

LTC15D014

Title: Brooksby Melton College Institutional Approval
Author: Gavin Tash, Senior Partnerships Manager, Partnerships Office
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Issue

A proposed new institutional partnership to validate higher education provision at Brooksby Melton College

Recommendation

The Learning and Teaching Committee is asked to recommend to the Senate of the University of East Anglia that Brooksby Melton College be approved as a partner institution of the university for a period of up to five years commencing September 2016 subject to the following conditions and recommendation as set out in Appendix C of the Institutional Approval Report (Appendix 1).

LTC is also asked to note the Initial Course Proposals for the 10 programmes being put forward for validation subject to institutional approval.

Resource Implications

Cost and time involved in supporting the approval process. Ongoing costs (mainly fixed costs: staff time) in managing and monitoring the partnership and supporting academic and support staff at Brooksby Melton College.

Equality and Diversity

There are no equality and diversity implications

Further Information

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Attachments

Appendix 1- Institutional Approval Report-Brooksby Melton College
Appendix 2- Initial Course Proposal: FdSc Animal Management (Science and Welfare)

Appendix 3- Initial Course Proposal: BSc (Hons) Animal Management (Science and Welfare) (Top Up)
Appendix 4- Initial Course Proposal: BSc (Hons) Digital Film Technology
Appendix 5- Initial Course Proposal: BSc (Hons) Digital Film Technology (Top Up)
Appendix 6- Initial Course Proposal: FdSc Equine Performance Science
Appendix 7- Initial Course Proposal: BSc (Hons) Equine Performance Science (Top Up)
Appendix 8- Initial Course Proposal: BA (Hons) Performing Arts
Appendix 9- Initial Course Proposal: Ba (Hons) Performing Arts (Top Up)
Appendix 10- Initial Course Proposal: FdSc Sports Science
Appendix 11- Initial Course Proposal: BSc (Hons) Sports Science (Top Up)

University of East Anglia

Report of the Institutional Approval of Brooksby Melton College 30 September 2015

1. Introduction and Background

- 1.1 An institutional review Panel met at the Melton campus of Brooksby Melton College on 30 September 2015 to consider the approval of the College as a partner institution of the University of East Anglia (UEA). Membership of the Institutional Approval Panel is shown in Appendix A.
- 1.2 The Panel met with a range of College staff and a group of students from a range of programmes at the College (as listed in Appendix B). Separate meetings took place with senior staff; academic and administrative staff and students.
- 1.3 Discussions were informed by the Initial Assessment Checklist produced by the Partnerships Office and Brooksby Melton College and a range of supporting documentation including copies of policies and procedures, External Examiner reports, programme reviews, and the submission and output reports from the Autumn 2014 QAA Higher Education Review.

2. Tour of Facilities

- 2.1 Prior to the Institutional Approval Event the Panel Chair and members of the Partnerships Office visited Brooksby Melton College on 17th September and were provided with a tour of teaching and learning facilities on both campuses including the animal care centre, equine centre, theatre, dance studios, media labs, TV studio, beauty salons and restaurant.
- 2.2 UEA's Head of User Services was provided with a tour of the College's Learning Resources Centre and facilities on 10th September. Following the visit, the Head of User Services provided a written report for the Panel which provided assurance that the College's learning resource facilities were adequate.

3. Summary of Discussions

Placements, Practical Learning and Employability

- 3.1 The Panel were interested in the extent to which it was possible for the College to provide meaningful practical experience to their students. College staff stated that the College prided itself on the fact that it produced students who were fit for work. This was achieved through the significant volume of practical activity embedded in their HE programmes, along with the appropriate level and quantity of academic content. A recent injection of capital and substantial redevelopment work over the last year had significantly improved the facilities that enabled the College to provide this practical experience.

- 3.2 Examples of ways in which practical experience was included in programmes included hospitality students getting involved in catering for weddings and events held on campus; performing arts students putting on shows in the theatre on the Melton campus and elsewhere; practical riding experience being a key part of the equine programmes; and placements at professional sports clubs. It was also noted that the College had strong working partnerships with several employers. For example, Mansfield Town Football Club's Academy was based at the Brooksby campus and Leicester Tigers Rugby Club trained at the College.
- 3.3 College staff stated that the Brooksby campus included a 350 acre working farm and the Panel asked how the strategy of the farm was aligned with the strategy of the College. College Senior Management staff explained that the income from students supported the running of the farm. Although the farm did not make a profit in isolation, the fact that it was run to produce industry standard outputs made it a significant attraction to potential students.
- 3.4 During their discussion with the Panel, students highlighted how much they valued the opportunity for practical experiences on their programmes, citing examples such as entering films into competitions and sports coaching. Students stated that these experiences were also useful for including on their CV and would significantly help them when looking for employment.

Commendation 1: Links with industry and practical opportunities for learning

Commendation 2: Investment in and nature of physical facilities

- 3.5 The Panel noted that some issues had been raised in the 2014/5 QAA Higher Education Review about effective oversight of student's work based learning, including the provision of appropriate support and information for employers. The Panel were interested in how the College has responded to this. It was noted that the College had many mechanisms for ensuring effective oversight of placements including visits to the provider (or a phone call if they were more than 50 miles away) in advance of students commencing placement; provision of an employer handbook for placement providers; and obtaining regular feedback from the employer on students' progress
- 3.6 The College required placement providers to allocate a mentor to all students on placement. Mentors were briefed by the college in advance of students commencing placement and on some programmes a Mentor Handbook was also provided.
- 3.7 The Panel enquired how the College would intervene if a student raised concerns about their experience on placement. College staff stated that they all knew their students very well and if issues were raised these were dealt with promptly and on an individual basis. When students initially contact staff to raise an issue, staff would attempt to calm them down and be supportive. Students would be advised to continue with the placement for the remainder of the day, if they felt it was safe to do. Staff would then discuss the situation further with the student and the placement provider. College staff would also facilitate discussions between the student and the placement provider if appropriate. In discussions with the Panel, students stated that

College staff were available on email and phone if they had any problems while on placement and, in their experience, immediately responded to any issues raised.

- 3.8 It was noted that the College's Student Services team maintained a central database of all placement providers and this included records of any concerns raised about the placement. Students also stated that they were able to use this database if they were having difficulty finding a placement.

Student Engagement

- 3.9 The Panel asked College staff how they ensured that student engagement was effective. The Senior Management Team explained that the College had a strategy for listening to students and using this feedback to make improvements. The College had recently invested in a new post in the Student Services Team that had a remit of engaging with students.
- 3.10 The College were aware that, as an organisation which was a mixture of Further and Higher Education, there was a challenge with ensuring student engagement worked effectively for all students. This was further compounded by the majority of students living off-campus, making effective student engagement more of a challenge. However, the College was very committed to exploring different methods of engagement to accurately capture the experience of students and encourage them to be involved. This required the College to be inventive and consider what works well and not so well for different groups of students.
- 3.11 The Senior Management Team stated the College staff met with Student Representatives every half term. The outputs from these meetings were passed on to managers and also fed into the annual programme review cycle. The College's Director of Learning: Land Based and Student Services reported annually on student engagement and feedback to the College's Quality and Standards Committee.
- 3.12 College staff provided other examples of student engagement including students sitting on staff interview panels, where appropriate, and staff promptly responding to informal feedback from students.
- 3.13 The students who met with the Panel stated that the College was very responsive to students and gave examples of where action had been taken in response to student feedback, including improvement to journal access through the library.
- 3.14 The Panel enquired how action taken in response to student feedback was cascaded to the wider student body. The students who met with the Panel explained that Student Representatives ensured that outputs of student feedback were cascaded to their fellow students. Students also said they received a large amount of contact time with teaching staff and this often provided opportunity for cascading of actions being taken in response to student feedback.

College Strategy

- 3.15 The Panel asked why the College was seeking to change validating partners. The Vice Principal explained that the key factor was the College's desire to increase its HE profile. There was an increase in demand from FE students who wished to progress onto HE programmes at the College and the College was keen to work with a partner that would support this. The College wanted to do this through the foundation degree and top up model and start to run out its HND provision. The College's current validating partner has an issue with providing the subject specialism which would support the College's desired expansion. The College was also seeking a validating partner which would support the College in improving its HE reputation.

Condition 1: Develop an action plan for implementation of UEA validated regulations, policies and procedures and transfer of students to UEA awards from September 2016

- 3.16 The Panel asked if there were any outputs from the QAA Higher Education Review that made the College consider revising its HE strategy. The College Senior Management Team explained that the picture painted during the Review was of a maturing organisation. There was a need for the College to have an increasingly differentiated HE structure through support for factors such as staff scholarly activity, staff recruitment, pay scales and differentiating between content, delivery and learning styles at levels 3, 4, 5 and 6. The College was continuing to work on this.

Condition 2: Develop an action plan for continued enhancement of teaching at Level 6

- 3.17 The Panel enquired about the feasibility of the proposed student recruitment targets and what the impact would be if these numbers were not met. The Senior Management Team acknowledged that the numbers may seem ambitious but the College felt it has a much better opportunity to attract students nationally and improve internal progression if it could offer more foundation and top up programmes as there were issues with the currency of the HND offer.
- 3.18 The College stated that there would be a minimum student number threshold for running each programme. This had yet to be determined. Programmes has been run with as few a six students in the past but it was acknowledged that numbers as low as this might not be conducive to an adequate HE student experience.

Staff Appointment and Development

- 3.19 The Panel asked how the College determined that someone was appropriately qualified to teach at HE level. Staff explained that judgements were made based on academic qualifications and professional experience. All HE teachers were educated to degree level and supporting HE staff in being qualified to Masters level was also prioritised in terms of staff development. The College differentiated the approach to management of time for HE and FE staff, for example through supporting HE staff to

undertake scholarly activity, increase their subject knowledge and take on external examining roles.

- 3.20 Academic staff stated that all requests for scholarly activity were reviewed and approved by the College and that, although staff could feel stretched sometimes, particularly those teaching FE and HE, they felt very supported by the College in relation to scholarly activity. If scholarly activity was approved by the College, staff were released from specific amounts of their contracted annual teaching hours
- 3.21 The Senior Management Team stated that the College had a lesson observation policy. However, it realised that there was a need for a specific HE lesson observation policy as the requirements were different to those of FE. For example, HE staff would be expected to demonstrate more supportive and closer engagement with students. The College had already commenced work with a team of consultants to develop an HE specific lesson observation policy.

Recommendation 1: Further develop HE specific teaching observations

- 3.22 The Panel enquired how good practice was shared across the two campuses. Staff explained that they work very closely together across programmes and across the two sites. Examples of this included attending other teams' HE meetings, guest lecturing in other departments, regular cross campus meetings and sharing best practice via group emails.

Staff Support for Students

- 3.23 Academic staff stated that they aimed to make the close and supportive relationship between staff and students a key positive of the HE student experience at the College. Comments from students that the Panel met with strongly supported the fact that the College was successfully achieving this aim, through high levels of contact time. This strong, supportive relationship was complemented by a high level of staff expertise, both from practitioners with significant industry experience and lecturers engaged in scholarly activity.
- 3.24 It was also noted that academic staff worked very closely with students at Level 3 who wish to progress to HE programmes.

Commendation 3: Support for students and staff enthusiasm and commitment.

Facilities

- 3.25 During their meeting with the Panel students expressed a high level of satisfaction with the facilities with the exception of car parking availability at the Melton campus.
- 3.26 The students stated that the Learning Resources support was good, particularly as there had been improvements in relation to the availability of journals.

- 3.27 Students highlighted that access to Wi-Fi in the Brooksby accommodation could be problematic and that it would be helpful to have extended hours access to computer labs.

Commendation 2: Investment in and nature of physical facilities

Recommendation 2: Develop a plan to enable student access to resources outside lesson times and improve IT infrastructure

Student Transition

- 3.28 The Panel noted the College's close and supportive working relationship with students but were keen to understand how the College aligned this with the requirement for students to develop as independent HE learners. The academic staff explained that the approach did vary depending on the individual needs of the student, but that the live projects and practical work based experiences the students received throughout the programmes, enabled students to "stand on their own two feet" and act independently.
- 3.29 The Panel asked the students what they understood to be the main differences between HE and FE. Students stated that you had to work much harder and undertake a lot more research and independent learning at HE level. Students said they were required to undertake more responsibility for their own learning.

Engagement with QAA Quality Code

- 3.30 The Panel asked staff how they individually engaged with the QAA Quality Code. Staff explained that they were involved in developing documentation in preparation for the QAA Higher Education Review and participated in practice sessions in advance of the Review. Staff also stated that they engaged with the Quality Code through the College's Quality Improvement Plan.

Accessibility of Policies and Procedures

- 3.31 The Panel enquired how staff made themselves aware of the current policies and procedures. The staff explained that these were available on the virtual learning environment, Moodle. In addition, a meeting was held with staff at the beginning of term to disseminate changes to policies and procedures. New staff were made aware of College policies and procedures as part of their staff induction.
- 3.32 The Panel also asked students where they would look for policies and procedures and they stated that these were available on Moodle. The students said that if they were unclear about anything or had a query related to policies and procedures they would ask the Student Services Team for advice.
- 3.33 The Panel asked staff what they would do if a student came to them wanting to make an academic appeal. Staff stated that they would try to resolve the matter informally within the department. If this wasn't possible the student would then be advised to

speak to the HE Development Manager; Teaching and Learning regarding how to make a formal appeal.

Virtual Learning Environment

- 3.34 Students were asked what documentation was available on module specific Moodle sites. Students stated that the information included assignment briefs, module handbooks, lecture notes, relevant extra information such as journals and forums for any questions

Proposed Collaboration with UEA

- 3.35 The Panel asked College staff what they were expecting from UEA in any future validation relationship. Staff stated that they would like to work with UEA for guidance on development and implementation of policies and procedures. Staff were also keen to develop academic links with UEA and share best practice.

4. Summary of Conclusions

- 4.1 The Institutional Approval Panel recommends to the Senate of the University of East Anglia that Brooksby Melton College be approved as a partner institution of the University for a period of up to five years commencing September 2016, subject to the following conditions and recommendations. The action plan for meeting these is included in Appendix C.

4.2 Conditions:

- 4.2.1 Develop an action plan for implementation of UEA validated regulations, policies and procedures and transfer of students to UEA awards from September 2016
- 4.2.2 Develop an action plan for continued enhancement of teaching at Level 6

4.3 Recommendations:

- 4.3.1 Further develop HE specific teaching observations
- 4.3.2 Develop a plan to enable student access to resources outside lesson times and improve IT infrastructure

4.4 Commendations

The review Panel commended the College on:

- 4.4.1 Links with industry and practical opportunities for learning
- 4.4.2 Investment in and nature of physical facilities
- 4.4.3 Support for students and staff enthusiasm and commitment.

4.5 Deadline for responses to conditions and recommendations

Responses to the conditions should be submitted by 31st December 2015, and recommendations by 31st May 2016. Responses should be submitted to the Secretary to the Institutional Approval Panel for consideration by the Panel Chair.

Panel Membership

Professor Ian Dewing, Academic Director of Partnerships, UEA (Chair)

Professor David Hopkins, Dean of Agriculture, Food and Environment, Royal Agricultural University (External Panel Member)

Professor Alastair Grant, Professor of Ecology, School of Environmental Sciences, UEA

Mrs Sally Walker, Head of Partnerships, UEA

Ms Lynn Barrett, HE Development Manager, Teaching and Learning (Internal Panel member)

Mr William Newbury, Student Union President, Brooksby Melton College (Student Representative)

Mr Gavin Tasha, Senior Partnerships Manager, UEA (Secretary)

Members of School Staff and Students Involved in Discussions with the Panel

Senior Staff

Mark Bendle, Vice Principal

Maureen Nelson, Director of Learning: Land Based and Student Services

Academic Staff

Steve Fossey, Programme Team Manager; Performing Arts and Media

Martin Foster, Programme Team Manager; Sport

Paul Smith, Programme Leader/ Lecturer; Digital Film Technology

Charlotte Farmer-Day, Programme Leader/ Lecturer; Equine Performance Science

Lesley Wojnarowicz, Programme Leader/ Lecturer; Animal Management

Peter Groves, Programme Leader/ Lecturer; Performing Arts

Administrative Staff

Mark Session, MIS Manager

Amy Fox, Marketing Manager

Students Involved in Discussions with the Panel:

Harrison Connor, Digital Film

Taylor Connor, Digital Film

Hope Williams, Equine Management

Amy Tate, Equine Management

Ellie Moxon, Animal Management

Tessa Smithson, Animal Management

Laura Wheat, Performing Arts

Jak Beasley, Performing Arts

Megan Porter, Sport

Oliver Veasey, Sport

Amy Hollingworth, Countryside

Matthew Russell, Countryside

Robin Eaves, Student Engagement Coordinator (BMC Staff)

**Institutional Approval Outcomes Action Plan
Brooksby Melton College
30 September 2015**

The Institutional Approval Panel resolved to recommend to the Senate of the University of East Anglia that the Brooksby Melton College be approved as a partner institution of the University for a period of up to five years commencing September 2016 subject to the following conditions and recommendations.

Outcomes				College Response
Type*	No	Details	Deadline	
CON	1.	<i>Develop an action plan for implementation of UEA validated regulations, policies and procedures and transfer of students to UEA awards from September 2016</i>	<i>31st December 2015</i>	
CON	2.	<i>Develop an action plan for continued enhancement of teaching at Level 6</i>	<i>31st December 2015</i>	
REC	3.	<i>Further develop HE specific teaching observations</i>	<i>Respond by 31 May 2016</i>	
REC	4.	<i>Develop a plan to enable student access to resources outside lesson times and improve IT infrastructure</i>	<i>Respond by 31 May 2016</i>	

* Outcome Types: Con (Condition) – must be completed before institutional approval can be confirmed
Req (Requirement) - must be completed by given deadline
Rec (Recommendation) – must be responded to by given deadline

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	Brooksby Melton College (BMC)
2.	Full course name and award (<i>include all course names and awards on which students can enrol</i>)	FdSc Animal Management (Science & Welfare)
3.	Date Form completed	31 August 2015
4.	Exit awards (<i>include any named exit awards, if applicable</i>)	Animal Management – Certificate of Higher Education (120 Credits)
5.	Proposed starting date	September 2016
6.	Key contact person for new course	Lesley Wojnarowicz – Programme Lead Tutor Tracey Cooper – Department manager

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	20	
		<i>Future demand</i>	25 / 30	

8.	Regulatory / professional body accreditation (<i>Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank</i>)	None
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9.	Summary of course (<i>please provide a brief summary of the course</i>)
<p>The FdSC Animal Management (Science & Welfare) develops the in-depth scientific and analytical skills required by graduates to compete within the fast growing industry of professionals. Whilst providing an overall solid knowledge base, the course also offers the opportunity to focus and develop specialist fields of research and practice.</p> <p>Student will have the opportunity to study Rehabilitation, Educating others and Management of animal collections, which have become increasingly important within the profession. This course raises students' opportunities of securing employment within these areas of the industry.</p> <p>The Animal Management sector is diverse and employment opportunities require students to be multi-skilled, independent thinkers and problem solvers.</p>	

10.	Framework and Assessment Regulations (<i>e.g. undergraduate or taught postgraduate</i>) <i>Please indicate if variations are required to the Regulations, for example to meet PSRB requirements.</i>
<p>UEA validated regulations to be adopted by September 2016 as per conditions of Institutional Approval event.</p> <p><i>Note: it is assumed that courses will be within existing regulations Additionally it is assumed that all courses will abide by general approved policies including Equality and Diversity.</i></p>	

1 Proposed course structure (module framework listed by year of study, mandatory and optional; where module titles are not self-explanatory please give a very brief content outline)

Module Title (include all co-credited modules)	New or Current	Code	Level *	Credits *	Type * C/O	Length *	ASSESSMENT ITEM NUMBER (as per module specification)								Specify Final Assessment Number
							1		2		3		4		
							Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	
Animal Management and Welfare (Domestics and Exotics)	C	AMFD1001	HE4	20	C	1	PROJ	10	CW	45	PRES	45			3
Animal Science	C	AMFD1002	HE4	20	C	1	CW	50	EX	50					2
Animal Behaviour and Comparative Psychology	C	AMFD1003	HE4	10	C	1	CW	50	EX	50					2
Zoological Research Methods	C	AMFD1004	HE4	20	C	1	IS	100							1
Natural History, Evolution, and Domestication	C	AMFD1005	HE4	20	C	1	CW	50	EX	50					2
Principles of Veterinary Health	C	AMFD1006	HE4	20	C	1	CW	50	EX	50					2
Human and animal interaction	C	AMFD1007	HE4	10	C	1	CW	50	EX	50					2
Personalised Project 1	C	AMFD1008	HE4	20	O	1	IS	100							1
Animal Nutrition and Biochemistry	C	AMFD2001	HE5	20	C	1	CW	50	EX	50					2
Principles of Veterinary Nursing	C	AMFD2002	HE5	20	C	1	CW	50	EX	50					2
Wildlife Management and Ecology	C	AMFD2003	HE5	10	C	1	CW	50	EX	50					2
Industry Experience	C	AMFD2004	HE5	20	C	1	PRES	25	CW	50	PLAC	25			3
Animal Learning and Training	C	AMFD2005	HE5	20	C	1	CW	50	EX	50					2

Animal Law and Ethics	C	AMFD2006	HE5	20	C	1	CW	50	EX	50										2
Mammalian Breeding and Genetics	C	AMFD2007	HE5	10	C	1	CW	50	EX	50										2
Personalised Project 2	C	AMFD2008	HE5	20	O	1	IS	100												1

- C = Core/mandatory Module
- O = Optional Module
- Length = No of Semesters delivered over.

Assessment Type Code	Name
AO	Attendance Only
DISS	Dissertation
CW	Course Work
EX	Examination
ICA	In-Class Assessment
PLAC	Placement
PROJ	Project
PRA	Practical
PRE	Presentation
IS	Independent Study/Research

Personalised Project modules – these OPTIONAL modules are standard independent research projects to assist those students that have a disability or exceptional extenuating circumstances that does not allow them to achieve / take part in one of the core vocational modules within each year. Example; student with broken leg might not be able to do some of the practical elements of core module and therefore might fail. Also available as alternative reassessment assignment over the summer if other core module requires them to work in groups which they are now not able to do over the summer etc. This module is only used following Academic Review Board approval based on exceptional extenuating circumstances evidence.

12. Does the course involve placement / work-based practice? If yes, please indicate plans for securing required number of placements

Yes, we would expect the students to undertake 150 hrs of work experience in a suitable animal based environment. This would be supported and arranged by the college work placement officer. All placements are check for H&S before placement commences with handbooks for students and employer provided to ensure safe working practice and appropriate work experience is offered to meet the assignment briefs. The tutor will support and monitor the work placement throughout to ensure both parties are working towards assignment brief and direct any H&S issues to college H&S officer as required. Employer feedback will be provided as required by the assignment brief; however formal assessment of level and quality of submitted work will be conducted by BMC academic tutors only.

13. Feedback from Internal approval process

Practice event required NO

Additional Academic support required in course development NO

Additional comments- N/A

14.	Supported by the Partner Institution Principal (or equivalent) or nominee
Signed: Stuart Wright (Director of Curriculum (GFE & HE)) Date: September 2015	

15.	Date considered by Joint Board of Study
N/A- Partner currently going through Institutional Approval process so no Joint Board of Study has yet been formed.	

16.	Date reported to UEA Learning and Teaching Committee
21 October 2015	

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	Brooksby Melton College (BMC)
2.	Full course name and award (<i>include all course names and awards on which students can enrol</i>)	BSc (Hons) Animal Management (Welfare & Science) (Top Up)
3.	Date Form completed	31 August 2015
4.	Exit awards (<i>include any named exit awards, if applicable</i>)	Unit transcript
5.	Proposed starting date	September 2016
6.	Key contact person for new course	Lydia Aumais Tracey Cooper

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	15	
		<i>Future demand</i>	20/25	

8.	Regulatory / professional body accreditation (<i>Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank</i>)	None
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9.	Summary of course (<i>please provide a brief summary of the course</i>)
<p>The BSc (Hons) Animal Management (Welfare & Science) (Top-up) develops the in-depth scientific and analytical skills required by graduates to compete within the fast growing industry of professionals. Whilst providing an overall solid knowledge base, the course also offers students the opportunity to focus and develop their own specialist field of research and practice.</p> <p>There will be opportunity to study Rehabilitation, Educating others and Management of animal collections, which have become increasingly important within the profession. This course raises graduates' opportunities of securing employment within these areas of the industry.</p> <p>The Animal Management sector is diverse and employment opportunities require candidates to be multi-skilled, independent thinkers and problem solvers.</p>	

10.	Framework and Assessment Regulations (<i>e.g. undergraduate or taught postgraduate</i>) <i>Please indicate if variations are required to the Regulations, for example to meet PSRB requirements.</i>
<p>UEA validated regulations to be adopted by September 2016 as per conditions of Institutional Approval event.</p> <p><i>Note: it is assumed that courses will be within existing regulations. Additionally it is assumed that all courses will abide by general approved policies including Equality and Diversity.</i></p>	

1 Proposed course structure (module framework listed by year of study, mandatory and optional; where module titles are not self-explanatory please give a very brief content outline)

Module Title (include all co-credited modules)	New or Current	Code	Level *	Credits *	Type *	Length *	ASSESSMENT ITEM NUMBER (as per module specification)								Specify Final Assessment Number
							1		2		3		4		
							Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	
Education of animal management industry	C	AMTU3001	HE6	20	C	1	CW	50	EX	50					2
Research Project	C	AMTU3002	HE6	40	C	2	IS	80	PRES	20					2
Management of Animal Collections	C	AMTU3003	HE6	20	C	1	CW	50	EX	50					2
Veterinary Microbiology	C	AMTU3004	HE6	20	C	1	PRAC	60	CW	40					2
Animal Rehabilitation	C	AMTU3005	HE6	20	C	1	CW	50	EX	50					2
Personalised Project 3	C	AMTU3006	HE6	20	O	1	IS	100							1

- C = Core/mandatory Module
- O = Optional Module
- Length = No of Semesters delivered over.

Assessment Type Code	Name
AO	Attendance Only
DISS	Dissertation
CW	Course Work
EX	Examination
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PROJ	Project
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Personalised Project module – this OPTIONAL 20 credit module are standard independent research projects to assist those students that have a disability or exceptional extenuating circumstances that does not allow them to achieve / take part in one of the core vocational modules within each year. Example; student with broken leg might not be able to do some of the practical elements of core module and therefore might fail. Also available as alternative reassessment assignment over the summer if other core module requires them to work in groups which they are now not able to do over the summer etc. This module is only used following Academic Review Board approval based on exceptional extenuating circumstances evidence.

12.	Does the course involve placement / work-based practice? <i>If yes, please indicate plans for securing required number of placements</i>
	No

13.	Feedback from Internal approval process
	<p>Practice event required- NO</p> <p>Additional Academic support required in course development- NO</p> <p>Additional comments- N/A</p>

14.	Supported by the Partner Institution Principal (or equivalent) or nominee
	<p>Signed: Stuart Wright (Director of Curriculum (GFE & HE)) Date: September 2015</p>

15.	Date considered by Joint Board of Study
	N/A- Partner currently going through Institutional Approval process so no Joint Board of Study has yet been formed.

16.	Date reported to UEA Learning and Teaching Committee
	21 October 2015

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	Brooksby Melton College (BMC)
2.	Full course name and award <i>(include all course names and awards on which students can enrol)</i>	BSc (Hons) Digital Film Technology
3.	Date Form completed	12 th September 2015
4.	Exit awards <i>(include any named exit awards, if applicable)</i>	Digital Film Technology Certificate of Higher Education (120credits) Digital Film Technology Diploma of Higher Education (240 credits)
5.	Proposed starting date	September 2016
6.	Key contact person for new course	Paul Smith – Programme Lead Tutor Steve Fossey – Department Manager

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	20	
		<i>Future demand</i>	30	

8.	Regulatory / professional body accreditation <i>(Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank)</i>	None
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9.	Summary of course <i>(please provide a brief summary of the course)</i>
<p>This BSc (Hons) Digital Film Technology Degree will develop professional practitioners, highly skilled technically in a range of innovative creative technologies. Students will be trained to become not only multi-skilled practitioners, but also confident, critical thinkers, able to forge a career in a predominantly freelance industry.</p> <p>Students will also hone team working skills to allow them to respond effectively to the needs of this dynamic industry with opportunities to collaborate with Performing Arts students and Industry clients.</p> <p>It provides students with professional techniques in for example areas such as: Cinematography; Lighting; Digital Visual FX; 3D Modelling and Animation; Green Screen Compositing; Concept Art and Design; Sound Design and Production design.</p>	

10.	Framework and Assessment Regulations <i>(e.g. undergraduate or taught postgraduate) Please indicate if variations are required to the Regulations, for example to meet PSRB requirements.</i>
<p>UEA validated regulations to be adopted by September 2016 as per conditions of Institutional Approval event.</p> <p><i>Note: it is assumed that courses will be within existing regulations Additionally it is assumed that all courses will abide by general approved policies including Equality and Diversity.</i></p>	

1 Proposed course structure (module framework listed by year of study, mandatory and optional; where module titles are not self-explanatory please give a very brief content outline)

Module Title (include all co-credited modules)	New or Current	Code	Level*	Credits*	Type*	Length*	ASSESSMENT ITEM NUMBER (as per module specification)								Specify Final Assessment Number
							1		2		3		4		
							Assessment Type Code*	Assessment %	Assessment Type Code*	Assessment %	Assessment Type Code*	Assessment %	Assessment Type Code*	Assessment %	
Lighting & Cinematography for Digital Film Production	New	DFT1001	HE4	20	C	1	PRA	20	PRA	60	CW	20			3
Screenwriting for Digital Film Production	New	DFT1002	HE4	20	C	1	CW	30	CW	70					2
Post Production Sound	New	DFT1003	HE4	20	C	1	PRA	20	PRA	60	CW	20			3
Factual Production 1	New	DFT1004	HE4	20	C	1	PRA	70	CW	30					2
Cinema Aesthetics	New	DFT1005	HE4	20	C	1	CW	100							1
Editing Techniques for Digital Film Production	New	DFT1006	HE4	20	C	1	PRA	20	PRA	60	CW	20			3
Personalised Project 1	New	DFT1007	HE4	20	O	1	IS	100							
Directing for Digital Film Production	New	DFT2001	HE5	20	C	1	PRA	20	PRA	60	CW	20			3
VFX for Digital Film Production	New	DFT2002	HE5	20	C	1	PRA	70	CW	30					2
Fiction Project	New	DFT2003	HE5	20	O	1	PRA	70	CW	30					2
Independent Project 2	New	DFT2004	HE5	20	O	1	PRA	70	CW	30					2
Production Management for Digital Film Production	New	DFT2005	HE5	20	C	1	PRA	50	CW	30	CW	20			3
Factual Production 2	New	DFT2006	HE5	20	C	1	PRA	70	CW	30					2
Research Techniques	New	DFT2007	HE5	20	C	1	CW	100							1
Personalised Project 2	New	DFT2008	HE5	20	O	1	IS	100							
Research Project	Current	DFT3001	HE6	20	C	1	CW	100							1
Professional Industry Project	Current	DFT3002	HE6	40	C	2	PRE	20	PRA	40	CW	20	CW	20	4

Independent Project 3	Current	DFT3003	HE6	20	O	1	PRA	70	CW	70					2
Freelance Business & Practice	New	DFT3004	HE6	20	C	1	PRE	20	PRA	40	CW	20	CW	20	4
The Sound of Cinema	New	DFT3005	HE6	20	C	1	PRA	70	CW	30					2
VFX for Digital Film Production 2	Current	DFT3006	HE6	20	O	1	PRA	70	CW	30					2
Personalised Project 3	New	DFT3007	HE6	20	O	1	IS	100							1

- C = Core/mandatory Module
- O = Optional Module
- Length = No of Semesters delivered over.

Assessment Type Code	Name
AO	Attendance Only
DISS	Dissertation
CW	Course Work
EX	Examination
ICA	In-Class Assessment
PLAC	Placement
PROJ	Project
PRA	Practical
PRE	Presentation
IS	Independent Study

Personalised Project modules – these OPTIONAL modules are standard independent research projects to assist those students that have a disability or exceptional extenuating circumstances that does not allow them to achieve / take part in one of the core vocational modules within each year. Example; student with broken leg might not be able to do some of the practical elements (ie attend field work filming) of core module and therefore might fail. Also available as alternative reassessment assignment over the summer if other core module requires them to work in groups which they are now not able to do over the summer etc. This module is only used following Academic Review Board approval based on exceptional extenuating circumstances evidence.

12.	Does the course involve placement / work-based practice? <i>If yes, please indicate plans for securing required number of placements</i>
No	

13.	Feedback from Internal approval process
Practice event required- NO Additional Academic support required in course development - NO Additional comments-N/A	

14.	Supported by the Partner Institution Principal (or equivalent) or nominee
Signed: Stuart Wright (Director of Curriculum (GFE & HE)) Date: September 2015	

15.	Date considered by Joint Board of Study
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N/A- Partner currently going through Institutional Approval process so no Joint Board of Study has yet been formed.	
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16.	Date reported to UEA Learning and Teaching Committee
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21 October 2015	
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INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	Brooksby Melton College (BMC)
2.	Full course name and award <i>(include all course names and awards on which students can enrol)</i>	BSc (Hons) Digital Film Technology (Top Up)
3.	Date Form completed	31 August 2015
4.	Exit awards <i>(include any named exit awards, if applicable)</i>	N/A
5.	Proposed starting date	September 2016
6.	Key contact person for new course	Paul Smith – Programme Lead Tutor Steve Fossey – Department Manager

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	15	
		<i>Future demand</i>	25	

8.	Regulatory / professional body accreditation <i>(Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank)</i>	None
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9.	Summary of course <i>(please provide a brief summary of the course)</i>	
<p>This BSc (Hons) Digital Film Technology Top Up Degree will develop professional practitioners, highly skilled technically in a range of innovative creative technologies. Students will be trained to become not only multi-skilled practitioners, but also confident, critical thinkers, able to forge a career in a predominantly freelance industry.</p> <p>Students will also hone their team working skills to allow them to respond effectively to the needs of this dynamic industry with opportunities to collaborate with Performing Arts students and Industry clients.</p> <p>It provides all students with professional techniques in for example areas such as: Cinematography; Lighting; Digital Visual FX; 3D Modelling and Animation; Green Screen Compositing; Concept Art and Design; Sound Design and Production design.</p>		

10.	Framework and Assessment Regulations <i>(e.g. undergraduate or taught postgraduate) Please indicate if variations are required to the Regulations, for example to meet PSRB requirements.</i>	
<p>UEA validated regulations to be adopted by September 2016 as per conditions of Institutional Approval event.</p> <p><i>Note: it is assumed that courses will be within existing regulations Additionally it is assumed that all courses will abide by general approved policies including Equality and Diversity.</i></p>		

11. Proposed course structure (module framework listed by year of study, mandatory and optional; where module titles are not self-explanatory please give a very brief content outline)

Module Title (include all co-credited modules)	New or Current	Code	Level *	Credits *	Type *	Length *	ASSESSMENT ITEM NUMBER (as per module specification)								Specify Final Assessment Number
							1		2		3		4		
							Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	
Research Project	New	DFTTU3001	HE6	20	C	1	CW	100							1
Professional Industry Project	New	DFTTU3002	HE6	40	C	2	PRE	20	PRA	40	CW	20	CW	20	4
Independent Project 3	New	DFTTU3003	HE6	20	O	1	PRA	70	CW	30					2
Freelance Business & Practice	New	DFTTU3004	HE6	20	C	1	PRE	20	PRA	40	CW	20	CW	20	4
The Sound of Cinema	New	DFTTU3005	HE6	20	C	1	PRA	70	CW	30					2
VFX for Digital Film Production 2	New	DFTTU3006	HE6	20	O	1	CW	70	CW	30					2
Personalised Project 3	New	DFTTU3007	HE6	20	O	1	IS	100							1

- C = Core/mandatory Module
- O = Optional Module
- Length = No of Semesters delivered over.

Assessment Type Code	Name
AO	Attendance Only
DISS	Dissertation
CW	Course Work
EX	Examination
ICA	In-Class Assessment
PLAC	Placement
PROJ	Project
PRA	Practical
PRE	Presentation
IS	Independent Study

Personalised Project modules – these OPTIONAL modules are standard independent research projects to assist those students that have a disability or exceptional extenuating circumstances that does not allow them to achieve / take part in one of the core vocational modules within each year. Example; student with broken leg might not be able to do some of the practical elements (ie fieldwork filming) of core module and therefore might fail. Also available as alternative reassessment assignment over the summer if other core module requires them to work in groups which they are now not able to do over the summer etc. This module is only used following Academic Review Board approval based on exceptional extenuating circumstances evidence.

12. Does the course involve placement / work-based practice? If yes, please indicate plans for securing required number of placements

No

13.	Feedback from Internal approval process
<p>Practice event required - NO</p> <p>Additional Academic support required in course development- NO</p> <p>Additional comments- N/A</p>	

14.	Supported by the Partner Institution Principal (or equivalent) or nominee
<p>Signed: Stuart Wright (Director of Curriculum (GFE & HE)) Date: September 2015</p>	

15.	Date considered by Joint Board of Study
<p>N/A- Partner currently going through Institutional Approval process so no Joint Board of Study has yet been formed.</p>	

16.	Date reported to UEA Learning and Teaching Committee
<p>21 October 2015</p>	

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	Brooksby Melton College (BMC)
2.	Full course name and award (<i>include all course names and awards on which students can enrol</i>)	FdSc Equine Performance Science
3.	Date Form completed	31 August 2015
4.	Exit awards (<i>include any named exit awards, if applicable</i>)	Equine Performance Science Certificate of Higher Education (120 Credits)
5.	Proposed starting date	September 2016
6.	Key contact person for new course	Charlotte Farmer-Day – Tutor Clare Ibbotson – Department Manager

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	15	
		<i>Future demand</i>	25	

8.	Regulatory / professional body accreditation (<i>Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank</i>)	None
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9.	Summary of course (<i>please provide a brief summary of the course</i>)
<p>The FdSc Equine Performance Science programme will prepare students for employment within the equine industry as it becomes increasingly dominated towards either the leisure industry or professional competition establishments.</p> <p>Both areas include ‘competition’ as the key focus, from riders in the leisure field competing in local riding club shows, to top competition riders gearing up to perform in national & international competitions.</p> <p>The emphasis of this programme is to develop a key and in depth understanding of all aspects of equine performance. Students will discover the interlinking relationship between the equine and human, the psychology behind this relationship and its influence on performance, along with the nutritional requirements for a range of competition disciplines.</p> <p>Breeding and selection will focus on the breeding of the successful performance horse. Developments in equine science will ensure students are kept up to date with current research in the equine field. Work Experience module will guarantee students have the scope and freedom to fully investigate their own interests in the equine arena.</p>	

10.	Framework and Assessment Regulations (<i>e.g. undergraduate or taught postgraduate</i>) <i>Please indicate if variations are required to the Regulations, for example to meet PSRB requirements.</i>
<p>UEA validated regulations to be adopted by September 2016 as per conditions of Institutional Approval event.</p> <p><i>Note: it is assumed that courses will be within existing regulations Additionally it is assumed that all courses will abide by general approved policies including Equality and Diversity.</i></p>	

11. Proposed course structure (module framework listed by year of study, mandatory and optional; where module titles are not self-explanatory please give a very brief content outline)

Module Title (include all co-credited modules)	New or Current	Code	Level *	Credits *	Type * Core/Optional	Length *	ASSESSMENT ITEM NUMBER (as per module specification)								Specify Final Assessment Number
							1		2		3		4		
							Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	
Practical skills for the equine industry	New	EPSFD1001	HE4	20	C	1	TBC								
Work based experience	New	EPSFD1002	HE4	20	C	1	TBC								
Equine anatomy & physiology	New	EPSFD1003	HE4	20	C	1	TBC								
Equine psychology, behaviour and ethics	New	EPSFD1004	HE4	20	O	1	TBC								
Equitation science & equestrian sports (competition theory?)	New	EPSFD1005	HE4	20	O	1	TBC								
Small business planning	New	EPSFD1006	HE4	20	C	1	TBC								
TBC	New	EPSFD1007	HE4	20	C	1	TBC								
Personalised Project 1	New	EPSFD1008	HE4	20	O	1	IS	100							1
Practical management of the performance horse	Current	EPSFD2001	HE5	20	C	1	TBC								
Research methods	Current	EPSFD2002	HE5	20	C	1	TBC								
Exercise physiology and training the sports horse	Current	EPSFD2003	HE5	20	C	1	TBC								
Equine therapy and rehabilitation	Current	EPSFD2004	HE5	20	C	1	TBC								

Equine event managing and marketing	Current	EPSFD2005	HE5	20	O	1	TBC								
Teaching and coaching	Current	EPSFD2006	HE5	20	O	1	TBC								
Small business Development	New	EPSFD2007	HE5	20	C	1	TBC								
Personalised Project 2	New	EPSFD2008	HE5	20	O	1	IS	100							1

- C = Core/mandatory Module
- O = Optional Module
- Length = No of Semesters delivered over.

Assessment Type Code	Name
AO	Attendance Only
DISS	Dissertation
CW	Course Work
EX	Examination
ICA	In-Class Assessment
PLAC	Placement
PROJ	Project
PRA	Practical
PRE	Presentation
IS	Independent Study

Personalised Project modules – these OPTIONAL modules are standard independent research projects to assist those students that have a disability or exceptional extenuating circumstances that does not allow them to achieve / take part in one of the core vocational modules within each year. Example; student with broken leg might not be able to do some of the practical elements of core module and therefore might fail. Also available as alternative reassessment assignment over the summer if other core module requires them to work in groups which they are now not able to do over the summer etc. This module is only used following Academic Review Board approval based on exceptional extenuating circumstances evidence.

Current this course does not have currently have defined assessment outcomes as it is being written currently based on industry requirements, student feedback and academic expertise. The college has previously written and delivered an FdSc Equine studies programme and HND Equine Studies programme therefore the outline structure meets any such requirements. The assessments and learning outcomes will be based on previous experience and practice.

12. Does the course involve placement / work-based practice? *If yes, please indicate plans for securing required number of placements*

Yes. The college already has a good volume and variety of suitable work experience employers on file, plus we are keen for the students to independently select a placement based on their preferences and motivation for end goal. We have previously had students in professional international event and show jumping yards, vets, working abroad, and retraining racehorses to name but a few examples.

13. Feedback from Internal approval process

Practice event required- NO

Additional Academic support required in course development- NO

Additional comments-N/A

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14.	Supported by the Partner Institution Principal (or equivalent) or nominee
	Signed: Stuart Wright (Director of Curriculum (GFE & HE)) Date: September 2015

15.	Date considered by Joint Board of Study
	N/A- Partner currently going through Institutional Approval process so no Joint Board of Study has yet been formed.

16.	Date reported to UEA Learning and Teaching Committee
	21 October 2015

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	Brooksby Melton College (BMC)
2.	Full course name and award (include all course names and awards on which students can enrol)	BSc (Hons) Equine Performance (Top Up)
3.	Date Form completed	31 August 2015
4.	Exit awards (include any named exit awards, if applicable)	N/A
5.	Proposed starting date	September 2016
6.	Key contact person for new course	Charlotte Farmer-Day – Tutor Clare Ibbotson – Department Manager

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	15	
		<i>Future demand</i>	25	

8.	Regulatory / professional body accreditation (Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank)	None
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9.	Summary of course (please provide a brief summary of the course)
<p>The BSc (Hons) Equine Performance Science Top Up programme will prepare students for employment within the equine industry as it becomes increasingly dominated towards either the leisure industry or professional competition establishments.</p> <p>Both areas include ‘competition’ as the key focus, from riders in the leisure field competing in local riding club shows, to top competition riders gearing up to perform in national & international competitions.</p> <p>The emphasis of this programme is to develop a key and in depth understanding of all aspects of equine performance. Students will discover the interlinking relationship between the equine and human, the psychology behind this relationship and its influence on performance, along with the nutritional requirements for a range of competition disciplines.</p> <p>Breeding and selection will focus on the breeding of the successful performance horse. Developments in equine science will ensure students are kept up to date with current research in the equine field. Research projects will guarantee students have the scope and freedom to fully investigate their own interests in the equine arena.</p> <p>There are also opportunities for students to gain vocational qualifications such as BHS exams through our commercial equestrian centre, which are internationally recognised and can enhance student employability in addition to the main programme.</p>	

10.	Framework and Assessment Regulations (e.g. undergraduate or taught postgraduate) Please indicate if variations are required to the Regulations, for example to meet PSRB requirements.
<p>UEA validated regulations to be adopted by September 2016 as per conditions of Institutional Approval event.</p> <p><i>Note: it is assumed that courses will be within existing regulations. Additionally it is assumed that all courses will abide by general approved policies including Equality and Diversity.</i></p>	

11. Proposed course structure (module framework listed by year of study, mandatory and optional; where module titles are not self-explanatory please give a very brief content outline)

Module Title (include all co-credited modules)	New or Current	Code	Level *	Credits *	Type *	Length *	ASSESSMENT ITEM NUMBER (as per module specification)								Specify Final Assessment Number	
							1		2		3		4			
							Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %		
Research Project	C	EPSTU3001	HE6	40	C	2	CW	80	PRE S	20						
Professional industry project	C	EPSTU3002	HE6	20	C	1	PROJ	100								
Developments in equine science	C	EPSTU3003	HE6	20	C	1	PRES	30	CW	70						
Management of the equine performance partnership	C	EPSTU3004	HE6	20	C	1	CW	50	CW	50						
Applied equine nutritional science	C	EPSTU3005	HE6	20	O	1	Exam	50	PORT	50						
Breeding and selection of sport horses	C	EPSTU3006	HE6	20	O	1	PRES	20	CW	80						
Personalised Project 3	C	EPSTU3007	HE6	20	O	1	IS	100								

- C = Core/mandatory Module
- O = Optional Module
- Length = No of Semesters delivered over.

Assessment Type Code	Name
AO	Attendance Only
DISS	Dissertation
CW	Course Work
EX	Examination
ICA	In-Class Assessment
PLAC	Placement
PROJ	Project
PRA	Practical
PRE	Presentation
PORT	Portfolio
IS	Independent Study

Personalised Project modules – these OPTIONAL modules are standard independent research projects to assist those students that have a disability or exceptional extenuating circumstances that does not allow them to achieve / take part in one of the core vocational modules within each year. Example; student with broken leg might not be able to do some of the practical elements of core module and therefore might fail. Also available as alternative reassessment assignment over the summer if other core module requires them to work in groups which they are now not able to do over the summer etc. This module is only used following Academic Review Board approval based on exceptional extenuating circumstances evidence.

12.	Does the course involve placement / work-based practice? <i>If yes, please indicate plans for securing required number of placements</i>
	No

13.	Feedback from Internal approval process
	<p>Practice event required- NO</p> <p>Additional Academic support required in course development- NO</p> <p>Additional comments-N/A</p>

14.	Supported by the Partner Institution Principal (or equivalent) or nominee
	<p>Signed: Stuart Wright (Director of Curriculum (GFE & HE)) Date: September 2015</p>

15.	Date considered by Joint Board of Study
	N/A- Partner currently going through Institutional Approval process so no Joint Board of Study has yet been formed.

16.	Date reported to UEA Learning and Teaching Committee
	21 October 2015

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	Brooksby Melton College (BMC)
2.	Full course name and award <i>(include all course names and awards on which students can enrol)</i>	BA (Hons) Performing Arts
3.	Date Form completed	16 September 2015
4.	Exit awards <i>(include any named exit awards, if applicable)</i>	Performing Arts Certificate Of Higher Education (120 Credits) Performing Arts Diploma of Higher Education (240 Credits)
5.	Proposed starting date	September 2016
6.	Key contact person for new course	Peter Groves – Programme Lead Tutor Steve Fossey – Department Manager

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	20	
		<i>Future demand</i>	25/30	

8.	Regulatory / professional body accreditation <i>(Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank)</i>	None
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9.	Summary of course <i>(please provide a brief summary of the course)</i>
<p>The course is centred on producing creative and high quality performance work in a number of contexts that relate to the performing arts industry. During the first year of the course students will receive an initial grounding in the core techniques of acting, dance and singing. Students can then select pathways to specialise in advanced approaches to drama and acting or dance performance (or opt for a mixture of modules in both) throughout their three years of study.</p> <p>A range of performance styles and significant practitioners in contemporary and modern performance will be explored in both theory and practice, providing students with a wealth of ideas and approaches to draw upon in the creation and staging of their own work. Students will also learn about performing for the camera using industry standard equipment and technology (including our specialist green screen studio).</p> <p>The primary mode of assessment on this course is practical performance work and the main productions in each year take place in our 344 seat professional theatre.</p> <p>In the final year of study students will collaborate with a professional theatre company on a full-scale production, where they take on both a performance role and a production or administrative role. Students will also complete a research project on the performing arts topic of their choice, with the option of using practical work as part of their research.</p> <p>Optional modules on the degree cover classical theatre acting, dance technique, performing arts in education, and performance and media. There are also optional independent project modules that allow</p>	

students to focus on and further develop a particular area of interest, for example directing, acting, choreography, arts administration, or teaching. In their final year, this module also offers the opportunity for students to carry out a work placement in the performing arts sector.

The course provides progression into performing (acting or dance), teaching, post-graduate study, or other areas of work in the performing arts sector (including community or applied theatre or dance work).

10.	Framework and Assessment Regulations (e.g. undergraduate or taught postgraduate) Please indicate if variations are required to the Regulations, for example to meet PSRB requirements.
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UEA validated regulations to be adopted by September 2016 as per conditions of Institutional Approval event.

Note: it is assumed that courses will be within existing regulations. Additionally it is assumed that all courses will abide by general approved policies including Equality and Diversity.

1 Proposed course structure (module framework listed by year of study, mandatory and optional; where module titles are not self-explanatory please give a very brief content outline)

Module Title (include all co-credited modules)	New or Current	Code	Level *	Credits *	Type *	Length *	ASSESSMENT ITEM NUMBER (as per module specification)								Specify Final Assessment Number
							1		2		3		4		
							Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	
Performance Skills	N	PA1001	HE4	40	C	2	ICA	40	PRAC	40	CW	20			3
Performance Practitioners	N	PA1002	HE4	20	C	1	CW	40	PRA	60					2
Company Performance	N	PA1003	HE4	20	C	1	PRA	60	PRE	40					2
Contemporary Performance 1	N	PA1004	HE4	20	C	1	CW	40	PRA	60					2
Acting Techniques	N	PA1005	HE4	20	O	1	ICA	60	PRA	40					2
Dance Techniques 1	N	PA1006	HE4	20	O	1	ICA	60	PRA	40					2
Personalised Project 1	N	PA1007	HE4	20	O	1	IS	100							1
Devising	N	PA2001	HE5	20	C	2	PRA	70	CW	30					2
Contemporary Performance 2	N	PA2002	HE5	20	C	1	CW	50	PRA	50					2
Performance for Screen	N	PA2003	HE5	20	C	1	PRE	30	PRA	70					2
Performing Arts in Education	N	PA2004	HE5	20	C	1	PRA	60	CW	40					2
Classical Theatre	N	PA2005	HE5	20	O	1	CW	50	PRA	50					2
Dance Techniques 2	N	PA2006	HE5	20	O	1	ICA	70	PRA	30					2
Independent Project 1	N	PA2007	HE5	20	C	1	PRA	70	CW	30					2
Personalised Project 2	N	PA2008	HE5	20	O	1	IS	100							1
Professional Performance Project	N	PA3001	HE6	40	C	2	CW	15	CW	15	PRA	35	PRE	35	4
Research Project	N	PA3002	HE6	20	C	1	IS	100							1
Film and Digital Performance	N	PA3003	HE6	20	C	1	PRAC	50	CW	50					2
Performing Text	N	PA3004	HE6	20	O	1	PRA	70	CW	30					2
Performing Dance	N	PA3005	HE6	20	O	1	ICA	40	PRAC	60					2
Independent Project 2	N	PA3006	HE6	20	C	1	PRA	70	CW	30					2
Personalised Project 3	N	PA3007	HE6	20	O	1	IS	100							1

- C = Core/mandatory Module
- O = Optional Module
- Length = No of Semesters delivered over.

<i>Assessment Type Code</i>	<i>Name</i>
AO	Attendance Only
DISS	Dissertation
CW	Course Work
EX	Examination
ICA	In-Class Assessment
PLAC	Placement
PROJ	Project
PRA	Practical
PRE	Presentation
IS	Independent Study

Personalised Project modules – these OPTIONAL modules are standard independent research projects to assist those students that have a disability or exceptional extenuating circumstances that does not allow them to achieve / take part in one of the core vocational modules within each year. Example; student with broken leg might not be able to do some of the practical elements of core module and therefore might fail. Also available as alternative reassessment assignment over the summer if other core module requires them to work in groups which they are now not able to do over the summer etc. This module is only used following Academic Review Board approval based on exceptional extenuating circumstances evidence.

Independent Project allows students to focus on a specialist skill/professional practice related to their interests and therefore allows Drama student a further module drama focused module and Dance student a further module for Dance

12.	Does the course involve placement / work-based practice? <i>If yes, please indicate plans for securing required number of placements</i>
<p>No (although students can arrange a placement within the Independent Project 2 module).</p> <p>This would be supported and arranged by the college work placement officer. All placements are checked for H&S before placement commences with handbooks for students and employer provided to ensure safe working practice and appropriate work experience is offered to meet the assignment briefs. The tutor will support and monitor the work placement throughout to ensure both parties are working towards assignment brief and direct any H&S issues to college H&S officer as required. Employer feedback will be provided as required by the assignment brief; however formal assessment of level and quality of submitted work will be conducted by BMC academic tutors only.</p>	

13.	Feedback from Internal approval process
<p>Practice event required- NO</p> <p>Additional Academic support required in course development- NO</p> <p>Additional comments- N/A</p>	

14.	Supported by the Partner Institution Principal (or equivalent) or nominee
<p>Signed: Stuart Wright (Director of Curriculum (GFE & HE)) Date: September 2015</p>	

15.	Date considered by Joint Board of Study
<p>N/A- Partner currently going through Institutional Approval process so no Joint Board of Study has yet been formed.</p>	

16.	Date reported to UEA Learning and Teaching Committee
<p>21 October 2015</p>	

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	Brooksby Melton College (BMC)
2.	Full course name and award (<i>include all course names and awards on which students can enrol</i>)	BA (Hons) Performing Arts (Top Up)
3.	Date Form completed	16 September 2015
4.	Exit awards (<i>include any named exit awards, if applicable</i>)	N/A
5.	Proposed starting date	September 2016
6.	Key contact person for new course	Peter Grove – Programme Lead Tutor Steve Fossey – Department Manager

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	20	
		<i>Future demand</i>	25/30	

8.	Regulatory / professional body accreditation (<i>Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank</i>)	None
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9.	Summary of course (<i>please provide a brief summary of the course</i>)
<p>This course has been designed for students who have completed a Higher National Diploma or Foundation Degree in Performing Arts or a related subject and wish to 'Top-up' their qualification with another year of study to achieve a full degree.</p> <p>A core element of the qualification involves collaborating with a professional theatre company on a full-scale production, where students take on both a performance role and a production or administrative role. Students will also complete a research project on the performing arts topic of their choice, with the option of using practical work as part of their research. The remainder of students study comprises of optional modules that allow students to pursue their own specialism, including both dance and drama pathways.</p> <p>These optional modules cover acting and staging a text, performing dance and film and digital performance. There is also an independent project module that allows students to focus on and further develop a particular area of interest, for example directing, acting, choreography, arts administration, or teaching. This module also offers the opportunity for students to carry out a work placement in the performing arts sector. Students can progress into teaching, performing, post-graduate study or working in the performing arts sector (including community or applied theatre or dance work).</p>	

10.	Framework and Assessment Regulations (<i>e.g. undergraduate or taught postgraduate</i>) <i>Please indicate if variations are required to the Regulations, for example to meet PSRB requirements.</i>
<p>UEA validated regulations to be adopted by September 2016 as per conditions of Institutional Approval event.</p> <p><i>Note: it is assumed that courses will be within existing regulations Additionally it is assumed that all courses will abide by general approved policies including Equality and Diversity.</i></p>	

1 Proposed course structure (module framework listed by year of study, mandatory and optional; where module titles are not self-explanatory please give a very brief content outline)

Module Title (include all co-credited modules)	New or Current	Code	Level *	Credits *	Type *	Length *	ASSESSMENT ITEM NUMBER (as per module specification)								Specify Final Assessment Number
							1		2		3		4		
							Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	
Professional Performance Project	N	PATU3001	HE6	40	C	2	CW	15	CW	15	PRA	35	PRE	35	4
Research Project	N	PATU3002	HE6	20	C	1	IS	100							1
Film and Digital Performance	N	PATU3003	HE6	20	C	1	PRAC	50	CW	50					2
Performing Text	N	PATU3004	HE6	20	O	1	PRA	70	CW	30					2
Performing Dance	N	PATU3005	HE6	20	O	1	ICA	40	PRAC	60					2
Independent Project 2	N	PATU3004	HE6	20	C	1	PRA	70	CW	30					2
Personalised Project 3	N	PATU3006	HE6	20	O	1	IS	100							1

- C = Core/mandatory Module
- O = Optional Module
- Length = No of Semesters delivered over.

Assessment Type Code	Name
AO	Attendance Only
DISS	Dissertation
CW	Course Work
EX	Examination
ICA	In-Class Assessment
PLAC	Placement
PROJ	Project
PRA	Practical
PRE	Presentation
IS	Independent Study

Personalised Project modules – these OPTIONAL modules are standard independent research projects to assist those students that have a disability or exceptional extenuating circumstances that does not allow them to achieve / take part in one of the core vocational modules within each year. Example; student with broken leg might not be able to do some of the practical elements of core module and therefore might fail. Also available as alternative reassessment assignment over the summer if other core module requires them to work in groups which they are now not able to do over the summer etc. This module is only used following Academic Review Board approval based on exceptional extenuating circumstances evidence.

Independent Project allows students to focus on a specialist skill/professional practice related to there interests and therefore allows Drama student a further module drama focused module and Dance student a further module for Dance

12.	Does the course involve placement / work-based practice? <i>If yes, please indicate plans for securing required number of placements</i>
<p>No (although students can arrange a placement within the Independent Project module).</p> <p>This would be supported and arranged by the college work placement officer. All placements are checked for H&S before placement commences with handbooks for students and employer provided to ensure safe working practice and appropriate work experience is offered to meet the assignment briefs. The tutor will support and monitor the work placement throughout to ensure both parties are working towards assignment brief and direct any H&S issues to college H&S officer as required. Employer feedback will be provided as required by the assignment brief; however formal assessment of level and quality of submitted work will be conducted by BMC academic tutors only.</p>	

13.	Feedback from Internal approval process
<p>Practice event required- NO</p> <p>Additional Academic support required in course development- NO</p> <p>Additional comments- N/A</p>	

1	Supported by the Partner Institution Principal (or equivalent) or nominee
<p>Signed: Stuart Wright (Director of Curriculum (GFE & HE)) Date: September 2015</p>	

15.	Date considered by Joint Board of Study
N/A- Partner currently going through Institutional Approval process so no Joint Board of Study has yet been formed.	

16.	Date reported to UEA Learning and Teaching Committee
21 October 2015	

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	Brooksby Melton College (BMC)
2.	Full course name and award <i>(include all course names and awards on which students can enrol)</i>	FdSc Sports Science
3.	Date Form completed	31 August 2015
4.	Exit awards <i>(include any named exit awards, if applicable)</i>	Sports Science Certificate Higher Education (120 Credits)
5.	Proposed starting date	September 2016
6.	Key contact person for new course	Curtis Holmes - Programme Lead Tutor Martin Foster – Department Manager

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	20	
		<i>Future demand</i>	40	

8.	Regulatory / professional body accreditation <i>(Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank)</i>	None
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9.	Summary of course <i>(please provide a brief summary of the course)</i>
<p>This FdSc Sports Science degree provides a specialist programme that will allow students to develop a higher level of understanding in sports science and excel in the areas of strength and conditioning, performance analysis and coaching.</p> <p>The programme has been constructed to allow the development of fundamental knowledge of, strength and conditioning, performance analysis and coaching in year one; which are enhanced and applied in year two.</p> <p>This foundation degree in sports science offers a unique opportunity to individualise students' learning towards their personal career goals and create a subject specialism in their preferred subject area. Research projects as well as an applied experience module will enable students to tailor their learning to determine their subject specialism in sports and equip them with skills and experience for their desired career.</p> <p>Alongside their study, students will have the opportunity to gain additional vocational professional qualifications at an additional cost to enhance their future employability in coaching or personal training strength and conditioning or teaching.</p> <p>All students will be given guaranteed placement opportunities either at our brand new sports centre, within local primary or secondary school, through other local sports partnerships or with the college's</p>	

professional sports partners Leicester Tigers or Mansfield Town Football Club and is dependent upon students' chosen pathway and desired future career.

Upon completion of the two year programme students will be equipped with all the skills they need to gain employment in their chosen area or continue their studies onto a degree or post 16, teaching qualification.

10. Framework and Assessment Regulations (e.g. undergraduate or taught postgraduate) Please indicate if variations are required to the Regulations, for example to meet PSRB requirements.

UEA validated regulations to be adopted by September 2016 as per conditions of Institutional Approval event.

Note: it is assumed that courses will be within existing regulations Additionally it is assumed that all courses will abide by general approved policies including Equality and Diversity.

11. Proposed course structure (module framework listed by year of study, mandatory and optional; where module titles are not self-explanatory please give a very brief content outline)

Module Title (include all co-credited modules)	New or Current	Code	Level *	Credits *	Type *	Length *	ASSESSMENT ITEM NUMBER (as per module specification)								Specify Final Assessment Number	
							1		2		3		4			
							Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %		
Human Anatomy and Kinesiology	New	SSFD1001	HE4	20	C	1	TBC									
Principles of sports coaching	New	SSFD1002	HE4	20	C	1	TBC									
Introduction to strength and conditioning	New	SSFD1003	HE4	20	C	1	TBC									
Research skills	New	SSFD1004	HE4	20	C	1	TBC									
Sports Business and Development	New	SSFD1005	HE4	20	C	1	TBC									
Introduction to performance analysis	New	SSFD1006	HE4	20	C	1	TBC									
Personalised Project 1	New	SSFD1007	HE4	20	O	1	IS	100								1
Year 2																
Sport and Exercise Physiology	New	SSFD2001	HE5	20	C	1	TBC									
Applied Sports Coaching	New	SSFD2002	HE5	20	C	1	TBC									
Business and marketing	New	SSFD2003	HE5	20	C	1	TBC									
Applied Performance analysis	New	SSFD2004	HE5	20	C	1	TBC									

Applied Strength and Conditioning	New	SSFD2005	HE5	20	C	1	TBC
Independent Project 1	New	SSFD2006	HE5	20	C	1	TBC
Personalised Project 2	New	SSFD2007	HE5	20	O	1	TBC

- C = Core/mandatory Module
- O = Optional Module
- Length = No of Semesters delivered over.

Assessment Type Code	Name
AO	Attendance Only
DISS	Dissertation
CW	Course Work
EX	Examination
ICA	In-Class Assessment
PLAC	Placement
PROJ	Project
PRA	Practical
PRE	Presentation
IS	Independent Study

Personalised Project modules – these OPTIONAL modules are standard independent research projects to assist those students that have a disability or exceptional extenuating circumstances that does not allow them to achieve / take part in one of the core vocational modules within each year. Example; student with broken leg might not be able to do some of the practical elements of core module and therefore might fail. Also available as alternative reassessment assignment over the summer if other core module requires them to work in groups which they are now not able to do over the summer etc. This module is only used following Academic Review Board approval based on exceptional extenuating circumstances evidence.

Independent Project allows students to focus on a specialist skill/professional practice related to their interests and therefore allows Strength & Conditioning student a further Strength & Conditioning focused module and Performance Analysis student a further module for Performance Analysis

Introduction to strength and conditioning & Introduction to performance analysis modules at Level 4, Applied Performance analysis & Applied Strength and Conditioning modules at Level 5 are also to be considered as standalone professional CPD modules for upskills/professionalising the industry.

Currently this course does not have defined assessment outcomes as it is being written currently based on industry requirements, student feedback and academic expertise. The college has previously delivered an HND Sports programme therefore the outline structure meets national standards/frameworks The assessments and learning outcomes will be based on previous experience and practice.

12.	Does the course involve placement / work-based practice? <i>If yes, please indicate plans for securing required number of placements</i>
<p>Yes</p> <p>This would be supported and arranged by the college work placement officer. All placements are checked for H&S before placement commences with handbooks for students and employer provided to ensure safe working practice and appropriate work experience is offered to meet the assignment briefs. The tutor will support and monitor the work placement throughout to ensure both parties are working towards assignment brief and direct any H&S issues to college H&S officer as required. Employer feedback will be provided as required by the assignment brief; however formal assessment of level and quality of submitted work will be conducted by BMC academic tutors only.</p>	

13.	Feedback from Internal approval process
Practice event required- NO	

Additional Academic support required in course development- NO

Additional comments- N/A

14. Supported by the Partner Institution Principal (or equivalent) or nominee

Signed: Stuart Wright (Director of Curriculum (GFE & HE) Date: September 2015

15. Date considered by Joint Board of Study

N/A- Partner currently going through Institutional Approval process so no Joint Board of Study has yet been formed.

16. Date reported to UEA Learning and Teaching Committee

21 October 2015

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	Brooksby Melton College (BMC)
2.	Full course name and award (<i>include all course names and awards on which students can enrol</i>)	BSc (Hons) Sports Science (Top Up)
3.	Date Form completed	31 August 2015
4.	Exit awards (<i>include any named exit awards, if applicable</i>)	N/A
5.	Proposed starting date	September 2016
6.	Key contact person for new course	Andy Motch - Programme Lead Tutor Martin Foster – Department Manager

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	20	
		<i>Future demand</i>	40	

8.	Regulatory / professional body accreditation (<i>Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank</i>)	None
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9.	Summary of course (<i>please provide a brief summary of the course</i>)
<p>This BSc (hons) Sports Science degree is for those students who have completed a relevant sports science HND or Foudantion Degree and provides a specialist programme that will allow students to develop a higher level of understanding in sports science and focus on the areas of strength and conditioning, performance analysis, coaching and management.</p> <p>This final year degree in sports science offers a priceless opportunity to individualise students' learning towards their unique demands/interests and create a subject specialism in their preferred subject area. Research project, as well as an applied experience module will allow students to tailor their learning to determine their subject specialism in sports and equip them with skills and experience for their desired career.</p> <p>Alongside their study, students will have the opportunity to gain additional vocational professional qualifications at an additional cost to enhance their future employability in coaching, personal training, strength and conditioning or teaching.</p> <p>All students will be given placement opportunities either at our brand new sports centre, within local primary or secondary schools or with the college's professional sports partners Leicester Tigers or Mansfield Town Football Club and is dependent upon students' chosen pathway and desired future career.</p>	

10.	Framework and Assessment Regulations (e.g. undergraduate or taught postgraduate) Please indicate if variations are required to the Regulations, for example to meet PSRB requirements.
<p>UEA validated regulations to be adopted by September 2016 as per conditions of Institutional Approval event.</p> <p><i>Note: it is assumed that courses will be within existing regulations Additionally it is assumed that all courses will abide by general approved policies including Equality and Diversity.</i></p>	

1 Proposed course structure (module framework listed by year of study, mandatory and optional; where module titles are not self-explanatory please give a very brief content outline)

Module Title (include all co-credited modules)	New or Current	Code	Level *	Credits *	Type *	Length *	ASSESSMENT ITEM NUMBER (as per module specification)								Specify Final Assessment Number		
							1		2		3		4				
							Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %	Assessment Type Code *	Assessment %			
Strength and conditioning and injury management	New	SSTU3001	HE6	20	C	1	TBC										
Advanced performance analysis	New	SSTU3002	HE6	20	C	1	TBC										
Research Project	New	SSTU3003	HE6	20	C	1	TBC										
Business and Finance	New	SSTU3004	HE6	20	C	1	TBC										
Advanced Coaching Strategy	New	SSTU3005	HE6	20	C	1	TBC										
Applied experience	New	SSTU3006	HE6	20	C	1	TBC										
Personalised Project 3	New	SSTU3007	HE6	20	O	1	IS	100									

- C = Core/mandatory Module
- O = Optional Module
- Length = No of Semesters delivered over.

Assessment Type Code	Name
AO	Attendance Only
DISS	Dissertation
CW	Course Work
EX	Examination
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PROJ	Project
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PRE	Presentation
IS	Independent Study

Personalised Project modules – these OPTIONAL modules are standard independent research projects to assist those students that have a disability or exceptional extenuating circumstances that does not allow them to achieve / take part in one of the core vocational modules within each year. Example; student with broken leg might not be able to do some of the practical elements of core module and therefore might fail. Also available as alternative reassessment assignment over the summer if other core module requires them to work in groups which they are now not able to do over the summer etc. This module is only used following Academic Review Board approval based on exceptional extenuating circumstances evidence.

Advanced strength and conditioning & Advanced performance analysis modules at Level 6 are also to be considered as standalone professional CPD modules for upskills/professionalising the industry.

Currently this course does not have defined assessment outcomes as it is being written currently based on industry requirements, student feedback and academic expertise. The college has previously delivered an HND Sports programme therefore the outline structure meets national standards/frameworks. The assessments and learning outcomes will be based on previous experience and practice.

12. Does the course involve placement / work-based practice? If yes, please indicate plans for securing required number of placements

Yes

This would be supported and arranged by the college work placement officer. All placements are checked for H&S before placement commences with handbooks for students and employer provided to ensure safe working practice and appropriate work experience is offered to meet the assignment briefs. The tutor will support and monitor the work placement throughout to ensure both parties are working towards assignment brief and direct any H&S issues to college H&S officer as required. Employer feedback will be provided as required by the assignment brief; however formal assessment of level and quality of submitted work will be conducted by BMC academic tutors only.

13. Feedback from Internal approval process

Practice event required- NO

Additional Academic support required in course development- NO

Additional comments-N/A

14. Supported by the Partner Institution Principal (or equivalent) or nominee

Signed: Stuart Wright (Director of Curriculum (GFE & HE) Date: September 2015

15. Date considered by Joint Board of Study

N/A- Partner currently going through Institutional Approval process so no Joint Board of Study has yet been formed.

16. Date reported to UEA Learning and Teaching Committee

21 October 2015