an application for Development Consent is the first stage of the Programme Approvals Process at the University of Hull. The application covers both the Business and the Academic case.

Some major modifications to existing programmes (new location, new mode, and new method of delivery) require the approval of Development Consent.

Programmes awarded Development Consent are authorised to advertise to prospective students (subject to full approval) - in completing this form the intended student audience must be borne in mind. The proposed programme's indicative aims, outcomes and approaches to teaching and learning should therefore be written in a way that will be understandable and meaningful to this intended audience.

A GENERAL INFORMATION		
1	Partner Institution name	
	TEC Partnership	
2	University Faculty and Academic Unit Information	
	Faculty: FACE Academic Unit: Education Studies Academic Contact name: Elspeth Nelson	
3	Partner Institution Academic Unit Information	
	Faculty / Academic Unit: Lead Contact name: Nathan Michael Lead Contact email: michaeln@tecpartnership.ac.uk Lead Contact job title: Group Vice Principal	
4	Nature of application	
	New programme	Yes /No Complete Part 1 'Development Consent', sections A to F of this form, then submit to QSS. Following approval of Part 1 'Development Consent' by Education Planning Committee, you must complete Part 2 'Validation Stage', sections G to K, then submit to QSS along with completed module specifications
	Enhancement of an existing programmes through Transforming Programmes	Yes-/ No Complete Part 1 'Development Consent', sections A, C, D, E and F of this form (section B is not required), AND Part 2 sections G to K then submit to QSS along with completed module specifications
	Enhancement of an existing programme through Transforming Programmes AND Major Modification	Yes-/ No Describe the nature of the modification (new location, new mode and/or new method of delivery)
	Major modifications require the following to be submitted alongside this form, please indicate submission:	
	- Major modification coversheet	Yes / No
	- External Examiner comment	Yes / No

5 Programme awards and titles

Variant	Programme Title	Mode (FT/PT)	Method of delivery*	Proposed first year of entry	Duration of study	Intakes per year (state month)	Weeks per trimester	Location of delivery	Approval category**	UCAS code	Proposed student fee
A	MA Education	PT	<i>On Campus / Blended</i>	Sept 2023	3	One - Sep	15	Grimsby Institute of Further and Higher Education	Validated	TM01	£8100 whole course
B	MA Education	PT	<i>On Campus / Blended</i>	Sept 2023	2	One - Sep	15	Grimsby Institute of Further and Higher Education	Validated	TM02	£8100 whole course

* Input either on campus, Online, Distance Taught, Other (please state)

** validated, franchised or consortium

If this programme/s sits within a cluster of other approved programmes, please indicate those programmes	n/a
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6	End of stage awards and titles <i>Indicate when, and give a full explanation why, the end stage award titles are different to the variants listed above and which are intended to have different UCAS codes. For example, BSc Nursing / HE Certificate in Nursing Studies</i>																																													
	n/a																																													
7	Type of programme <i>Place the relevant programme variants (a, b,c etc.) against each programme type below</i>																																													
	<table border="1"> <tr> <td>Single Honours</td> <td></td> <td>Combined</td> <td></td> <td>Integrated Masters</td> <td></td> </tr> <tr> <td>Taught Masters</td> <td>X</td> <td>MRes (Taught or research)</td> <td></td> <td>Foundation Degree</td> <td></td> </tr> <tr> <td>Apprenticeship/Work Based Learning</td> <td></td> <td>Dual Award</td> <td></td> <td>Preliminary Stage</td> <td></td> </tr> <tr> <td>HE Certificate</td> <td></td> <td>HE Diploma</td> <td></td> <td>Honours Stage (Top-up)</td> <td></td> </tr> <tr> <td>Placement Year</td> <td></td> <td>Year Abroad</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other Please detail:</td> <td colspan="5"></td> </tr> <tr> <td>Does this programme underpin a Higher/Degree Apprenticeship?</td> <td colspan="5">No If yes complete <i>Annexe 1</i></td> </tr> </table>				Single Honours		Combined		Integrated Masters		Taught Masters	X	MRes (Taught or research)		Foundation Degree		Apprenticeship/Work Based Learning		Dual Award		Preliminary Stage		HE Certificate		HE Diploma		Honours Stage (Top-up)		Placement Year		Year Abroad				Other Please detail:						Does this programme underpin a Higher/Degree Apprenticeship?	No If yes complete <i>Annexe 1</i>				
Single Honours		Combined		Integrated Masters																																										
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Does this programme underpin a Higher/Degree Apprenticeship?	No If yes complete <i>Annexe 1</i>																																													
8	Progression Routes <i>Indicate two progression route programmes. If none exist, do you have any plans to develop such provision?</i>																																													
	n/a																																													
9	Proposed JACS/HECoS code																																													
	Education Studies 100459																																													
10	Awarding Institution(s)																																													
	University of Hull																																													
11	Relevant Subject Benchmark Statements <i>Please state the QAA Subject Benchmark Statements relevant to the programme and used within its design. Where no subject benchmark statements apply, please state 'not applicable'</i>																																													
	QAA Education Studies 2019																																													
12	Other references used in designing the programme/s.																																													
	e.g., service groups in health-related areas; industrial expert advice; other external stakeholders etc QAA Master's Degree Characteristics Statement 2020																																													
13	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>																																													
	n/a																																													

B BUSINESS CASE

Where there is more than one programme or variant on the form, please ensure that the information provided clearly identifies the business case for each, where any differences exist, using the programme identifiers (a, b,c etc.)

14 Market research

Through discussion with stakeholders, outline the research undertaken and the findings which support this programme development, including input into programme and assessment design, e.g.

- Potential applicants (young people currently outside of Higher Education)
- Students and alumni
- Employers/industry expert advice
- Service groups in related areas
- External academics/examiners
- Professional, Statutory and Regulatory Bodies (if applicable).

Our Early Childhood Studies team and our PGCE teams have spoken to current students and graduates and have established a clear market amongst these markets. Student numbers for the last 3 years include:

Site	Course	19/20	20/21	21/22
GIFHE	PGCE	19	18	8
GIFHE	PgCE	14	22	36
GIFHE	Early Childhood Studies	21	14	20
GIFHE	Childhood and Youth Studies	4	11	10
STEC	PGCE	4	4	3
STEC	PgCE	0	1	5

In addition, our own Staff Development Manager has established a clear need for this to support our existing staff. We have 100s of academic and senior support staff who would be potentially would be interested in completing a Masters locally.

15 Applicant profile

Outline the expected applicant profile e.g. part time students, distance taught, local students, internal progressing students

AND

Discuss how the College can meet the needs of these students e.g. teaching patterns, support mechanisms

- The vast majority of students applying for this programme will be local to the University Centre Grimsby
- All students will be studying Part Time
- The majority of students will be graduates of degrees at TEC Partnership
- Some students will be staff members drawn from local schools
- Delivery will be conducted through study weekends where our 3 masters programmes come together. Delivery through the day will allow bespoke sessions for the MA modules and sessions available to all of our L7 programmes developing wider theoretical understanding and cultural capital.
- Sat alongside this delivery will be online support with the module tutor with specified time available combined with online resources provided through the VLE.

16 Competitor analysis

Provide information on institutions offering similar programmes along with their fees, geographical spread, and typical entry tariff. List the three institutions and programmes that form the current main competitors for the proposed programme. Include the University of Hull, if applicable

Part time Education Masters are available at University of Lincoln, Bishop Grosseteste University, and the University of Hull. Most graduates of UCG and ERC do not wish to travel for their study. Graduates are used to the support levels provided by the college and would like to carry on studying within this area. Many other providers of this type of course do not offer study weekends in the same way as we are proposing.

17 Collaborative Partner HE Strategy

Outline how the programme/s to be developed fit with your institution’s HE strategy

The programme fits within our provision as a progression route from the degree programmes and PGCE programmes that we run at Level 6. These will allow our graduates to complete an MA in Grimsby where this has been previously not possible. Our students are unlikely to travel to another institution to undertake their MA, either because of family ties, job situations or another restraint that means their only option is to study locally. This programme will therefore fit within our strategy to bring higher education to our local communities where there have been previous cold spots in participation.

TEC Partnership intends to continue to develop innovative programmes such as this Masters and other level 6 programmes in partnership with the University of Hull where there are clear benefits to closing gaps in participation within our local communities.

18 Anticipated student numbers

Provide rationale for these numbers. Indicate the minimum number of students necessary for financial viability and explain the evidence on which this is based.

Anticipated number of students:

Variant	Year one	Year two	Year three
A	3	3 (6)	3 (9)
B	10	15 (25)	15 (30)

Rationale

We predict that there will be small numbers initially that will grow once the programme becomes established, with most students looking to complete it in a two-year timeframe.

Minimum number of students required to make the programme viable:

Variant	Year one	Year two	Year three
A	3	3	3
B	10	10	10

Evidence

See box 14.

19 Will students be displaced from other programmes at the partner institution?

If yes, please indicate which programmes and the validating body

Programme title	Validating body

n/a

20	Are there any additional resources required to facilitate learning and teaching? <i>If yes, has the College committed to additional resources required for the programme? Include details of any additional teaching staff FTE and their RTS status</i>	
	Type of resource	Provide details
	FOR THE COLLEGE	
	Learning resources for example library/additional specialised software	A full library report will be completed by our HE Learning Centre and resources acquired as required. Some of this has already been completed as TEC Partnership revalidated its Teacher Education provision.
	Teaching spaces for example labs/studios	n/a
	Staffing	A programme leader will be identified by the college to manage the programme.
	Other	n/a
	FINANCIAL IMPLICATIONS FOR THE STUDENT	
	Learning resources for example textile materials, cameras, visit costs	Although not mandatory, students may wish to acquire laptop on entry to the programme, using some of the student support available from SLC. However, all the onsite computer resources necessary are provided by TEC Partnership.

C ADMISSIONS INFORMATION

21	Academic entry requirements <i>Using the relevant programme variants (a, b,c etc.), highlight any proposed entry requirements including UCAS tariff points</i>
	A Bachelor's degree with honours at (2:2 or above) in Education or a related subject area A Bachelor's degree with honours in any subject (2:2 or above) and significant work experience in the education sector A Bachelor's degree with honours (3 rd Class or above) in any subject and a PGCE (Post or Professional Graduate)
22	Other proposed entry requirements <i>Such as, if Disclosure Barring Service or medical checks are required, please explain why</i>
	N/A
23	Restrictions to entry <i>Outline any necessary restrictions such as age and overseas students and explain why these need to be in place</i>
	TEC Partnership does not hold a Student Sponsor License currently.

D PROGRAMME DESIGN

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 A5 of this form.

24	Proposed Programme Overview <i>Provide a summary overview, outlining the rationale for the programme development, and how the programme will respond to the principles of Transforming Programmes including:</i>
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	<ul style="list-style-type: none"> • <i>How is the programme inclusive and supportive of diversity? You should consider the content, mode of delivery and assessment strategy.</i> • <i>How is the vision of the Institutions integrated within and across the programme?</i> • <i>How is the programme regionally and/or nationally distinctive?</i> • <i>How has the programme been co-developed (students, external stakeholders, services users)?</i> • <i>How are issues relating to the challenges of the 4th industrial revolution (such as examining the role of humans in a digital and technology driven environment, including the personal, institutional, societal consequences) bedded into the programme?</i>
	<p>The MA Education programme delivered by TEC Partnership has been designed with educators and teachers from the ground up. Our unique approach within the local area to a part time Masters programme is designed to guide you through a learning journey which prepares you with the skills that a Masters graduate needs to succeed in the next stage of their educational career. The programme is designed for blended delivery, with face-to-face delivery on weekends and additional online support during the week, allowing professionals to study while working in the education sector. The MA Education supports the development of professionals regardless of which part of the education sector that you are currently working in, as the modules draw out your professional experiences and encourage you to critically reflect on the learning you have already undertaken in the workplace, while blending this with the academic theory that a student needs to succeed at level 7 and beyond.</p> <p>This programme allows teachers and those working to support education to explore their profession, its history and its future by understanding the policy and the theoretical debates which continuously shape it. A combination of practice and applied theory will allow the students to explore their own practice and structures to become change agents within their own specialisms. Designed so that students can adopt a practical or a theoretical route throughout the programme allowing practical application or theoretical exploration of all parts of the educational system.</p> <p>The programme delivery will be a combination of study weekends and follow up support via VLE and communication online. Students will be supported using latest Digital Technology to ensure the delivery is inclusive of everyone's needs.</p> <p>The programme aims to:</p> <ul style="list-style-type: none"> -Provide opportunity to explore education and educational environments to make improvement in provision and understanding. -Allow practitioners to explore their educational settings in detail considering impact and consequences of change -Provide local part time study at level 7 focused on improving the lives of those we teach or support -Provide graduates with the ability to think critically, building arguments using evidence to solve complex problems and explain their process and outcomes to others.
25	<p>Graduate Futures <i>Please outline how the programme:</i></p> <ul style="list-style-type: none"> • <i>Develops competencies throughout the programme, reflecting Hull Graduate Attributes and the University of Hull Competency Framework</i> • <i>Enables progression to a range of jobs, ensuring that these reflect subject specific and wider career opportunities</i>
	<p>The focus of this programme is on the improvement in educational environments. Students on this programme will be graduates who are largely in work already as teachers or professionals within educational establishments. This course will aim to give the necessary skills to be better at their jobs but also potentially seek promotion within organisations.</p>

The Grimsby Graduate Attributes will be mapped in the assessment plans to ensure all graduates are employable.

A graduate of this programme will be able to progress to a range of jobs, such as manager, curriculum leader, researcher, educational policy development, educational leadership, advanced teaching practitioner.

26 Programme Competencies

Programme competencies are direct statements of what successful students will be able to do because of studying on the proposed programme. They express how the knowledge, understanding and skills set out in subject benchmarks are enacted in effective disciplinary or professional practice.

Programme competencies integrate the 3 essential dimensions that make up the UoH understanding of Competence:

- **Knowledge Management: Source, understand and communicate knowledge.** *This includes - critical thought, identification of relevant/valid data and ethical and efficient data management and communication.*
- **Disciplinary and Professional Experience: Dialectic action and critical thought to address a real-world task / practice in context, working independently or with a team.** *This includes - application and integration of subject knowledge, accessible communication, and sustainable practices.*
- **Self-Awareness: Self-assessment and self-regulation in public and private domains, in independent or team working.** *This includes - global citizenship and ethical behaviours, autonomous and responsible working and collaboration.*

A graduate of this programme will be able to demonstrate competencies in:

PCs	Programme Competencies	Programme Identifier	Subject Benchmark Statement Identifier
PC1	Make improvements in educational provision or theoretical understanding by critically evaluating and synthesizing a wide range of educational theories and practice.	A, B	ES 5.3.1, 5.3.2, 5.3.3, 5.5.1, 5.5.4, 5.6.3 (UoH Comp K1, D1, D2, D3)
PC2	Systematically explore the impact of educational theory and ideology on academic disciplines and policy, policy generation and practice through critical analysis and evaluation of diverse and ambiguous data.	A, B	ES 5.3.1, 5.3.2, 5.3.5, 5.4.1, 5.5.1, 5.7.7 (UoH Comp K1, K2, D2, D3)
PC3	Solve complex problems using critical analysis and evaluation, to apply theory and pedagogic principles to propose and implement change within an organisation.	A, B	ES 5.4.1, 5.4.2, 5.4.4, 5.5.1, 5.6.2, 5.7.5 (UoH Comp SA1, SA2, SA3)
PC4	Use digital technologies with professionalism in the context of education enquiry to locate, retrieve, critically evaluate and present knowledge, sometimes with incomplete data and advancing at the forefront of their academic discipline.	A, B	ES 5.3.2, 5.4.4, 5.5.1, 5.5.2, 5.6.1, 5.7.7 (UoH Comp K1, K2, D1, D2)
PC5	Conduct research in education following ethical guidelines and using the results and the process of	A, B	ES 5.3.4, 5.4.2, 5.4.3, 5.5.3,

	research to propose improvements in practice or in theory contexts, recognising the ambiguity and limitations of the data collected.		5.7.5, 5.7.6 (UoH Comp K1, D1)
PC6	Communicate complex educational knowledge to both specialist and non-specialist audiences both orally and in writing, using digital media and in a professional, ethical manner and with confidence.	A, B	ES 5.3.4, 5.3.5, 5.6.2, 5.7.1, 5.7.2, 5.7.3 (UoH Comp K2, K3)
PC7	Complete research that tackles complex problems within education contexts, while exercising initiative and taking personal responsibility.	A, B	ES 5.5.1, 5.5.2, 5.5.3, 5.6.1, 5.6.2, 5.6.3 (UoH Comp K1, D1, SA1, SA2)
PC8	Produce work with increasing autonomy, and work with others in a professional manner, while continually reflecting on personal and professional development.	A, B	ES 5.5.1, 5.5.3, 5.6.1 (UoH Comp D1, D3, SA1, SA2, SA3)

27 Brief Summary of Proposed Learning and Teaching Approach

Competencies are best developed in practice and assessed in application; as such they must be taught in a particular way.

Provide give a summary, covering:

- *Why the proposed approaches to teaching and learning are the most appropriate.*
- *How the proposed approaches to teaching and learning support students' ability to practice the programme competencies.*
- *How the proposed approaches to teaching and learning are inclusive in design, delivery and content, for example how the programme will incorporate a diversity of perspectives such as Black, Asian and Minority Ethnic perspectives. LGBTQ+ perspectives*

The synchronous delivery will occur over 9 study weekends a year consisting of 1 day for those completing a 2-year degree.

The asynchronous delivery will consist of learning assets (reading/video/forum/wiki) and follow up tasks set by the Module leader with formative assessment tasks built throughout. Generally, there would be between 20 and 25 hrs asynchronous delivery on a module.

Where this will be different is when an optional module has fewer than 3 students studying on it. In this scenario, the students will have an introductory session of 4 hours followed by 5 hours of supervision.

28 Brief Summary of Proposed Assessment Approach

Competencies are the culmination of the knowledge, understanding and skills of a specific discipline that enable a student to successfully attend to a given practice or task - they are best assessed in application.

Explain the programme assessment strategy, including:

- *How students will be assessed and why this is the most appropriate method.*
- *How the assessment demonstrates inclusivity in design and choice, ensuring all students have equal opportunity to succeed.*
- *Specific reference to how the proposed assessment strategy is aligned to the competencies.*
- *How formative assessment will be used through the programme to effectively prepare students for summative assessment.*
- *An overview of the assessment 'journey' of an individual student, i.e., how assessments at level 4 prepare for those at level 5, and then level 6.*
- *If assessment is guided by accreditation requirements, please detail here*

	The assessment strategy on the programme is one that aims to develop excellent academic communicators whether verbally or in written form. A range of assessments will be used including essays, reports, action research projects, presentations, posters, academic papers. In all modules there will be the opportunity to complete the assessment by applying theory to practice or by approaching the assessment from a more theoretical perspective depending on what the student prefers.
29	Proposed Key Areas of Study <i>Describe the key topics of study</i>
	180 credits consisting of the following: 20 credits Advanced Research Methods 20 credits Reading and Understanding Educational Theory 20 credits Implementing Education Policy 30 credits Leadership and Delivering Change 30 credits Curriculum Critique and Approaches 30 credits Advanced Theory and Educational Research 30 credits Education Technology Implementation 30 credits Mentoring and Coaching in Education 60 credits Dissertation
30	Programme special features <i>Provide any other information about the programme(s) not included above. This may include field trips and their arrangements, special opportunities on offer (e.g., forest school qualifications) and specific student support arrangements associated with these programmes</i>
	n/a
31	Equality and Diversity <i>Higher education is covered by the Equality Act 2010, which protects individuals from discrimination based on the following protected characteristics: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation. Detail the adjustments you have considered to ensure this programme anticipates the needs of students with any of these characteristics (unless already covered in the above sections)</i>
	The needs of disabled learners are taken into account in the design of all learning programmes. Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required. Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall. In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills.

E CONSORTIUM AND FRANCHISED PROVISION ONLY

32	Quality Assurance
	<i>Outline what quality assurance processes will be put in place and how risk will be managed e.g. will marking, moderation, annual monitoring and external examining be shared, how will placement quality be assured etc</i>
	N/A – validated provision

F EXEMPTION REQUEST	
33	Request for exemption from the academic framework
	<i>Will you be requesting any exemption from the academic framework? Please give details</i>
	N/A

THE END OF PART 1

If your application is for the **development of a new programme**, you must **submit this form now** to QSS-Partnerships@hull.ac.uk along with a completed signature sheet for the Development Consent stage to be considered.

Part 1 requires approval via Faculty and Education Planning Committee, prior to completion of Part 2, Validation.

If you are **enhancing an existing programme/s through Transforming Programmes**, please **continue to complete Part 2** and **then submit** to QSS-Partnerships@hull.ac.uk along with:

- module specifications
- sign off sheet for validation.
- external examiner comment

PART 2 - VALIDATION STAGE

For the Validation stage, please complete the module specifications and sections G to K of this form.

If required, Box D of Part 1, Programme Design can be amended at the validation stage. Please give a summary of any significant changes made to Part 1 – Development Consent in Box G below.

If changes are required to Sections A – C, please consult with the Quality Support Service, as changes to the title, start date, mode and entry requirements will require Education Planning Committee approval, due to impact on advertised material.

G SUMMARY OF AMENDMENTS POST DEVELOPMENT CONSENT APPROVAL (TO PART 1)

34 Summarise any significant changes made to sections A – D above, e.g., amendments to programme competencies, learning and teaching concept etc.

N/A

H ADDITIONAL PROGRAMME INFORMATION – VALIDATION STAGE

35 Classification Weighting

Please complete only if different to standard University of 30:70 (Diploma: Honour)

n/a

36 Balance of Credits across Trimesters

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

A – 30 Credits per trimester

B – 45 Credits per trimester

37 Module Structure

In this section, please explain how the content of the curriculum will be organised and why.

- *What is the rationale for the module structure of the programme?*
- *What value do the modules selected add to the programme?*
- *Why have optional/core/compulsory/elective modules been included in the design of the programme?*
- *Do modules demonstrate progression between the levels of the programme in terms of intellectual challenge, skills, knowledge and learning autonomy?*
- *Do modules encourage a balance of academic, personal development and practical/professional elements?*
- *Does the selection of modules provide an extraordinary student experience?*

Note: A diagrammatic structure is often helpful to establish the composition of a programme

180 credits consisting of the following:

20 credits Advanced Research Methods (Core)

20 credits Reading and Understanding Educational Theory (Core)

20 credits Implementing Education Policy (Core)

30 credits Leadership and Delivering Change (Group A)

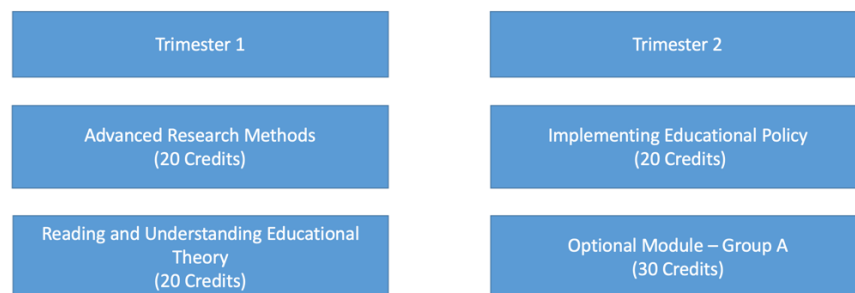
30 credits Curriculum Critique and Approaches (Group A)

30 credits Advanced Theory and Educational Research (Group B)
30 credits Education Technology Implementation (Group B)
30 credits Mentoring and Coaching in Education (Group B)
60 credits Dissertation (Core)

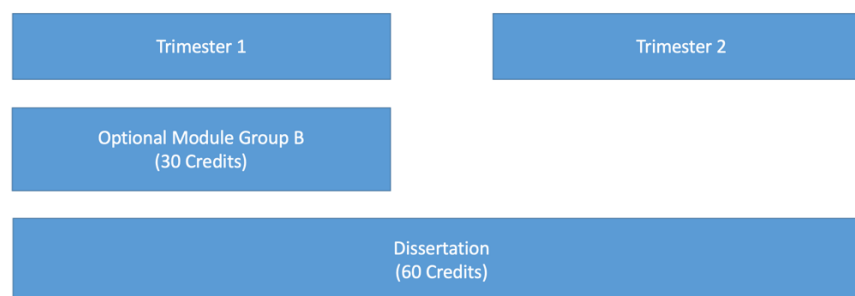
Optional Modules are grouped to ensure that an appropriate student experience can be delivered.

Two Year Programme

Year 1

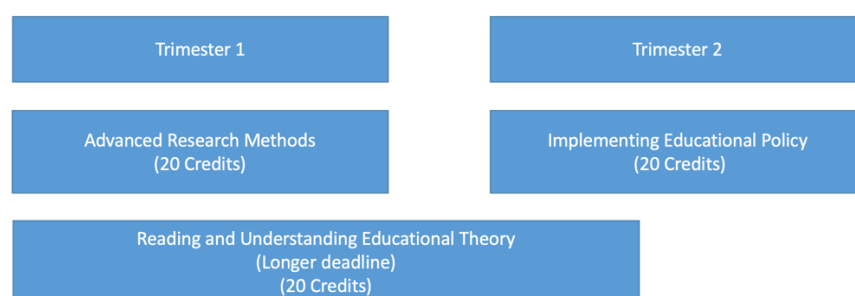


Year 2



Three Year Programme

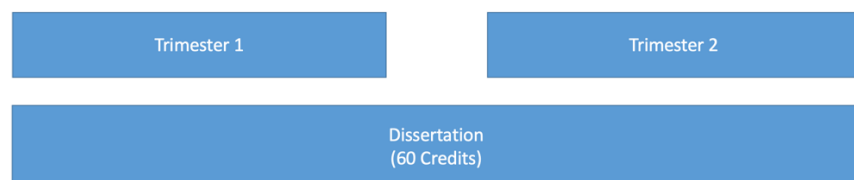
Year 1



Year 2



Year 3



38 Ethical Issues and Risk

Highlight ethical considerations 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)

TEC Partnership as a provider of higher education has established processes for managing ethical consideration and risks. TEC Partnership operates an Ethics Committee under HE14 Ethical Approval, available in our Quality and Standards handbook. The Committee holds delegated risk for ethical approval and all primary research must be approved by the committee before it is undertaken.

Assessments will be identified as to whether they need ethical approval in the validation document and guidance issued by the module leader. Guidance will be provided to students in their module handbooks and teaching and learning on the approach to ethical approval that they need to take.

It is expected that most students will use examples from their practice which are in the normal course of their work or practice, as such ethical approval will not normally be needed for these assessments. However, students should ensure that work is anonymised appropriately, and if there is any doubt about whether they need ethical approval, must approach their module leader or supervisor for advice and guidance.

All dissertations or similar project work must always have ethical approval regardless of the subject. Guidance can be sought from <https://grimsby.ac.uk/quality-and-standards-handbook-home/>, Section HE14

39 Sensitive Issues and Safeguarding

Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation, and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.

The teaching in this programme may approach subjects such as safeguarding and how the education sector supports children, young people and vulnerable adults in professional settings. Support services are available to any student on this programme impacted by these subjects. Additionally, when writing about these subjects or when writing about their settings, students are expected to deal with individuals and other settings confidentially, renaming individuals and schools/colleges as required so as not to identify real world people or situations.

I IMPLEMENTATION STRATEGY

40 Implications for other areas of the Partner Institution

Using the relevant programme identifiers (a, b,c etc.), indicate any requirements that may impact on other areas of the partner institution. Discuss these with the relevant service area before completing this form

	Estates:	N/A
	Library:	Library will provide report on reading lists and costings.
	Admissions:	N/A
	Careers:	Discuss how to promote routes for postgraduate study at the college.
	Visa Compliance:	N/A
	Other (<i>Please specify</i>):	N/A
41	Existing programmes/students affected by this proposal.	
	<i>State here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, 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>	
	N/A – no other MAs run at Grimsby.	

J POST PROGRAMME OPPORTUNITIES

42 Progression opportunities to further academic or professional programmes

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?

Doctoral level programmes exist at many universities.
 Bishop Grosseteste University – EdD and PhD routes
 Lincoln University – PhD and PhD (Professional) routes
 Sheffield University – EdD and PhD routes
 University of Hull – PhD routes

K CURRICULUM MAPS

43

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

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

- In Columns 1-3, please list all programme modules taught, 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 (Co), Compulsory (Cm), Optional (Op) or Elective (El) *
- In Column 6, please identify which modules contribute to the achievement of programme competencies.

*Definitions:

- **CORE** module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.
- **COMPULSORY** module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.
- **OPTIONAL** module - this is a module that a student may choose to study as part of their degree programme.
- **ELECTIVE** module – this is a module that a student may choose to study. It cannot be compensated or condoned.

Note:

- There should be no optional modules at Level 4 (unless an exemption request has been approved by EPC).
- Optionality should be minimised throughout the programme.
- Levels of optionality should be clearly linked to the number of students taking the module.

KEY:

P = Programme	PC = Programme Competence
PW = Pathway	T1,2,3 = Trimester 1,2,3
Co = Core Module	Cm = Compulsory Module
Op = Optional Module	El = Elective Module

K6. POSTGRADUATE TAUGHT CURRICULUM MAP

Programme Titles and Identifiers: A – MA Education (3 Year Part Time) B – MA Education (2 Year Part Time)

1 Module Name	2 Lvl	3 Crdt	4 Assessment Method (e.g., exam, essay, presentation)	5		PCs							
				A	B	1	2	3	4	5	6	7	8
PG Cert													
Advanced Research Methods	7	20	Research Proposal 60% Viva 40%	Co T1	Co T1		x			x	x		
Reading and Understanding Education Theory	7	20	Essay 80% Group Seminar 20%	Co T1	Co T1		x	x				x	
Implementing Education Policy	7	20	Presentation 50% Report 50%	Co T2	Co T2	x		x	x				x
PG Dip													
Leadership and Delivering Change	7	30	Case Study 50% Pitch to Colleagues 50%	Op T2	Op T2		x	x			x	x	
Curriculum Critique and Approaches	7	30	Artefact 50% Reflective Review 50%	Op T2	Op T2	x		x				x	x
Advanced Theory and Educational Research	7	30	Essay 50% Viva 50%	Op T1	Op T1			x		x	x	x	
Education Technology Implementation	7	30	Report 50% Artefact 50%	Op T1	Op T1			x	x		x		x
Mentoring and Coaching in Education	7	30	Coaching Reflection 50% Essay 50%	Op T1	Op T1	x		x			x		x
Masters													
Dissertation	7	60	Research Project Output 70% Viva 30%	Co T1 & T2	Co T1 & T2	x	x	x	x	x	x	x	x