

LTC17D053

Title: Academic Partnerships Update October – November 2017
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Issue

An update on Academic Partnerships activity from October to November 2017.

Recommendation

The Learning and Teaching Committee is asked to note the Academic Partnerships activity from October to November 2017.

Resource Implications

Not applicable.

Equality and Diversity

Not applicable.

Further Information

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Background

The Learning and Teaching Committee receives a report at every meeting providing an update on Academic Partnerships activity.

Discussion

1. INTERNATIONAL

1.1 Vrije Universiteit Visit

On 13 November, the University hosted a visiting delegation of the Executive Board and Faculty Deans of Vrije Universiteit, Amsterdam (VU). The visit, which concluded with a signing of a Memorandum of Understanding (MoU) between UEA and VU, included a number of productive discussions around potential collaborations across all four UEA Faculties including student and faculty exchange, joint supervision of PhDs, research collaboration and jointly delivered programmes.

1.2 Ocean University Visit

The Chair of the Council of Ocean University of China (OUC) and eight colleagues visited on 15 November to sign a renewal of the current 2+2 MoU and another to formalise and further develop research collaborations. The potential for a virtual joint research centre was discussed, along with co-tutelle PhDs and other ways to develop the strategic partnership.

1.3 International Executive

The Executive will meet with its revised Membership and Terms of Reference for the first time on 18 December. See Appendix 1.

2. SOUTH ESSEX COLLEGE

2.1 Joint Board of Study and Initial Course Proposals

The initial meeting of the Joint Board of Study was held on 10 November (minutes will be reported to the next meeting of the Committee). At the meeting six initial course proposals were approved to proceed to validation for a proposed start in September 2018. Copies of the course proposals are included in Appendix 2.

3. INTO UEA NORWICH

3.1 International Year One in International Development with Media

The International Year One in International Development with Media was successfully validated, subject to conditions at an event held on 3 November 2017.

3.2 Joint Board of Study

The minutes of the meeting of the Board held on 8 November 2017 will be available to view at the next meeting.

4. CITY COLLEGE NORWICH

4.1 Joint Board of Study

The minutes of the meeting of the Board held on 17 November 2017 will be available to view at the next meeting.

5. EASTON&OTLEY COLLEGE

5.1 QAA Quality Review Visit

Following consideration by HEFCE's Quality, Accountability and Regulation Strategic Advisory Committee, the report on the College's April 2017 Quality Review Visit has been published and is included in Appendix 3. The College has a teleconference scheduled with the QAA later this month, which will involve UEA Academic Partnerships, where the College's response to the outcomes will be discussed.

5.2 Joint Board of Study

The next meeting of the Joint Board of Study will be held on 13 December.

6. MOUNTVIEW ACADEMY OF THEATRE ARTS

6.1 FdA/BA Top-up Scenic Arts & Prop Making

The FdA/BA Top-up Scenic Arts & Prop Making was successfully validated, subject to conditions, at an event held on 2 November 2017.

6.2 MA Site Specific Theatre Practice

The MA in Site Specific Theatre Practice was successfully validated, subject to conditions, at an event held on 7 November 2017.

6.3 Joint Board of Study

The minutes of the meeting of the Board held on 1 November 2017 are available to view [here](#).

7. ROYAL MARSDEN SCHOOL

7.1 Joint Board of Study

The next meeting of the Board is due to take place on 7 December 2017.

8. BROOKSBY MELTON COLLEGE

8.1 Joint Board of Study

The minutes of the meeting of the Board held on 15 November 2017 will be available to view at the next meeting.

9. **UNIVERSITY OF SUFFOLK**

9.1 Joint Academic Committee

The minutes of the meeting of the Committee held on 12 July 2017 are available to view [here](#)

Attachments

Appendix 1- International Executive Membership and Terms of Reference

Appendix 2- South Essex College Course Proposals including:

- 2a. BSc (Hons) Psychology and Sociology
- 2b. BA (Hons) Special Educational Studies
- 2c. BSc (Hons) Counselling
- 2d. BA (Hons) Early Years
- 2e. BSc (Hons) Criminology and Forensic Investigation
- 2f. BSc (Hons) Accounting and Finance

Appendix 3- Easton and Otley College QAA Quality Review Visit report

UEA INTERNATIONAL EXECUTIVE

Terms of Reference and Membership

Purpose:

An executive body rather than a formal University committee, the International Executive is responsible to the Executive Team for the implementation of UEA's International Strategy, which deals primarily with the two key strategic drivers from the UEA Plan 2016-20 that relate to internationalisation: 'extending our international reach' and 'meeting global challenges'.

The Executive focuses on those areas of the International Strategy that are about reputation and maintains an overview of all areas of the Strategy through reports from the relevant committees.

Terms of reference:

1. To devise, implement and keep under review a University-wide International Strategy.
2. To establish and monitor working groups undertaking projects aimed at achieving identified actions from the UEA International Strategy.
3. To identify new opportunities through reports and proposals from the International Dialogue Groups and other project groups.
4. To liaise closely and engage co-operatively with relevant committees and groups as appropriate and relevant to the implementation of the Strategy, including:
 - Admissions, Recruitment and Marketing Executive
 - Research Executive
 - Enterprise Executive
 - Engagement Executive
5. To make recommendations to the Executive Team on the allocation of resources for projects and initiatives related to the implementation of the Strategy.
6. To promote the embedding of internationalisation throughout all areas of UEA, through the annual UEA International Forum, workshops, the work of the International Dialogue Groups, the Associate Deans for Internationalisation and other Champions.

Frequency of meetings:

- The Executive will meet 6 times a year.

Membership:

P-V-C International (Chair)	Prof Philip Gilmartin
Academic Director of Internationalisation	Prof Richard Harvey
Head of UEA International	Karen Blackney
Head of Partnerships	Dr Louise Bohn
Chair, China Dialogue Group	Dr Brian Reid
Chair, South East Asia Dialogue Group	Dr Susan Matthews
Chair, India Dialogue Group	Dr Daniel Rycroft
Chair, Japan Dialogue Group	Dr Simon Kaner
Chair, North America Dialogue Group	Prof Richard Harvey (Acting)
Chair, Global Opportunities Group	TBC
International and Postgraduate Research Funding Manager	Dr Audrey Heppleston
Associate Dean, International (HUM)	Dr Eylem Atakav
Associate Dean, Internationalisation (SSF)	Dr Alfonso Avila-Merino
FMH representative	Prof Rosalynd Jowett
SCI representative	Prof Gerard Parr
SSF representative	Prof Enrique Fatas
Student representatives (Nominated by SU)	Annie Bhila (LAW) Mohaned Alhasan (PHA) Kathi Wodenitscharow (ECO)
Senior Partnerships Manager (Secretary)	Laurence Daly

Updated October 2017

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	South Essex College
2.	Full course name and award (<i>include all course names and awards on which students can enrol – to be agreed with UEA Partnerships Office</i>)	BSc (Hons) Psychology and Sociology
3.	Date Form completed	05/10/2017
4.	Exit awards (<i>include any named exit awards, if applicable</i>)	Certificate in Higher Education Psychology and Sociology Diploma in Higher Education in Psychology and Sociology
5.	Proposed starting date	September 2018
6.	Key contact person for new course	Sue Windham

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	20 (Year 1)	
		<i>Future demand</i>	30 (Per Year)	

8.	Regulatory / professional body accreditation (<i>Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank</i>)	<p>Currently there are no relevant PSRB accreditation requirements.</p> <p>For research purposes the course follows the BPS Code of Conduct, BPS Code of Human Research Ethics (2010) BPS Ethical Guidelines for Internet-mediated Research (2013)</p> <p>There are plans for future development within the modules to include recognised certification for programmes such as: SPSS Mindfulness British Sign Language</p>
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9.	Summary of course (<i>please provide a brief summary of the course</i>)
<p>The BSc (Hons) Psychology and Sociology programme is underpinned by the four-key distinct disciplinary strands of Psychology, Sociology, Research Methods and Work-Related Skills/Experience. These four strands enable the student to analyse contemporary issues from a range of multidisciplinary perspectives, providing essential transferable skills for employment. The course, in addition, proposes to provide students with a well-rounded knowledge base, application and experience of work related skills, to be successful in progression into either higher level educational courses such as masters programmes or to relevant industry employment.</p>	

The integration and focus of delivery across the programme will be approached from multidisciplinary and interdisciplinary models reflected in the students increasing ability to conceptualise and analyse from several standpoints. The degree programme will allow for the exploration of theory and application by the student which progresses from 'knowing about' to 'knowing and doing' relative to the varying levels of study within the programme. This will assume greater emphasis in the final year of the programme, in particular the uptake of the final year project/dissertation (please refer to section 11 course structure)

The level of the award is mapped to the Framework for Higher Education Qualifications (FHEQ) and developed with reference to the level descriptors published by the South East England Consortium on Credit Accumulation and Transfer. The main programme specification contains the differentiated levels of study including the options for exit awards at Certificate and Diploma of Higher Education level. At each level of the programme the subject specific content is drawn from the published QAA benchmark statements for Psychology (April 2016 draft consultation) and Sociology (July 2016), creating a relevant and current programme of study (please refer to Appendix 1 for benchmark statement mapping at module level)

A recent Labour Market Intelligence Report by the Employment and Skills Board (2017-2018) indicated that within the area of Southend on Sea the skills in the highest demand were that of Communication, Organisation and Teaching, with the key employment sector of Health with the greatest occupational demand (Please refer to Appendix 2 – LMI Report). The occupations with the highest demand as ranked through job postings relevant to the proposed degree programme included Teaching and Educational Professionals, Health Professionals, Caring Personal Services, Childcare and Related Personal Services, providing a labour demand for graduates from BSc (Hons) Psychology and Sociology. A reflection on the Destinations of Leavers of Higher Education from previous cohorts of the current programme match the outcomes of the LMI report discussed, with students entering professions within teaching, mental health services, social care and social work, in addition to further education at appropriate institutions, such as MA Social Work and MSc Research.

The BSc (Hons) Psychology and Sociology degree programme currently sits within the HE Department of the College, alongside a suite of related professional degree programmes: (BA (Hons) Early Years Education, FdA/BA (Hons) Counselling and BA (Hons) Special Education Studies). Historically the programme has resided within the department of Health and Science, providing direct routes to the degree programmes from Level 1 Introduction to Health and Social Care and Children and Young People's Settings through Level 3 qualifications. Level 3 qualifications are provided both for 16-19 years (BTEC and A-Level) and 19+ students with Access to Higher Education Diplomas in Social Studies, Health and Counselling, with the addition of Teaching being direct 'feeder courses' to the degree programmes.

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.

The undergraduate programme will follow a standardised tariff for assessment, based on credit values of modules and the level at which the module/assessment sits within the course structure.

The overarching framework for assessment will differ at each level of study across, 4, 5 & 6. The underpinning framework for the BSc (Hons) Psychology and Sociology programme is designed to provide the student with experience of a variety of assessment methods which relate specifically to module learning outcomes and the acquisition of relevant and embedded transferable skills. The framework will ensure that assessment modes are spread across the programme and, where able, are innovative. In addition, assessment modes should allow the student to approach and analyse material from a variety of standpoints.

Assessment at level 4 of the programme focuses on the acquisition of knowledge and its basic applications to applied contexts and concepts. Both formative and summative assessment will form the basis for assessing students' knowledge and understanding, for example through progressive short answer and MCQ based assessment in Introduction to Psychology and Introduction to Research Methods. Summative assessment will include essays, presentations and reports. At level 5 assessment requirements will require students to develop their critical application, extending their research base, forming appropriate supported arguments to a greater extent than at level 4, students will be expected to engage in a variety of assessment methods including essays, debates, critical appraisals, seminar papers and case studies. Assessment strategies adopted in the final year of the programme at level 6 will focus around enhancing autonomous, self-directed learning through student lead projects, case studies, debates and critical essay based modes of assessments. Support provided to students at each stage of learning will differ, with assessment support being offered at level 4 through draft procedures to partnership working at level 6. At each level of study, across each module assessment, consideration will be given to the relevant embedded employability and transferable skills

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)

Please refer to the table below for detailed structure of modules across the BSc (Hons) Psychology and Sociology programme. All modules are compulsory for the proposed course structure for validation for September 2018. As stated in Section 9 please refer to Appendix 1 for QAA Subject Benchmark Statement mapping at module level.

Year of Study	Module	Credit	Purpose of Module
1	Foundations of Psychology	30	To introduce students to classical and contemporary approaches to psychology and to foster an awareness of key concepts, methods and debates that have shaped modern day psychology as a discipline. Students will be introduced to the major schools of thought within psychological including; Behaviourism, Humanism, Cognitive, Psychodynamic
	Classical and Contemporary Sociology	30	This module seeks to introduce students to the key sociological theories and theorists, beginning with the 'founding fathers' of sociology – classic 19 th century sociologists Durkheim, Marx and Weber, and their theories Functionalism, Marxism and Social Action theory. The second half of the module explores the evolution of contemporary social theories and the work of contemporary sociological thinkers. This will include exploration of symbolic interactionism, postmodernism and feminism, and the key ideas of theorists such as Giddens, Foucault, Goffman and Bernstein. The module then provides a thorough theoretical foundation for modules elsewhere within the Sociology strand, whilst also enhancing students' analytical and critical thinking skills.
	The Individual and Society	20	The module purpose is to connect the strands of Psychology and Sociology for students. The module seeks to link key aspects of individuals (such as personality, language and thought, intelligence, creativity and difference) together with the impact of society and basic societal structures (such as culture, social interactions, organisations and globalisation) on human behaviour. The module will complement the two foundation level units providing students with a link to Level 5 topics.
	Introducing Research Methods in Psychology & Sociology	20	This module will equip students with social science research skills and the ability. The module will also provide students with skills to constructively evaluate social research studies, both qualitative and quantitative. The module will also seek to provide the student with the foundation knowledge surrounding ethical considerations for researchers as well as ensure students are provided with the skills required to conduct data collection and analysis.
	Work-Related Skills in Social Sciences	20	The purpose of this module is to effectively underpin and deepen learning across the programme through highlighting transferable skills for employment. The student will be encouraged to develop skills and qualities that are essential to be an effective academic with Higher Education and a potential employee within the occupations relevant to that of Social Sciences.
2	Qualitative and Quantitative Research	20	The module is designed to build on the skills developed in Introduction to Social Research Methods (Year 1). The module will focus specifically on qualitative and quantitative research methodology, data collection and data analysis. The students will be required to apply their knowledge within this module to their proposal for Year 3 final major project (Dissertation).
	Social Division and Inequalities	20	This modules is designed to assist students in understanding macro-sociological structures and social division existing within the UK. In addition, students will be provided with an opportunity to explore the inequalities experienced across and within society with reference to evidence based debates around a series of contentious themes.
	Social Policy	20	The module will explore the six domains of social policy and the instruments which may be employed to analyse current provision in modern Britain. The module will relate current social policy provision within an historical context which explores the philosophical and political beliefs about the provision of services as a government responsibility and a private responsibility.
	Developmental Psychology	20	The module focuses on the study of the development of the child, through the exploration of research and research findings along with traditional

			theories. Specific focused is provided for biological, cognitive, and social developmental processes and their interrelations. Application of developmental psychological research are presented and discussed
	Social Psychology	20	The module focuses on providing students with an opportunity to investigate human behaviour across social and cultural contexts, starting with the early social psychological theories and research across European and North American traditions. The module will also focus on providing an in-depth understanding of the key concepts including social perception, interpersonal relationships, prosocial behaviour, social influence, and group processes.
	Work Related Practice	20	The module aims to extend and develops students' learning experience through practice, in which students will have the opportunity to develop, reflect and evaluate the knowledge and transferable skills within social science related employment. There will be opportunity to experience work within a practice environment.
3	Final Major Project (Dissertation)	40	To provide students with the opportunity to demonstrate a sustained and critical engagement with a selected topic area or action research project. All projects will be chosen in collaboration with staff. Students will be encouraged to draw from each of the disciplinary strands in order to produce a contextualised and fully synthesised response to Psychology and Sociology programme.
	Current Issues and Trends in the Contemporary Society	20	The module aims to provide students with a framework from which exploration and analysis of current issues and trends can take place drawing from sociological, psychological and cultural knowledge developed across the programme. The module seeks to analyse how critical historical events have shaped, and continue to shape the current issues and trends within society.
	Criminological Perspectives in Social Sciences	20	The module aims to provide students with the theoretical models and concepts associated with major traditions in criminology, including criminological formations, criminal justice and crime prevention and the government's role in controlling crime. The module also aims to provide students with an opportunity to critically analyse the political and penal systems approach to crime and deviance.
	Health Psychology	20	The module will enable students to engage with a range of health-related topics within the field of Health Psychology. Its aim is to foster an awareness of the distinct identity of Health Psychology in contrast to Behavioural Medicine and enable students to develop an understanding of the dominant methodologies and methods employed in Health Psychology, and consider the appropriateness of their use in the analysis of specific health issues.
	Psychology of Mental Health and Mental Disorders	20	This module aims to develop clinical and critical understandings of the psychology of mental disorders across the lifespan. Students will examine a range of contemporary and historical approaches to mental disorder whilst fostering an appreciation of the debates concerning definitions, diagnosis, explanations and treatment of disorders.

12.	Does the course involve placement / work-based practice? <i>If yes, please indicate plans for securing required number of placements</i>
<p>The BSc (Hons) Psychology and Sociology programme proposes work-based practice within the 2nd year of the programme. As one of the key disciplinary strands Work-Related Practice will be introduced in Year 1 through Work-Related Skills, following through to Year 2 within the module Work-Related Practice, within a workplace environment and Year 3 Final Major Project or Dissertation for which students may wish to work with external organisations on action-research projects.</p> <p>The department of Health and Science currently has a Higher Education Practice Learning Team for enhancing networking, development of and securing of appropriate placements. Through these streams and employer engagement and developed steering groups, placements for students will be sought. Students will also have the opportunity to be autonomous in finding a work-related practice setting, for which all will follow procedures to ensure the environment and opportunities within the work place are relevant for the student. As part of the Year 1 module Work-Related skills students will be assessed for their 'fitness to practice' and skills matching to occupations/potential employers.</p> <p>Placement demand will be required for the academic year 2019-2020, where the new validated programme will intake students into year 1 in 2018-2019. This provides the team with appropriately 18 months in order to increase</p>	

employer networks for the programme and secure potential placements. In reference to placement demand 22 placements will be sought to accommodate the targeted intake of first year students.

All students will be required through enrolment to undergo an enhanced student DBS application, for which there is a designated team of administrators to support the process.

13. Feedback from Internal approval process

Practice event required YES/NO

Additional Academic support required in course development YES/NO

Additional comments

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

Signed:

Date:

15. Date considered by Joint Board of Study

Partnerships Office to complete

16. Date reported to UEA Learning and Teaching Committee

Partnerships Office to complete

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	South Essex College
2.	Full course name and award (<i>include all course names and awards on which students can enrol – to be agreed with UEA Partnerships Office</i>)	BA (Hons) Special Educational Needs and Disability Studies
3.	Date Form completed	
4.	Exit awards (<i>include any named exit awards, if applicable</i>)	BA (Hons) Special Educational Needs and Disability Studies
5.	Proposed starting date	September 2017
6.	Key contact person for new course	C Norman

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	15	10
		<i>Future demand</i>	25	15

8.	Regulatory / professional body accreditation (<i>Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank</i>)	
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9.	Summary of course (<i>please provide a brief summary of the course</i>)
<p>The aim of the programme is to provide students with the opportunity to develop the vocational and academic skills that will enhance employability prospects for those who are working with a variety of groups with specific educational needs and disability in educational, care and other settings. Academic skills will be developed through introducing learners to issues of policy, legislation and theoretical aspects within the educational and disability field as broadly understood.</p> <p>This theoretical background ensures that students have an insight into how theory and policy can inform practice and has impacted on those with, and those who care for or are involved in the education, care and support of, those with specific educational needs and disability, both historically and contemporarily. At the same time, students will have the opportunity to develop skills of inquiry that will help enable them to develop and inform evidence based practice, within the framework of the current policy Support and Aspiration, current legislation Children and Families Act 2014 and Care Act 2014, and the SEND Code of Practice 2014.</p> <p>The work placement is an essential part of this programme and aims to enable students to gain a variety of skills in a vocational context, and to link theory to practice throughout the duration of the programme.</p> <p>Whilst many who come onto this programme may wish to work with those with special educational and specific needs (i.e. SpLD) in an educational context, there will also be opportunity for those who wish to work with those with SEND and specific needs in other contexts (i.e. Care).</p> <p>Programme Aims:</p> <ol style="list-style-type: none"> To furnish students with an opportunity to explore the links between policy and practice and to evaluate contemporary dialogues and debates in special education and disability studies. 	

2. To identify and promote best practice in the education of individuals with special educational needs and disability studies¹.
3. To enable students to offer an informed and critical response to current practice and future developments in relation to special educational needs and disability.
4. To equip students with skills appropriate to work in a variety of applied settings (i.e. education and welfare).
5. To promote wider access to participation in the study of special education needs and disability studies at higher education level by recruiting both locally and nationally.

The level of the award is mapped to the Framework for Higher Education Qualifications (FHEQ) and developed with reference to the level descriptors published by the South East England Consortium on Credit Accumulation and Transfer. The programme benchmark for this programme is Academic Studies in Education (February 2015), which states that it seeks to provide a comprehensive view of the subject whilst not constraining those designing programmes, and marks threshold levels rather than three levels of performance. The programme has been mapped both to subject strands (5.3-5.7) and benchmark standards 7.4-7.12).

Marketing Need for Programme (Using LMI Report)

The Essex Employment and Skills Board Skills District Profile 2017 shows that the sector with the most vacancies is health, while the skills most in demand are teaching, organisation and communication. Health and care are recognised as ESB priority areas. The new SEND requirements following the Children and Families Act 2014 and SEND Code of Practice 2014, and the emergence of the Education and Health Care Plans (EHCP), replacing statementing and the role of key working for those who are identified as in need of support, creates a demand for staff with the skills and abilities to be able to work as key workers for those with identified needs. Whilst the role in pathfinder areas (under Support and Aspirations) did result in some areas having these positions as full time roles, in non-path finder areas such as Essex, the key worker role is taken on in addition to the main job roles in education, health and care sectors.

Statement of Probable Graduate Routes/Destinations (DLHE data)

Students with Level 3 Early Years qualifications who remain in practice are able to take on what is known as the SEN role in Early Years Settings. A number of former students have gone on to do either the Primary SCITT programme, Schools Direct in Special Schools or the PGCE. Others have gone onto do Masters in either Social Work, Mental Health or Special Educational Needs, whereas other students have gone into roles in student services, managed behavioural units or become pastoral managers in schools. There are also opportunities to work with local authorities in the SEN plans with EHC Team.

The BA (Hons) Special Education Studies programme currently sits within the HE Department of the College, alongside a suite of related professional degree programmes: (BA (Hons) Early Years Education, FdA/BA (Hons) Counselling and BSc (Hons) Psychology and Sociology). Historically the programme has resided within the Department of Health and Science, providing direct routes to the degree programmes from Level 1 Introduction to Health and Social Care and Children and Young People's Settings, through Level 3 qualifications. Level 3 qualifications are provided both for 16-19 years (BTEC and A-Level) and 19+ students, with Access to Higher Education Diplomas in Social Studies, Health and Counselling and Teaching being 'feeder courses' to the degree programmes.

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>The undergraduate programme will follow a standardised tariff for assessment, based on credit values of modules and the level at which the module/assessment sits within the course structure.</p> <p>The overarching framework for assessment will differ at each level of study across levels 4, 5 & 6. The underpinning framework for the BA (Hons) Special Education Needs and Disability Studies is designed to provide the student with experience of a variety of assessment methods which relate specifically to module learning outcomes and the acquisition of relevant and embedded transferable skills for practice within SEND. The framework will ensure that assessment modes are spread across the programme and, where able, are innovative. In addition, assessment modes should allow the student to approach and analyse material from a variety of standpoints. Assessment methods will include, but will not be restricted to: report writing, presentations, workplace based observation, portfolios, triangulated workplace based case studies and critical responses to case studies. The intention is to ensure that students who graduate from the programme are well prepared for work in the field of SEND, and able to support others with individual needs through the use of observation, case study and real life working experiences.</p>

¹ Throughout the phrase special educational needs refers to conditions and factors from a range including but not necessarily limited to learning needs (e.g. dyslexia, attention deficit and hyperactivity disorders, autistic spectrum disorders, dyspraxia, sensory impairment, fragile X, more able, physical and neurological impairment, etc.) and non-learning needs (e.g. access, equipment and resources)

Level 4 comprises two 30 credit modules and three 20 credit modules. Assessment strategies consist of two Reports, two Presentations and one Portfolio to ensure students become familiar with report writing styles, and acquire confidence in presentations. There will be an opportunity for students to have draft work reviewed at this level of the programme, in order that they become familiar with report structures. Similarly, in order to prepare students for summative presentations, opportunities will be provided for them to undertake formative presentations on aspects contributing towards the final assessment, as well as to present as part of the study skills embedded into the modules. The intention at this level is to ensure that students engage with the key concepts, languages, theories and practical skills, including research skills, underpinning the main strands of the programme, and are aware of key policy and legislative issues in special education and special educational needs.

Level 5 comprises two 30 credit modules and three 20 credit modules. Assessment strategies consist of two Case Studies, a Report, development of a Learning Resource (alongside observation and reflection), a Pilot Study and a Proposal for the Level 6 Workplace Based Project. At this level, students move away from a relatively broad curriculum to focus on evidence-based practice and research. In addition, this level expands students' knowledge and understanding of specific learning needs and conditions, including how to identify and support these. Hence, the modules that structure this level are about specific learning needs and conditions, and strategies for supporting individual needs, as well as research-focussed modules that require students to engage in research relevant to their vocational practice whilst simultaneously developing more advanced skills in the acquisition, handling, application and evaluation of a variety of information studies.

Finally, Level 6 comprises two 30 credit modules and three 20 credit modules. Assessment will consist of a Workplace Based Research Project, a CPPD Portfolio, responses to Case Study Scenarios, Observation in the workplace and response, together with the design of an Observation Form and Reflective Report. The intention at this level is to consolidate and develop the focus on identifying and supporting individual needs, whilst also providing students with increased intellectual challenge and specialisation, e.g. through the modules on Mental Health and Protection and Vulnerability. Students are encouraged to develop a greater level of autonomy in their studies, tested most rigorously through the development of their ideas in the Workplace Based Project where they will be required to undertake a piece of research in the workplace. Critically, as they prepare to graduate and enter the world of employment, students are also required to compile a portfolio of evidence that demonstrates their continued personal and professional development in the CPPD module.

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)

Level 4

Title	Credit Value	Purpose of module	Assessment	APEL
Introduction to Theoretical Perspectives in Education and Disability Studies	30	This module aims to introduce students to the various perspectives that may be used in the study of Special Educational Needs and Disability that may be drawn from the wider social sciences, and which have come to make up the multi-disciplinary approach of Disability studies. It will also introduce the various research methods that may be found in these perspectives.	Report	
Legislation and Policy for SEND	20	This module seeks to ensure students become familiar with the current legislation and policy as it relates to Special Educational Needs (i.e. Support and Aspirations, Children and Families Act 2014 and SEND Code of Practice 2014) and Disabilities (i.e. Equality Act 2011), including how the field has developed since 1944 to the present.	Presentation	

Introduction to Specific Needs	20	The module will introduce and provide an introductory overview of a range specific needs to include specific learning difficulties, physical disabilities and mental health conditions. These will be considered in relation to the medical and social models of disability which will be approached from a critical perspective, but taken up throughout the degree programme. This module provides a foundation for the module on specific needs in Year 2.	Report	
Policies, their Procedure and Practice in Workplace Setting	20	This module will require that students not only identify but become familiar with work place policies and procedures in their work place setting, and are able to record these policies and procedures in a coherent manner. Students will need to consider how these policies and procedures impact on the setting and the service users, taking into account any relevant aspects of codes of practice. The module will encourage students to engage with and reflect upon a range of practical skills, including organisational skills, communication skills, anti-discriminatory practice and equality and diversity.	Presentation	Yes. Provided that a portfolio is presented with evidence of policies and procedures and signed off by the workplace and a presentation is done as part of interview process
Effective Working Practices	30	This module is a work place based module and seeks to provide the opportunity for students to be able to develop their workplace practice through reflections, observations, competency statements and action plans.	Portfolio including Workplace based observation Action plan Reflective Report	Yes. Provided portfolio evidence is provided in the form of observations, PDR and a reflection on practice is written as part of application.

Level 5

Identifying and Supporting Individual Needs	20	<p>The module will explore the identification of individual learners' needs by the application of a range of different types of assessment tools used in the workplace setting (e.g. initial screening, diagnostic testing, case notes, medical references, reviewing individual educational plans, EHC plans, ISP's, Educational Psychologists reports).</p> <p>Students will also investigate the role of strategies and resources available in the workplace in order to make an informed decision regarding the appropriate support for individual needs, and will evaluate the effectiveness of a</p>	Case study of group in workplace	
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		range of appropriate support strategies in the workplace settings. There will also be an element of document analysis within this module.	
Specific Needs	20	The module will comprise a review of the theoretical contexts of approaches to special educational needs. This will provide the students with an understanding of how current practice has been shaped by the changing conceptions of special education needs and disability, particularly the ways in which needs are identified and assessed. Students will then focus upon the range of assessment tools available in order to identify and describe the learning and non-learning but related needs of individuals. Finally the module will provide an opportunity to evaluate the efficacy of the assessment tools.	Report
Developing and Delivering Learning Support Programmes	30	This practical module aims to equip students with the skills necessary to deliver programmes of learning support, ranging from initial stand-alone programmes, e.g. literacy/numeracy, to integrated care and learning plans for individuals with profound and multiple learning difficulties. Students will develop a learning support programme and present this in class for peer feedback in order to further develop the programme, and to encourage the sharing of good practice, prior to implementation in the workplace.	Learning Support Programme/Resource Observation Reflection
Case Study	30	The module will provide students with an introductory overview of case study methods and the compiling of some potential client case studies followed by some group tutorials. Students will need to undertake some trials of client observations in the work place which will be reviewed in further individual and group tutorials. Students will then propose the case study of a client that they work with, where the case relates to some aspect of current practice. The proposal will include a schedule of data collection activities and strategies for managing confidentiality and obtaining relevant informed consent. The remainder of the module will be devoted to data collection and the compilation of a case study.	Case Study based on workplace
Educational Inquiry	20	The module will enable students to explore the planning of a piece of research and identify and evaluate a range of appropriate research methodologies which will include	Pilot study in which reliability and/or validity (i.e. through triangulation) are tested and a proposal

		testing reliability and improving validity (i.e. through methodological triangulation), using methods common to educational research in preparation for the work place based project in Year 3	along with consent forms and research instruments.
Level 6			
Work Place based Project	30	This will be an independent work place based research project in which students will be required to undertake a piece of research in the work placement. This will build on the skills acquired in Case Study and Educational Inquiry.	Research Project workplace based
CPPD	30	The module comprises reflective practice based activities within a work environment including how students have progressed through their programme of study. The module will be focused upon the processes and practices the students would engage in throughout their learning opportunities, and within the professional environment they are employed in, including, for example, supervision, career and personal development, reconciling personal issues, maintaining boundaries and challenging own practice and values.	CPPD Portfolio consisting of evidence from workplace and academic study with reflection on progress made
Practice and Innovation in Supporting SEND	20	This module will combine work placement and enable students to become familiar with a range of strategies, methods and innovations in practice in the broad context of supporting specific needs. The module will allow students to put various elements of the overall degree course and what is gained from practitioners and others into practice, and to hear from practitioners who work in the area of specific needs, as well as to gain a perspective from individuals who have specific support needs.	Workplace observation Design of an observation form and observation of a practitioner Reflection
Mental Health	20	This module will involve exploring how definitions of mental health and responses to people with mental health problems have changed over time. Students will acquire an understanding of medical, social and recovery models of mental ill health, and critically evaluate them in the context of anti-discriminatory and anti-oppressive practice. Throughout the module, students will be identifying the range of stakeholders, including service users and carers, and exploring their influence on the development of policy, legislation and practice. Current government policy and	Response to a case study scenario

			<p>guidance, such as the Mental Health Act 1983, as amended by the Mental Health Act 2007, and the Mental Health Act 1983 Code of Practice 2015, will be referred to throughout this module. Students will consider the role of the various professionals in the field of mental health and their particular contribution to multi-disciplinary and multi-agency working, together with the dynamics involved.</p> <p>The importance and dominance of the medical model, wherein 'treatment' is frequently viewed in terms of physical interventions such as medication and ECT (electro-convulsive therapy) will be considered in relation to the medical, social and recovery models of mental health, which will be critically evaluated. The module will consider the appropriateness, type and availability of different treatments and interventions for mental health service users. The issues of safeguarding of mental health service users, taking into account DoL's and the MCA, will also be addressed.</p>	
	Protection and Vulnerability	20	<p>Working from a theoretical basis, this module will comprise a review of the issues surrounding protection and vulnerability, which could be derived from actual or hypothetical critical incidents. A number of issues will be considered including defining different categories of vulnerability and forms of abuse through the use of relevant legislation; identifying own reactions to abuse; and resolving confidentiality and consent issues whilst considering the protection `v` rights debate.</p> <p>Students will be encouraged to engage with the issues in a practical and professional way through exploring ambiguous cases and understanding protection and vulnerability issues not yet covered by legislation. To enable students to become effective practitioners, the processes and procedures of local agencies will be explored, and their effect on the individuals concerned will be identified. The cultural aspects of the identification and response to risk and vulnerability will also be examined, and an overview of the historical perspective will encourage students to explore differing understandings of 'protection'.</p>	Response to case study scenario

12.	Does the course involve placement / work-based practice? <i>If yes, please indicate plans for securing required number of placements</i>
<p>Yes. The course will have a required work placement as has the current University of Essex validated programme. The HE Practice Learning team has recorded and audited all placements in which students have so far been placed, and this includes any additional placements so that there will be a record of available placements to students. There is, in addition in relation to the existing Special Education Studies programme, a Steering Group which involves previous, current and possible future workplace providers.</p> <p>DBS checks are done centrally for all students who will have to undertake placements as part of their study programme.</p>	

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

14.	Supported by the Partner Institution Principal (or equivalent) or nominee
<p>Signed: _____ Date: _____</p>	

15.	Date considered by Joint Board of Study
Partnerships Office to complete	

16.	Date reported to UEA Learning and Teaching Committee
Partnerships Office to complete	

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	South Essex College
2.	Full course name and award (<i>include all course names and awards on which students can enrol – to be agreed with UEA Partnerships Office</i>)	BA (Hons) Counselling
3.	Date Form completed	4 th November 2017
4.	Exit awards (<i>include any named exit awards, if applicable</i>)	Certificate in Higher Education in Counselling Diploma in Higher Education in Counselling
5.	Proposed starting date	September 2018
6.	Key contact person for new course	Derek Cunningham

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	14	
		<i>Future demand</i>	20	

8.	Regulatory / professional body accreditation (<i>Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank</i>)	The intention is that the programme achieves BACP accreditation.
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9.	Summary of course (<i>please provide a brief summary of the course</i>)
<p>The BA (Hons) Counselling offers students a strong theoretical and practical base from which to begin their professional counselling practice, whilst working towards individual accreditation with the BACP. The theoretical orientation is humanistic, though other approaches such as Cognitive Behavioural Therapy and Transactional Analysis are also examined. Students are encouraged to respect the frame and ethos of their core training approach, whilst also developing their own individual style and philosophy of counselling. The programme is hence intended for those seeking a career in counselling, either in an environment which utilizes counselling, or one which encompasses the emotional and psychological well-being of others.</p> <p>The programme is underpinned by three key strands of theory, skills and employability/personal development. The strands run concurrently across each level of the programme, with theory and skills modules being particularly closely aligned so as to enable students to develop and enhance their counselling practice utilising their increasing knowledge and understanding of the core philosophy and theoretical underpinnings of the person-centred experiential model of therapy.</p> <p>Work placements form an essential part of the Counselling degree. Students will be expected to undertake 30 hours of personal therapy which will begin during the first year, and, in Years 2 and 3, to complete a minimum of 100 hours of counselling practice with a range of actual clients. Experienced tutors will support students throughout, from gaining introductory counselling skills with peers, to undertaking professional counselling practice with clients. Successful completion of the degree will enable students to practice as counsellors in a range of settings, including counselling agencies; the NHS, charitable organisations (e.g. MIND, Place2Be, Catch 2); private healthcare, student support services in schools, colleges and universities; hospices and prisons; and women's refuges. Students may also work as independent professional therapists.</p> <p>The specific aims of the BA (Hons) Counselling are as follows:</p>	

1. To equip students with a sound knowledge and understanding of humanistic counselling skills and the theories underpinning the core philosophy of humanistic counselling
2. To develop students' critical understanding of the social and cultural contexts within which counselling takes place, the cultural specificity of counselling values, assumptions and practices, and how these relate to themselves and their clients.
3. To develop students' knowledge and understanding of the ethical framework of counselling, and of ethical and legal dilemmas in therapy
4. To enable students to effectively integrate counselling theory and practice
5. To develop students' self-awareness and capacity for critical self-reflection as a pre-requisite for the ethical and moral practice of counselling
6. To develop students' practical and critical understanding of different areas of counselling and therapy, e.g. mental health and well-being, children and young people, loss and attachment, and addictions and substances
7. Develop students' knowledge, understanding and application of research methodology such that they are able to complete a substantial piece of research relevant to counselling and related practices.
8. To promote wider access to participation in the study of counselling at higher education level by recruiting both locally and nationally

The BA (Hons) Counselling currently sits within the HE Department of the College, alongside a suite of related professional degree programmes: BA (Hons) Early Years Education; BA (Hons) Special Education Studies and BSc (Hons) Psychology and Sociology. Historically the programme has resided within the Department of Health and Science, providing direct routes to the degree programmes from Level 1 Introduction to Health and Social Care and Children and Young People's Settings, through Level 3 qualifications. Level 3 qualifications are provided both for 16-19 years (BTEC and A-Level) and 19+ students with Access to Higher Education Diplomas in Social Studies, Health and Counselling, with the addition of Teaching also direct 'feeder courses' to the degree programmes.

The Department of Health and Science also runs highly successful CPCAB counselling courses, from a Level 1 Introductory Certificate, through to Level 4 Diplomas in both Therapeutic and Integrative Counselling that enable successful students to practice as professional counsellors. The BA (Hons) Counselling will therefore provide an opportunity for students currently progressing through Level 2 and Level 3 counselling qualifications to undertake an honours degree route to qualification. At the same time, the programme will enable direct entry to Year 2 for those students who have completed Level 4 counselling training. Entry to Year 2 of the programme may, in addition, attract existing qualified therapists seeking to deepen their understanding of practice from a theoretical, skills based, philosophical, and ethical perspective, in order to explore more complex and challenging issues within the therapeutic frame.

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>The undergraduate programme will follow a standardised tariff for assessment, based on credit values of modules and the level at which the module/assessment sits within the course structure.</p> <p>The overarching framework for assessment will differ at each level of study across levels 4, 5 & 6. The underpinning framework for the BA (Hons) Counselling programme is designed to provide students with experience of a variety of assessment methods which relate specifically to module learning outcomes and the acquisition of appropriate person-centred counselling skills. The framework will ensure that assessment modes are spread across the programme and, where able, are innovative. Across all levels, students will be assessed on their developing knowledge and understanding of key concepts, theories and skills central to humanistic counselling, whilst also being assessed in a formative and summative way in relation to the demonstration of appropriate counselling skills practice through role-play as a key element of 'Fitness to Practice'. Reflective practice forms a vital part of the programme and will feature highly in all areas of the learning experience, as will the ability to look in depth at self.</p> <p>Students' suitability for practice will be assessed at all levels of the programme through a range of methods seeking to judge 'Fitness to Practice'. This will include students' ability to demonstrate the Core Conditions of counselling, to employ appropriate counselling skills, to work ethically and to use theory to enhance practice.</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)

Year of Study	Module	Credit	Purpose of Module
1	Introductory Counselling Skills, Ethics and Law	20	<p>This first, introductory skills module in the programme seeks to provide students with a thorough grounding in person centred counselling skills and attitudes as a platform for long-term person centred development, and the integration of tools from complementary modalities. Students will engage in practical skills work and demonstrations and receive peer feedback, both verbal and written. They will also acquire a keen understanding of professional ethical practice and the law as it applies to an unregulated industry.</p> <p>As a precursor to the formal assessment of their developing counselling skills in the subsequent skills module, Developing Counselling Skills (incorporating FTP1), students will undertake a Goldfish Exercise 1, comprising of the demonstration of their practical skills before their peers and tutor. This will be accompanied by both verbal and written feedback.</p>
	Developing Counselling Skills (incorporating FTP1)	20	<p>This second, more advanced skills module at Level 4 seeks to continue to develop students' practical skills through demonstration, feedback and case study. The module will develop the application of skills within the context of an ethical framework and the requirements of the law. It will also introduce students to associated professional skills, including clinical supervision, case notes, supervision notes and case study reporting.</p> <p>FTP1 will be used to assess students' preparedness and suitability for voluntary placement in a counselling agency, commencing at Level 5. Assessment of FTP1 will occur throughout Level 4 of the programme by the following methods:</p> <ul style="list-style-type: none"> - Tutor observation and assessment of practical skills - Adherence to professional and ethical standards and administrative requirements - Internal case study assignment to include practical skills, feedback, group supervision and all appropriate documents (case notes, supervision notes etc.) - Goldfish Exercise 2 (to include either a second tutor, and/or an external partner). (NB: Goldfish Exercise 1 will occur in the first skills module, Introductory Counselling Skills, Ethics and Law).
	Experiential Person-Centred Theory	20	<p>The module will introduce students to person-centred therapy, commencing with the work of Rogers, and drawing subsequently upon the later theories of multiple theorists such as Mearns and Thorne, Sanders and Cooper. This first module in the theory strand of the programme will run alongside the module Introductory Counselling, Ethics and Law from the skills strand, ensuring students acquire a firm knowledge and understanding of the relationship between personal centred theory and practice.</p>
	Counselling in a Contemporary Context: Working Therapeutically with Identity, Difference and Diversity (1)	20	<p>This module will introduce students to issues of difference and diversity within counselling as a precursor to more complex analysis of therapeutic work with influences of race/ethnicity, gender, class, disability and sexuality addressed in Difference and Diversity (2).</p> <p>Students will be encouraged and enabled to examine their own prejudices and fears throughout in relation to issues of difference and diversity. This personal reflection will be informed by the students' knowledge of counselling theory in relation to theory of personality and theory of self; that is, reflection will occur in context with person-centred theory, e.g.</p>

			introjected beliefs and values and conditions of worth. This will enable students to examine their own identity and cultural narrative by way of application of theory to self.
	Mental Health and Well-Being	20	The module seeks to provide students with an introduction to common mental health problems (CMHPs) with reference to the DSM-V and identified service levels. Students will research allocated CMHPs (e.g. depression, anxiety, eating disorders etc.), and report and present back to peers. Students will also be introduced to the DSM-V, IAPT intensity models and industry evaluation tools, e.g. GAD7 (General Anxiety Disorder- 7 questions) and PHQ9 (Psychological History Questionnaire – 9 questions). Finally, they will explore the role of the law in relation to mental health, e.g. safeguarding vulnerable adults and the Children’s Act.
	Counselling Children and Young People	20	The module will provide students with an understanding of child and adolescent development, the formation of a young person’s identity, and the skills required for developing a therapeutic relationship with children and young people. The module will also provide students with an understanding of appropriate contextual therapeutic interventions, specifically for use with children, for example, elements of play therapy; contracting; confidentiality; law and multi-disciplinary working.
2	Integrative Practice (incorporating FTP2)	40	<p>Building on learning from Year 1, students will study aspects of additional and complementary modalities within this skills-based module, including, for example, CBT (Cognitive Behavioural Therapy), REBT (Rational Emotive Behavioural Therapy), Existential therapy, TA (Transactional Analysis) and Gestalt therapy. The purpose of the module is to enable students to gain a rounded overall knowledge of the key modalities currently practiced with a view to integrating tools appropriately. Whilst the underlying modality is person centred, students will be able to identify the most appropriate tools for working with specific presenting conditions, e.g. cognitive tools and group therapies for working with anxiety and panic disorder.</p> <p>The module will be enriched and enhanced by delivery from a range of external speakers, e.g. MIND, Southend specialists in therapy delivery for PTSD, HARP, Place2be, amongst others.</p> <p>FTP2 will be used to assess students’ ongoing fitness to practice in their voluntary agency placement. Assessment of FTP2 will occur through:</p> <ul style="list-style-type: none"> - Student case agency presentations - Institute dialogue with external stakeholders, e.g. placement agencies and clinical supervisors, through working agreements and reporting procedures
	Comparative Approaches in Counselling	20	<p>This module seeks to continue to develop a sound knowledge of person centred counselling within an integrative framework by exploring theories from other key therapeutic models. Hence, it will introduce creative skills and theory alongside a deeper understanding of the origins and theories of the psychodynamic and cognitive schools of theory. This broad conceptual framework will enable students to communicate effectively and collaborate professionally with other counsellors and psychotherapists who may not share the same philosophy of practice.</p> <p>In running in parallel with the skills strand of the programme, the module seeks to provide the underpinning theory necessary for effective skills development in the Integrative Practice module (above).</p>
	Counselling in a Contemporary	20	The module will draw on a range of philosophical, sociological and cultural understandings of identity, critically exploring

		Context: Working Therapeutically with Identity, Difference and Diversity (2)		these constructs in relation to counselling in contemporary society. The influences of race/ethnicity, gender, class, disability and sexuality will be examined and applied to the role of counsellor and the identities of clients. The module will be enriched by delivery from external stakeholders, e.g. speakers on transgender, LGB and disabilities, amongst others.
		Introduction to Research	20	The aim of the module is to introduce students to research in order that they acquire a comprehensive understanding of the research process. Students will be familiarised with the nature and variety of research methods, as well as the philosophical traditions – or <i>methodologies</i> - underpinning methods. Students will evaluate positivism and interpretivism as the key paradigms in research, as a baseline from which to assess the strengths and limitations of a range of qualitative and quantitative methods of data collection. In so doing, they will develop the skills necessary for the development of individual research proposals in preparation for the Dissertation module at Level 6.
		Loss and Attachment	20	This module will explore theories around loss and attachment in multiple contexts, with the aim of examining how these theories impact specific presenting issues and patterns of relating, e.g. bereavement, anger, abuse and communication within relationships.
		Dissertation	40	This module seeks to provide students with the opportunity to demonstrate a sustained and critical engagement with a selected topic area within the area of counselling. All dissertation topics will be chosen/approved in collaboration with academic staff. Students will be encouraged to produce a contextualised and fully synthesised response to the Counselling programme, engaging in either primary or secondary research as appropriate to the specified research question or hypothesis.
		Consolidating Creative Techniques (incorporating FTP3)	20	Students will continue to practice and develop their counselling skills within this final module from the skills strand, from a firm person centred foundation. It is intended that the continued understanding and integration of therapeutic tools and creative techniques will empower students to work in the best interests of their placement clients. This level of broad integrated knowledge will further prepare students to work appropriately with the requirements of their placement agency. FTP3 within this module will explore specific models of clinical supervision, and students will explore and practice appropriate systems of clinical client assessment.
	3	Addiction and Substances	20	This module provides opportunities for students to explore the theory which underpins working with addictions and shame cycles. Students will consider the place of substances and behaviours in patterns of addiction, including self-medication and the prescribed medication of the medical model.
		Contemporary Issues in Counselling	20	The module will engage students in the critical discussion of contemporary philosophical and social issues influencing contemporary therapeutic practice.
		Entrepreneurship and CPPD	20	This module will involve preparation for practice across the different industry sectors that students will enter upon graduation. Students will be expected to engage in extracurricular learning with a rationale to support their professional development. The module also comprises reflective practice based activities within a work environment, including how students have progressed through their programme of study. The module will be focused upon the processes and practices the students would engage in throughout their learning opportunities, and within the professional environment they are employed in, including, for example, supervision, career and personal development, reconciling personal issues, maintaining

			boundaries and challenging own practice and values. This prepares students to continue to practice ethically in line with the requirements of their chosen regulatory body, e.g. BACP, who have minimum mandatory requirements for CPD, supervision and professional practice.
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12. Does the course involve placement / work-based practice? If yes, please indicate plans for securing required number of placements

Yes.

The practice learning element of the BA (Hons) Counselling offers students the opportunity to link theory to practice, and to concretise practice with theory. The intention is that students develop appropriate knowledge, skills and experience essential to their future counselling practice, whilst maintaining the safety of themselves and their clients.

The programme requirements for placement learning are:

- A minimum of 100 hours of formally contracted counselling with at least five different clients in an approved agency over Years 2 and 3 of the programme, comprising a minimum of 25 hours during Year 2 (with remaining hours being completed in Year 3). This will entail providing one-to-one therapy with actual clients and will be supervised practice, ensuring students gain the necessary professional experience to become competent practitioners.
- A minimum of 1.5 hours of clinical supervision per calendar month, or 1 hour of supervision for every 8 client sessions (with provision for further supervision as required). Students must have their supervisors approved by the programme team.
- At least 30 hours of individual personal therapy across the three years of the programme to support personal awareness development as it impacts on client work, including a minimum of 10 hours in Year 1 (students must have their therapists approved by the programme team).
- A maximum of two clients per week for the first six weeks of placement learning in Year 2, increasing to a maximum of four clients per week in any one placement thereafter.
- A maximum of two placements to run consecutively at any one time.
- Client experience should not be limited to a narrow client group, but should cover a range of clients' presenting concerns.

Whilst placement learning takes place in Years 2 and 3 of the BA (Hons) Counselling, preparation for placement learning occurs much earlier in the programme, as students acquire knowledge, skills and understandings of key counselling models; ethical considerations; policies, procedures and legal issues surrounding counselling practice; and the vital role of reflective practice and process in therapy. Fitness to Practice 1 within the second Level 4 skills module, Developing Counselling Skills, specifically prepares students to undertake practice learning in a counselling setting, whilst developing an awareness of self to support the undertaking of their ten required hours of personal therapy. Assessment of 'Fitness to Practice' will occur through a range of methods in this module prior to students commencing work within their chosen agencies. It will be further assessed during Levels 5 and 6 of the programme, to ensure students continue to practice safely and ethically, whilst demonstrating the required development of their counselling knowledge and skills, and hence their increased capability to practice.

The Department of Higher Education currently has a Higher Education Practice Learning Team for the purposes of enhancing networking, development of and securing of appropriate counselling placements. There are currently 25 audited counselling placements within the Department, including counselling agencies, charitable organisations, schools, community projects and hospitals, e.g. Basildon MIND, Southend University Hospital NHS Trust, Southend YMCA Community School, Changing Pathways, Trustlinks and South Essex Homes. These are audited by the Practice Learning Team to ensure the quality and standard of work based learning in compliance with Chapter B10 Section 9 of the QAA Quality Code. The safety of clients and trainees is of paramount importance. It is the College's responsibility to ensure that these responsibilities are addressed in their procedures for approving work place experience and to make all requirements clear to applicants in pre-course literature.

Students who accept a formal offer from the College will be required to apply for a Disclosure and Barring Service (DBS) Enhanced Disclosure indicating that they meet the mandatory criteria of 'Clearance to Work with Children and/or Vulnerable Adults'. Further information will be sent to students by the College's central Admissions Team once they have firmly accepted an offer.

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

14.	Supported by the Partner Institution Principal (or equivalent) or nominee
<p>Signed: _____ Date: _____</p>	

15.	Date considered by Joint Board of Study
<p>Partnerships Office to complete</p>	

16.	Date reported to UEA Learning and Teaching Committee
<p>Partnerships Office to complete</p>	

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	South Essex College
2.	Full course name and award (<i>include all course names and awards on which students can enrol – to be agreed with UEA Partnerships Office</i>)	BA (Hons) Early Years Education
3.	Date Form completed	3 rd November 2017
4.	Exit awards (<i>include any named exit awards, if applicable</i>)	Certificate in Higher Education Diploma in Higher Education in Early Years Education
5.	Proposed starting date	September 2018
6.	Key contact person for new course	Maria Cruickshank

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	20	
		<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>)	
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9.	Summary of course (<i>please provide a brief summary of the course</i>)
<p>Early childhood is now a well-established and popular area of study in higher education. The years leading up to 8 years of age are crucial in the personal, social and educational development of children. The training of professional, fully qualified early years workers enhances both the status of the early years environment and the experiences of children in such environments. Early years professionals aim to ensure non-discriminatory practice, equal opportunities and the full implementation of recognized principles of good practice as all children have a right to fulfil their early potential in an atmosphere that is informed, supportive and mindful of their individual needs. The BA (Hons) Early Years programme has been developed to provide graduating students with a course in which the professional skills used within the Early Years Industry (0-8 years of age) are investigated, developed and reflected upon. The early years professional aims to provide a non-discriminatory atmosphere for children, no matter what their social, economic or ethnic status. It is the intention of the programme to develop such early years professionals who will work in a variety of early years settings.</p> <p>While the degree is entitled Early Years Education in order to reflect the emphasis of the programme upon education, it is recognised that significant focus should be given also to the development of children, and the important and inseparable element of care that is provided by both the family, and the early years professional; i.e. as care and education in the early years are complementary and inseparable, engagement with the issue of care is essential. This includes the impact family and wider society has upon a child's development and educational needs. Special Educational Needs (SEN) and the importance of inclusive practice will also be embedded throughout the programme. For example, attention will be given to Autistic Spectrum Disorders (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) in order that students seeking employment in the education sector have a firm understanding of the behaviours that these conditions can present in the classroom, and how the learning needs of these children can be best supported. Issues of English as an Additional Language (EAL) will be also explored throughout in terms of planning for differentiation and working appropriately with parents and families.</p>	

The programme will be underpinned by three strands: Theoretical Knowledge, Practice and Employability, and Academic Skills and Research. Modules from each strand will run concurrently in order that students understand and reflect upon the relationship between theory and practice, whilst also considering the vital role of research in contributing to and enhancing theory and practice. This will be addressed in a sustained and rigorous way through the Dissertation at Level 6, where students will design and undertake a substantive piece of research that addresses a chosen area of early years theory or practice with the aim of either contributing to the existing knowledge base, or recommending improvements to practice.

Specifically, the aims of the BA (Hons) Early Years Education programme are:

- To furnish students with an opportunity to explore and evaluate contemporary dialogues and debates in the early years* and related disciplines.
- To identify and promote best practice in the education and care of young children.
- To enable students to offer an informed and critical response to current practice and future developments in early years education and care.
- To equip students with skills appropriate to work in a variety of applied settings (e.g.: education, welfare, nursery settings).
- To develop students' ability to make an effective contribution to team-based activity.
- To promote wider access to participation in the study of early years at higher education level by recruiting both locally and nationally.

(* Throughout this document the term 'early years' will be used to refer to the period of 0-8 years. This is recognised internationally as the first phase of childhood).

The level of the award is mapped to the Framework for Higher Education Qualifications (FHEQ) and developed with reference to the level descriptors published by the South East England Consortium on Credit Accumulation and Transfer. The main programme specification contains the differentiated levels of study including the options for exit awards at Certificate and Diploma of Higher Education level. At each level of the programme the subject specific content is drawn from the published QAA benchmark statements for Early Childhood Studies (2014), creating a relevant and current programme of study.

A recent Labour Market Intelligence Report by the Employment and Skills Board (2017-2018) indicated that within the area of Southend on Sea the skills in the highest demand were those of Communication, Organisation and Teaching, in keeping with the destinations of students graduating from the programme, and matching the skills and abilities developed by the programme. A reflection on the Destinations of Leavers of Higher Education from previous cohorts of the current programme match the outcomes of the LMI report discussed, with students securing employment within teaching, family support services, and management of a range of early years settings, as well as undertaking further education at Masters level, e.g. MA Social Work, MSc Research and MA Education.

The BA (Hons) Early Years Education degree programme currently sits within the HE Department of the College, alongside a suite of related professional degree programmes: BSc (Hons) Psychology and Sociology, FdA/BA (Hons) Counselling and BA (Hons) Special Education Studies. Historically the programme has resided within the Department of Health and Science, providing direct routes to the degree programmes from Level 1 Introduction to Health and Social Care and Children and Young People's Settings, through Level 3 qualifications. Level 3 qualifications are provided both for 16-19 years (BTEC and A-Level) and 19+ students, with Access to Higher Education Diplomas in Social Studies, Health and Counselling, with the addition of Teaching being direct 'feder courses' to the degree programmes.

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>
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The undergraduate programme will follow a standardised tariff for assessment, based on credit values of modules and the level at which the module/assessment sits within the course structure.

The overarching framework for assessment will differ at each level of study across, 4, 5 & 6. The underpinning framework for the BA (Hons) Early Years Education programme is designed to provide the student with experience of a variety of assessment methods which relate specifically to module learning outcomes and the acquisition of relevant and embedded transferable skills. The framework will ensure that assessment modes are spread across the programme and, where able, are innovative. In addition, assessment modes should allow the student to approach and analyse material from a variety of standpoints.

Modules employ a wide variety of teaching and learning strategies to motivate and engage students, whilst addressing their differing learning needs and preferences (e.g. lectures, seminars, presentations, whole class

discussions, and research activities). Assessment methods for the modules are similarly varied, including coursework essays, timed presentations, Portfolios of evidence, reflective reports, case study analysis, research projects, and activities concerned with planning for teaching learning and assessment (e.g. lesson plans, schemes of work, observation reports, reflections on observed practice). Reflective practice forms a vital part of the programme and will feature highly in all areas of the learning experience, including assessment of students' learning.

Assessment at Level 4 of the programme will test students' acquisition of knowledge and understanding of early years theories and practice, including the development of appropriate professional skills for early years practice. Both formative and summative assessment will form the basis for assessing students' knowledge and understanding, for example through small group work in classroom activities (formative assessment), and through the submission of a range of written assignments and reports (summative). Assessment at Level 5 will test students' ability to apply the theory and skills acquired at Level 4 to professional practice in early years settings, e.g. through the delivery of maths, science, language and literacy subjects in early years settings. Assessment strategies adopted at Level 6 of the programme will focus upon enhancing autonomous, self-directed learning through student-led debates, critical reflective practice, engagement with chosen contemporary issues in early childhood, and the 40 credit research dissertation. Support provided to students at each level of learning will differ accordingly, with assessment support being offered at Level 4 through tutor review of draft work, through to partnership working at Level 6. At each level of study, across each module assessment(s), consideration will be given to the ways in which students' professional employability and transferable skills are developed.

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)

Level 4 – (provides underpinning knowledge)

Module Title	Outline of Module	Assessment & Credit value
Play and Learning (Theory strand)	This module evaluates the main theoretical perspectives and research on play and its relationship to learning. Additionally, an exploration of the ways in which children's imagination and creativity underpins their play will be undertaken, including changes to play in the digital age.	20 Learning Resource and Essay
The Early Years Professional (Practice and Employability strand)	The module will provide an introduction to what it means to be a professional in all areas of working with children and families. The module will begin with a focus on self-awareness, communication and reflection, before moving on to examine the importance of equality and inclusion in early years practice. Students will begin to identify the need for multi-disciplinary and multi-professional working practices to best support the child and their family. Attention will also be given to safeguarding practice.	20 Reflective Journal: 10-12 entries
Social Constructs of Childhood: The Changing Nature of Children and Childhood (Theory strand)	The module will introduce students to the changing conceptions about childhood and attitudes towards children over time, including the place of children in society and children's rights. This will include a consideration of cross-cultural perspectives.	20 2,000 word Essay
Curriculum Studies (Practice and Employability strand)	The module identifies and examines different curricula and their impact upon children's learning and development. Students will gain an awareness of curriculum design as a means through which to understand the purpose, scope and breadth of the Early Years Foundation Stage (EYFS) and National Curriculum (NC). Alternative curricula will also be explored, for example, Forest Schools, Montessori, Steiner, Froebel, the Home Schooling movement, the digital classroom, and barefoot learning. Students will examine creative teaching approaches, as well as recent and innovative developments in classroom practice. They will also explore the approach to curriculum adopted in other countries.	20 Creative Portfolio of work to describe and evaluate a range of curricula

Perspective on Children's Development (Theory strand)	The module will examine the biological and physiological factors that impact upon children's development, including cultural and social impacts. Areas such as cultural bias and children's self-concept, including gender awareness, will also be explored.	20 Case Study Analysis
Introduction to Research (Academic Skills and Research strand)	The module introduces students to the processes by which researchers undertake their research, and examines critically the ways in which different methodologies and methods have been used in early years' research studies.	20 Evaluation of a chosen piece of research

Level 5 – (applying theory to practice)

Module	Outline of Module	Credit Value and Assessment Strategies
Social Constructs of Childhood: Families, Inequalities and Social Justice (Theory strand)	All children have the right to an equitable start to their lives, and hence an equal chance to determine their life-chances. The purpose of this module is to consider the impact of structural barriers and discrimination upon children's rights, by addressing the impact upon these of children's' positions within the systems of stratification: class, gender, race/ethnicity, culture, disability, sexual orientation and age. The module will also consider the policies and legislation that seek and have sought to address and ameliorate structural barriers and inequalities.	20 Essay
Transition and the Role of the Professional (Practice and Employability strand)	Research overwhelmingly indicates that transitions are vital to children's development and well-being, and hence that the way in which transitions are managed impact substantively upon the child's ability to deal with change. This module seeks to introduce students to the research on transitions in early years as a means of understanding how to get transitions right for every child, with the involvement of children, professionals and parents together.	20 Transition Report
Pedagogy and Early Learning (Theory strand)	The module will require students to examine a range of theories and research studies on children's learning, asking what is pedagogy, and how does it influence professional practice? Students will evaluate the effectiveness of a range of pedagogical models on early childhood learning as a means of linking theoretical understandings of how to teach to effective classroom practice. Students will examine the history and development of the modern western European concepts of and pedagogies of early childhood care and education, whilst also discussin contemporary global issues and innovations.	20 Lesson Plans linking theory to practice and Reflective Evaluation
Research Methods and Proposal (Academic Skills and Research strand)	This module will build upon the knowledge and understanding of research methods and methodologies gained at Level 4, while developing students' abilities to critically appraise these method and methodologies with reference to early years research. Students will prepare a research proposal outlining the methodological approach and method(s) of data collection and analysis to be used in their intended dissertation research at Level 6. The proposal will also include a critical review of the relevant literature base, and the ethical implications of the proposed research.	20 Literature Review and Presentation
Exploring and Investigating Mathematics and Science (Practice and Employability strand)	The module will introduce students to the delivery of maths and science subjects in early years settings, with the aim of developing students' own skills in effectively delivering these subjects. Students will explore children's intuitive construction of mathematical and scientific understanding as a basis from which to develop learner centred approaches to the delivery of mathematical and scientific ideas. In so doing, students will review their own attitudes towards, and knowledge and understanding of,	20 Portfolio of delivered lessons and Reflective Evaluation

	maths and science subjects as a means of enhancing their own capabilities.	
Language, Literacy and Communication (Theory strand)	The module will introduce students to the theories and research underpinning the development and acquisition of language and literacy in the early years, together with the impact this has on children's' learning. Embedded within the theoretical strand of the programme, the module will support students to understand the nature of oral language, reading and writing by providing the essential knowledge needed to guide the language development and learning needs of young children. Providing this theoretical framework will in turn support students' entry to the early years classroom, equipping them with the practical activities and strategies required to support children's developing language and literacy competency. Finally, consideration of bi-lingual and multi-lingual learners will further develop students' professional practice, as will an understanding of new trends in literacy education, such as visual and digital literacy.	20 Portfolio of delivered lessons of creative and inclusive approaches; Reflective Account

Level 6 – (holistic approaches to teaching)

Module	Module Outline	Assessment & Credit Value
Dissertation (Academic Skills and Research strand)	This module seeks to provide students with the opportunity to demonstrate a sustained and critical engagement with a selected topic area within the area of early years. All dissertation topics will be chosen/approved in collaboration with academic staff. Students will be encouraged to produce a contextualised and fully synthesised response to the Early Years Education programme, engaging in either primary or secondary research as appropriate to the specified research question or hypothesis.	40 Dissertation
Professional Practice (Practice and Employability strand)	This module will bring together a series of professional issues for students to reflect upon and discuss, including leadership and management in a multi-professional context. Students will also be guided through the process of business planning and entrepreneurship which will support those wishing to set up their own early years businesses in the future. Students will be required to reflect critically upon their practice, whilst also researching the different pathways in which they can utilise their degree.	20 Portfolio of evidence; employability and reflection
Childhood in Context: Where Are We Heading? (Theory strand)	This module will provide opportunities for students to deconstruct current paradigms of early years education, and to consider potential developments within a global context. Drawing initially upon Australian research by Elliott and Emmet (1991), progressed by the United Nations Decade of Education for Sustainable Development (UNESCO, 2005), the module will introduce students initially to childhood education for sustainability (EfS), and hence a growing body of research identifying the importance of environmental education in the early years. In so doing, students will consider the UNESCO view of children as 'problem seekers', 'problem solvers' and 'action takers' in their own environment. The module will move on from this baseline to encourage and enable students to explore paradigm shifts and new directions in research on early childhood development.	20 Essay
Creativity in the Curriculum: A Holistic Approach (Practice and Employability strand)	There is now a firm argument that creative teaching is effective teaching. Taking risks when striving to make teaching engaging, demonstrating innovative and creative thinking, and reflecting critically upon own practice to inform and enhance professional development are now key elements of creativity themselves. A teacher who teaches creatively and encourages children to learn creatively is then a highly effective teacher, bringing benefits to both the teacher and the learner. The aim of this module is to introduce students to what creativity in the classroom looks like, including the activities and contexts for learning that teacher and children might be engaged in. The	20 Portfolio of evidence to show creativity in the EYFS & NC

		intention will be to support students to demonstrate their application of creativity and a creative teaching across the curriculums with which they are working. Students will consider what is meant by creativity in education contexts, and will discuss the benefits and risks of creativity in the classroom for both teachers and children. They will also explore the history and changing place of creativity in the primary school curriculum as a baseline to identifying the skills both teachers and children will need to teach and learn creatively in schools. Finally, students will examine the role of creativity in developing critical thinking and collaborative learning.	
	Psychological Perspectives on Children's Behaviour (Theory strand)	Managing behaviour in schools and other early years settings is complex, bringing with it a range of challenges and rewards. It is then essential for teachers and other early years professionals working in schools and early years settings to acquire a broad understanding of the main theoretical psychological perspectives on behaviour and how these can and do inform practice in schools and other settings. Hence the module seeks to introduce students to those psychological perspectives that are relevant to educational settings (i.e. behaviourist, cognitive, psychodynamic, humanist, ecosystemic and psychodynamic), and the ways in which early years professionals can use this theoretical knowledge to inform their practice in meeting the individual developmental and learning needs of children. Focus will be given to multi-professional, multi-disciplinary working practices that will draw upon communication and organisation skills needed when also working directly with families.	20 Critical Analysis of a Case Study

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>The practice learning element of the BA (Hons) Early Years Education offers students the opportunity to link theory to practice, and to concretise practice with theory. The intention is that students develop appropriate knowledge, skills and experience essential to their future employment as early years professionals, whilst also consolidating a range of employability skills, including sharing information, working in and with groups, presenting information, digital literacy, critical thinking skills, and working inclusively with young children.</p> <p>The programme requirements for placement learning are:</p> <ul style="list-style-type: none"> - A minimum of one day per week within a relevant placement setting (e.g. schools and nursery settings that provide opportunities to work with children from the ages of 0-8 years) as an integral and assessed part of the programme. - For the avoidance of doubt, one day per week in this context requires that students complete whatever is deemed to constitute a full working day within their placement setting (e.g. 8.30-3.00 in a school setting; 8.00-6.00 in a nursery setting). This is to ensure that students experience the entirety of the working day alongside paid colleagues, and are able to contribute effectively in practice terms to that working day. - A minimum of two different settings across the three years of the programme to ensure students' experience is not limited to a narrow age-range, or a particular type of placement. - A named supervisor within the placement setting who will take responsibility for ensuring the student is provided with appropriate practice learning opportunities in accordance with the Programme and module learning outcomes. - Placement hours must be recorded, signed by the placement mentor or supervisor and presented, on a regular basis, to the Programme Leader. <p>Practice learning at Level 4 will focus on students' observing practice, and identifying clearly how theory is applied to practice in their chosen placement setting. At Level 5, students will actively apply theory to practice themselves by taking on increased responsibilities in their settings, including using pedagogical theory in planning for teaching and learning in mathematics, science, language and literacy. These skills will be further developed and consolidated during Level 6 of the programme, as students take an increasingly active role in the daily work of the setting, assessed by tutors and placement staff concurrently.</p> <p>The Department of Higher Education currently has a Higher Education Practice Learning Team for the purposes of enhancing networking, development of and securing of appropriate Early Years placements. There are</p>	

currently 33 audited Early Years placements within the Department, including a range of schools and nursery settings. These are audited by the Practice Learning Team to assure and ensure the quality and standard of work based learning in compliance with Chapter B10 Section 9 of the QAA Quality Code.

Students who accept a formal offer from the College will be required to apply for a Disclosure and Barring Service (DBS) Enhanced Disclosure indicating that they meet the mandatory criteria of 'Clearance to Work with Children and/or Vulnerable Adults'. Further information will be sent to students by the College's central Admissions Team once they have firmly accepted an offer.

13. Feedback from Internal approval process

Practice event required YES/NO

Additional Academic support required in course development YES/NO

Additional comments

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

Signed:

Date:

15. Date considered by Joint Board of Study

Partnerships Office to complete

16. Date reported to UEA Learning and Teaching Committee

Partnerships Office to complete

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	South Essex College
2.	Full course name and award (<i>include all course names and awards on which students can enrol – to be agreed with UEA Partnerships Office</i>)	BSc (Hons) Criminology and Forensic Investigation
3.	Date Form completed	27/10/2017
4.	Exit awards (<i>include any named exit awards, if applicable</i>)	Certificate in Higher Education Criminology and Forensic Investigation Diploma in Higher Education in Criminology and Forensic Investigation
5.	Proposed starting date	September 2018
6.	Key contact person for new course	Kate Raven

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	22 (Year 1)	
		<i>Future demand</i>	32 (Per year)	

8.	Regulatory / professional body accreditation (<i>Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank</i>)	Currently there are no relevant PSRB accreditation requirements. There are plans for future development within the modules to include recognised certification for a Disaster Victim Identification, a qualification in search and recovery.
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9.	Summary of course (<i>please provide a brief summary of the course</i>)
<p>The BSc (Hons) Criminology and Forensic Investigation programme is underpinned by the four-key disciplinary strands of Forensic Investigation, Criminology, Criminal Justice and Work-Related Skills/Experience. These four strands enable the student to analyse contemporary issues from a range of multidisciplinary perspectives, providing essential transferable skills for employment. The course, in addition, proposes to provide students with a well-rounded knowledge base, application and experience of work related skills, to be successful in progression into either higher level educational courses such as Masters programmes, or to relevant industry employment.</p> <p>The integration and focus of delivery across the programme will be approached from multidisciplinary and interdisciplinary models reflected in the students increasing ability to conceptualise and analyse from several standpoints. The degree programme will allow for the exploration of theory and application by the student which progresses from 'knowing about' to 'knowing and doing' relative to the varying levels of study within the programme. This will assume greater emphasis in the final year of the programme, in particular the uptake of the final year project/dissertation (see Section 11 course structure).</p>	

The level of the award is mapped to the Framework for Higher Education Qualifications (FHEQ) and developed with reference to the level descriptors published by the South East England Consortium on Credit Accumulation and Transfer. The main programme specification contains the differentiated levels of study including the options for exit awards at Certificate and Diploma of Higher Education level. At each level of the programme, the subject specific content is drawn from the published QAA benchmark statements for Criminology (March 2014) and Forensic Science (December 2012), creating a relevant and current programme of study (please refer to Appendix 1 for benchmark statement mapping at module level).

A recent Labour Market Intelligence Report by the Employment and Skills Board (2017-2018) indicated that within the area of Southend on Sea the skills in the highest demand were that of Communication, Organisation and Teaching, with the key employment sectors of Public Services and Information Technology with high occupational demand (Please refer to Appendix 2 – LMI Report), providing a labour demand for graduates from BSc (Hons) Criminology and Forensic Investigation. A reflection on the Destinations of Leavers of Higher Education from previous cohorts of the current programme match the outcomes of the LMI report discussed, with students entering professions within teaching, financial services and public services, in addition to post-graduate education at appropriate institutions, such as MA Criminology and MSc Terrorism Studies.

The BSc (Hons) Criminology and Forensic Investigation degree programme currently sits within the HE Department of the College, but historically the programme has resided within the department of Public Services. This has provided direct routes to the degree programmes from Level 1 Public Services through Level 3 qualifications. Level 3 qualifications are provided both for 16-19 years (BTEC and A-Level), with particular relevance within BTEC Forensic Science. 19+ students are catered for with Access to Higher Education Diplomas in Forensic Science and Criminology and Policing, being direct 'feeder courses' to the degree programmes.

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.

The undergraduate programme will follow a standardised tariff for assessment, based on credit values of modules and the level at which the module/assessment sits within the course structure.

The overarching framework for assessment will differ at each level of study across levels 4, 5 & 6. The underpinning framework for the BSc (Hons) Criminology and Forensic Investigation programme is designed to provide the student with experience of a variety of assessment methods which relate specifically to module learning outcomes and the acquisition of relevant and embedded transferable skills. The framework will ensure that assessment modes are spread across the programme and, where able, are innovative. In addition, assessment modes should allow the student to approach and analyse material from a variety of standpoints.

Assessment at level 4 of the programme focuses on the acquisition of knowledge and its basic applications to applied contexts and concepts. Both formative and summative assessment will form the basis for assessing students' knowledge and understanding, for example through MCQ based assessment in Academic Skills and Applied Practice. Summative assessment will include essays, presentations and reports. At level 5 assessment requirements will require students to develop their critical application, extending their research base, forming appropriate supported arguments to a greater extent than at level 4. Students will be expected to engage in a variety of assessment methods including essays, mock court, proposals and case studies. Assessment strategies adopted in the final year of the programme at level 6 will focus around enhancing autonomous, self-directed learning through student led projects, case studies, presentations and critical essay based modes of assessments. Support provided to students at each stage of learning will differ, with assessment support being offered at level 4 through draft procedures to partnership working at level 6. At each level of study, across each module assessment, consideration will be given to the relevant embedded employability and transferable skills

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)

Please refer to the table below for detailed structure of modules across the BSc (Hons) Criminology and Forensic Investigation programme. All modules are compulsory for the proposed course structure for validation for September 2018. As stated in Section 9 please refer to Appendix 1 for QAA Subject Benchmark Statement mapping at module level.

Year of Study	Module	Credit	Purpose of Module
1	Introduction to Criminology	30	Students gain a broad understanding of criminology theories and their application to theories of crime and crime control policies in both social and historical contexts. Additionally, students will acquire basic knowledge of different research methods to enhance the research strand of the programme.
	Crime Scene Investigation	30	In this module, students learn how to protect, record, process and interpret a crime scene as part of the process of forensic investigation. The legal rules and procedures governing criminal investigation are introduced to make the link between practical activity and theoretical/ conceptual areas of study.
	Introduction to Policing	20	This module examines the social context surrounding the formation of the police to current developments within policing policy, as well as a wide range of policing methods and models employed by the UK police. More controversial issues surrounding the modern-day police such as issues of race, gender and human rights are also studied alongside investigating issues which have traditionally presented problems for the police such as use of drugs and organised crime
	Introduction to Forensic Science	30	This module provides an introduction to a number of scientific processes so as to understand their relevance and application within the forensic science/criminal justice system. The module will provide the foundation of knowledge required by those working within a forensic science / criminal justice environment
	Academic Skills and Applied Practice	20	This module is designed to help students make the transition to Higher Education by ensuring that they develop the vital study skills and undergo the logical and critical development needed for successful completion of their vocational programme. All these skills are transferrable and allow the students to complete future studies in higher education and in the workplace autonomously and confidently.
	2	Criminological Research Methods	20
Criminal Investigation and the Justice System		20	This module provides an overview of the principles, practices and institutions of the criminal justice system in England and Wales, developing skills of legal research and applying criminal law to hypothetical situations. The basic principles of criminal investigation are examined along with exploring complex legal issues which demonstrate best practice in criminal investigation relevant to employment within the criminal justice system
Serious Offenders and Imprisonment		20	This module is designed to provide student with knowledge and analytical skills in order to critically analyse our understanding of serious offenders, and the way in which imprisonment addresses this type of offending behaviour. The module also covers the variety of theories that have been proposed in order to understand serious offending behaviour as well as analysing the way in which imprisonment is used, the purpose of punishment and how dangerous offenders are managed. The module also covers justifications of imprisonment, and a comparison to other countries and how they manage their most dangerous offenders. With the prison population continuing to grow and continued recruitment from the prison industry, this module will equip students with skills that would be required in the prison setting
Role of the Expert Witness		20	This module focuses on the role of an expert witness involving both the analysis of evidence and presentation within a mock court room environment. Flaws in the analysis types for specific expertise are also examined. Emphasis on the remit of specific forensic experts is present in the module, preparing students for work based practise.
Forensic Taphonomy and Entomology		20	Students learn basic anatomy and physiology on the human body to investigate cause of death and decomposition processes as well as post-mortem intervals, causes of death, and post-mortem environmental factors. Entomological evidence associated with time of death and the factors that affect them are studied to support Post Mortem Interval estimations.

	Cybercrime and Society	20	This module introduces students to the concept of cybercrime and its impact on society, both domestically and globally. Criminological principles and socio-legal perspectives are united with issues around cybercrime, cyber deviance and cyber freedoms. Approaches to policing in this area and industry solutions are also studied, equipping students for a progressively digital based criminal justice system.
3	Dissertation	40	To provide students with the opportunity to demonstrate a sustained and critical engagement with a selected topic area or action research project. All projects will be chosen in collaboration with staff. Students will be encouraged to draw from each of the disciplinary strands in order to produce a contextualised and fully synthesised response to the Criminology and Forensic Investigation programme.
	Professional Development	20	The module is designed to take place within the working environment. Students will be exposed to and gain knowledge of current employment issues and professional practice in the work place, along with health and safety in an employment setting. Students will also gain knowledge of understanding of customer needs and expectations throughout the placement and will be expected to demonstrate employability skills such as team work and effective communication by identifying needs of employers and demonstrating evaluation, proactivity and reflective practice.
	Terrorism, Security and Political Violence	30	This module examines terrorism from a historical and criminological perspective, in both a UK and International framework. Students also review the various counter terrorism methods employed by state actors, from policing, legislation and armed conflict as well as examining methods for deradicalisation in a pre and post terrorism engagement context.
	Mass Disaster, Search and Human Identification	30	This module will analyse mass disasters to establish the effectiveness of government approaches, response and search techniques. The challenges of recovery and identification of human remains in these circumstances will also be discussed. This will provide students with the relevant practical skills associated with employment in this field

12.	Does the course involve placement / work-based practice? <i>If yes, please indicate plans for securing required number of placements</i>
<p>The BSc (Hons) Criminology and Forensic Investigation programme proposes work-based practice at level 6. As one of the key disciplinary strands, Personal Development will be examined within level 4 and 5 tutorial programmes and practiced at level six within Professional Development as well as within the Dissertation module, for which students may wish to work with external organisations on action-research projects.</p> <p>The Department of Higher Education currently has a Higher Education Practice Learning Team for enhancing networking, development of and securing of appropriate placements. Through these streams and employer engagement, placements for students will be sought. Students will also have the opportunity to be autonomous in finding a work-related practice setting, for which all will follow procedures to ensure the environment and opportunities within the work place are relevant for the student. As part of the level 4 tutorial programme, students will be assessed for skills matching to occupations/potential employers.</p> <p>Placement demand will be required for the academic year 2020-2021, where the new validated programme will intake students into year 1 in 2018-2019. This provides the team with appropriately 30 months in order to increase employer networks for the programme and secure potential placements. In reference to placement demand 22 placements will be sought to accommodate the targeted intake of first year students.</p> <p>All students will be required through enrolment to undergo an enhanced student DBS application, for which there is a designated team of administrators to support the process.</p>	

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

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

15.	Date considered by Joint Board of Study
Partnerships Office to complete	

16.	Date reported to UEA Learning and Teaching Committee
Partnerships Office to complete	

INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	South Essex College
2.	Full course name and award <i>(include all course names and awards on which students can enrol – to be agreed with UEA Partnerships Office)</i>	BSc (Hons) Accounting and Finance
3.	Date Form completed	6th November 2017
4.	Exit awards <i>(include any named exit awards, if applicable)</i>	Certificate of Higher Education Diploma of Higher Education
5.	Proposed starting date	September 2018
6.	Key contact person for new course	Colin Bladen-Kopacz

7.	Target intake		Full Time	Part Time
		<i>First intake</i>	10	0
		<i>Future demand</i>	30	0

8.	Regulatory / professional body accreditation <i>(Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank)</i>	<p>Association of Chartered Certified Accountants (ACCA) accreditation will be applied for, post-validation.</p> <p>The course is also designed to attract further exemptions from Chartered Institute of Management Accountants (CIMA) Institute of Chartered Accountants in England and Wales (ICAEW), Chartered Institute of Public Finance and Accountancy (CIPFA), although these will not pursued at this stage.</p>
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9.	Summary of course <i>(please provide a brief summary of the course)</i>
<p>The BA Accounting and Finance Degree will be a three-year, full-time programme. It aims to provide a rigorous academic curriculum, which offers students the opportunity to study the fundamental disciplines of accounting and finance and appreciate their context in the business, economic and social environments.</p> <p>The course will develop knowledge, skills and understanding in the key accounting disciplines of Financial Reporting, Management Accounting, Finance, Taxation and Audit. It will provide a conceptual</p>	

foundation for professional careers in management or business, developing commercial awareness, critical and analytical thinking and the problem-solving skills required in a rapidly changing business environment. The course will enable students, to enhance their employability opportunities and/or gain admission to a Master's programme or study for a professional qualification.

The core modules will offer scope for exemption from the ACCA for papers F1 to F9 and accreditation for this will be sought on completion of the validation. The course programme also allows for potential exemptions from CIMA, ICAEW and CIPFA.

The main accountancy disciplines will be supported by the embedding of the contextual framework, academic skills and practical skills within the programme. These include Economics, Numeracy, Quantitative Methods, Business Law, Company Law, Ethics, Management Theory and Human Resource Management. In addition, the progressive development of cognitive and generic skills will be embedded across the whole programme.

The course has been devised with reference to the Quality Assurance Agency subject benchmark statement for Accounting. It aims to develop the *subject specific knowledge and skills, cognitive abilities and generic skills* outlined in the benchmark statement. Examples of outcomes related to these include:

- *Subject specific Knowledge and skills:* preparation of financial statements; using data appropriately for decision making; evaluating different costing methods; demonstrating understanding of the basic principles of business law,
- *Cognitive abilities and Generic skills:* being able to critically evaluate intellectual discussion, scholarly research, arguments and evidence; apply and analyse appropriate investment appraisal techniques to situations; demonstrating strong communication skills; the ability to work within a professional framework;

The programme will utilise a range of teaching, learning and assessment methods, which will develop the students' intellectual abilities, self-confidence and ability operate as independent learners. Assessment will include, research activities, workshops, group-work, presentations, examinations, computer-based assessment, MCQs.

Students will undertake a range of summative and formative assessments and will receive feedback and feedforward.

Entrance requirements:

- a minimum of 120 UCAS points.
- English Language and Mathematics GCSEs at grade C (grade 4 from 2017) or above (or equivalent).

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>The course will meet the requirements as laid out in the Regulations for Bachelors, Integrated Masters, Graduate Diplomas, Graduate Certificates and Foundation Degree Awards.</p> <p>At present, there are no option modules and therefore all modules listed here are compulsory. Modules attached to professional body exemptions cannot be compensated.</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)
	<p>The course structure progressively develops students' knowledge, skills and understanding within the fundamental disciplines of Financial Accounting, Management Accounting and</p>

Finance at each level. Specialisms in Taxation and Audit are developed at levels 5 and 6. Contextual and generic skills are introduced at level 4 and subsequently embedded into other modules at levels 5 and 6.

Level 4

- Introduction to Management Accounting (20) (Core)
- Introduction to Financial Accounting (20) (Core)
- Quantitative Methods for Accounting (20) (Core)
- Business and Economic Environment (20) (Core)
- Professional Skills for Accountants (20)
- Business Law and Ethics (20) (Core)

Level 5

- Management Accounting for Decision Making and Control (20) (Core)
- Financial Reporting (20) (Core)
- Financial Markets and Investment (20) (Core)
- Introduction to Taxation (20)
- Principles of Auditing (20)
- Company Law and Governance (20) (Core)

Level 6

- Strategic Management Accounting (20) (Core)
- Advanced Financial Reporting (20) (Core)
- Corporate Financial Management (20) (Core)
- Advanced Taxation (20)
- Audit Practice (20)
- Project/Dissertation (20) (Core)

12.	Does the course involve placement / work-based practice? <i>If yes, please indicate plans for securing required number of placements</i>
<p>The programme does not involve assessed work placements initially. However we aim to include a work based consultative group of employers to advise and possible provide work based learning opportunities. This will be led through the professional accountancy bodies.</p>	

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

14.	Supported by the Partner Institution Principal (or equivalent) or nominee
<p>Signed: _____ Date: _____</p>	

15.	Date considered by Joint Board of Study
	Partnerships Office to complete

16.	Date reported to UEA Learning and Teaching Committee
	Partnerships Office to complete

Quality Review Visit of Easton and Otley College

April 2017

Key findings

QAA's rounded judgements about Easton and Otley College

The QAA review team formed the following rounded judgements about the higher education provision at Easton and Otley College.

- **There can be confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable.**
- **There is limited confidence requiring specified improvements before there can be confidence that the quality of the student academic experience meets baseline regulatory requirements.**

Areas for development

The review team identified the following **areas for development** that have the potential to enhance quality and/or further secure the reliability and/or comparability of academic standards at Easton and Otley College. The review team advises Easton and Otley College to:

- expedite the development of the peer observation process to ensure that it contributes effectively to the improvement of teaching and learning (Quality Code)
- further develop the training and support for student representatives (Code of Governance, Quality Code)
- further develop and monitor processes to ensure that work experience meets College requirements (Code of Governance, Quality Code).

Specified improvements

The review team identified the following **specified improvements** that relate to matters that are already putting, or have the potential to put, quality and/or standards at risk at Easton and Otley College. The review team recommends that Easton and Otley College:

- ensures that prospective students have access to a full range of information, including terms and conditions, to enable them to make informed decisions (Consumer Protection, Quality Code, Student Protection)
- ensures that the requirements for publishing Key Information Set (KIS) data are met (Consumer Protection).

About this review

The review visit took place from 25 to 26 April 2017 and was conducted by a team of three reviewers, as follows:

- Emerita Professor Diane Meehan
- Mrs Alexandra Day
- Miss Sarah Bennett (student reviewer).

The overall aim of Quality Review Visit is to:

- provide the relevant funding body with an expert judgement about the readiness of a provider to enter, or continue to operate within, the higher education sector.

Quality Review Visit is designed to:

- ensure that the student interest is protected
- provide expert advice to ensure that the reputation of the UK higher education system is protected, including the protection of degree standards
- identify development areas that will help a provider to progress through a developmental period and be considered 'established'.

Each review visit considers a provider's arrangements against relevant aspects of the baseline regulatory requirements, and in particular:

- the reliability of degree standards and their reasonable comparability with standards set and achieved by other providers
- the quality of the student academic experience, including student outcomes where the provider has a track record of delivery of higher education.

About Easton and Otley College

Easton and Otley College (the College) is a medium-sized specialist land-based college which was formed by a merger of two colleges in 2012. The College delivers higher education across two campuses: Easton campus is located on the outskirts of Norwich in Norfolk and Otley campus is situated close to Ipswich in Suffolk. There is a College farm and countryside estate at each campus with the farm currently undergoing restructuring and reinvestment in addition to the introduction of additional livestock. The catchment area for the College is primarily the counties of Norfolk and Suffolk: however, due to the specialised nature of provision, students can come from as far away as Essex, Lincolnshire and Cambridgeshire. There is comprehensive transport provision coupled with residential accommodation available to students. At the time of the review visit the College had 239 higher education students.

The College's higher education provision is delivered on behalf of two awarding bodies, the University of East Anglia and the University of Huddersfield. Provision delivered on behalf of the University of Huddersfield is exclusively initial teacher training. There are 15 higher education programmes which include full honours undergraduate degrees, a level 6 top-up degree and foundation degrees. All of these cover a range of subject areas including agriculture; agri-bioscience; equine science; animal science; land-based studies; ecology and conservation; wildlife management and conservation; fishery management and sustainable aquaculture; landscape and garden design; and sports coaching science. In addition, the College delivers a Professional Graduate Certificate in Education and a Certificate in Education.

Judgement area: Reliability and comparability of academic standards

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)

1 The College does not have degree awarding powers. It is an Associate College of the University of East Anglia (UEA) and delivers the majority of its higher education provision under partnership arrangements with UEA. In addition, initial teacher training education is delivered as part of a training consortium validated by the University of Huddersfield. Under its arrangements with UEA, the College operates its own agreed academic regulations; these govern programme design and include module level descriptors which have been prepared in accordance with the FHEQ.

2 The College designs and writes its own degree programmes under the arrangements set out in the UEA Partnership Handbook. The Quality Code, Subject Benchmark Statements and FHEQ are used when developing programmes for validation or periodic review. UK threshold standards are met by aligning programme learning outcomes with the appropriate qualification descriptor. Programme teams are responsible for ensuring that students achieve the learning outcomes through the assessment criteria for the level of their programme. Comparable standards are achieved through cross-moderation events under the University of Huddersfield programmes, and confirmation from external examiner reports that standards of the College's programmes delivered under its arrangements with UEA are comparable with those of other UK higher education providers.

3 The Director of Higher Education has managerial oversight of higher education within the College. Monthly higher education review meetings between UEA and College staff are instrumental in monitoring provision and staffing at a comprehensive level. UEA representatives sit on the College's Teaching and Learning Committee (TLC) and there is a Joint Board of Studies (JBoS) chaired by UEA, which monitors and reports on higher education provision. The College fulfils its responsibilities for academic standards by producing programme Self-Assessment Review and Evaluation (SARE) and Annual Evaluation Reports (AER) for its awarding bodies. Approval for the majority of the College's programmes, and ultimate responsibility for setting and maintaining academic standards for those programmes, lies with UEA. For initial teacher training, the University of Huddersfield is responsible for defining its own academic standards and ensuring that UK threshold academic standards are met.

The relevant code of governance: such as the Higher Education Code of Governance published by the Committee of University Chairs (CUC) or the Association of Colleges' (AoC) Code of Good Governance for English Colleges

4 Governors have a broad and wide-ranging expertise. The Search Committee assesses the needs of the Board of Governors annually and recruits governors with a range of vocational, business and management knowledge. The last Ofsted report for the College remarked that governance was good.

5 Oversight of data and information is strong and operates under a Carver model of Policy Governance. The Board of Governors and College Leadership Team (LT) receive and inspect comprehensive monthly reports relating to higher education, including destinations of leavers, degree outcomes and National Student Survey (NSS) results. Recruitment and progression data are monitored monthly through scrutiny by the Board of Governors and annually within the internal SARE process.

6 Oversight of academic risk is satisfactory. Proposals for new programmes are discussed at Curriculum Performance Review (CPR) meetings. Proposals detail the financial information for the programme, delivery hours and overall costs. The Audit Committee works with internal and external auditors to direct a programme and examines potential financial risks.

7 Staff are included as active members of committees. A whistle-blowing procedure has been instigated and is available on the College virtual learning environment (VLE), in addition to arrangements for safeguarding and counter-terrorism. The principles of academic freedom and collegiality are understood by the LT and facilitated by a number of committees; however, teaching staff are unable to articulate or confirm what these principles mean to them in practice.

The Expectations of the UK Quality Code for Higher Education (the Quality Code)

8 Overarching responsibility for the standards of the College's higher education provision rests with its university partners. Responsibilities of the College and its partners are clearly set out in agreements. The College underwent UEA institutional review in 2014, resulting in its re-approval as a partner of the University for a further period of five years. The 2016 Ofsted report on initial teacher training graded the University of Huddersfield's Consortium provision as good overall.

9 Effective oversight of the partnership with UEA is achieved through a JBoS. There is reciprocal reporting of minutes and relevant items between the JBoS and the College's TLC. A Steering Committee maintains strategic oversight of the University of Huddersfield provision and an Operations Group deals with operational issues.

10 Programme approval and re-approval follow the requirements of the partner universities. These processes ensure that academic standards are set at a level that meets the UK threshold standard for the qualification and are in accordance with relevant academic frameworks and regulations. Definitive programme documents are approved at validation and may only be amended through a clearly defined procedure.

11 External examining arrangements are effective. For UEA awards, there is in place a Code of Practice for External Examining which aligns with the UK Quality Code. The College considers external examiner reports and associated actions through the JBoS and TLC. The University of Huddersfield oversees external examining arrangements for its awards; reports apply across the Consortium and are considered at meetings of the Steering Committee. External examiner reports for both partners are generally positive and confirm that standards are comparable to other similar programmes elsewhere.

12 The University of Huddersfield is responsible for the assessment arrangements for its awards. Assessment, progression and awards for UEA programmes are governed by a variant of UEA regulations which students confirmed are made available on the VLE. Programme specifications are also provided on the VLE; these include detailed mapping showing how, and in which modules, learning outcomes are assessed. Staff confirmed that credit is awarded only when all learning outcomes are met. Claims for credit under recognised prior learning regulations are made through the College and approved by UEA.

13 There is in place a comprehensive system for the monitoring and review of the academic standards of UEA awards. Individual programmes produce an annual SARE, which feeds into a Centre event and the production of a Centre SARE. Programme SAREs consider a range of data including student enrolment, retention, agreement, satisfaction, and completions and final destinations, as well as feedback from external examiners and programme committee meetings. The Centre SARE reviews and compares the same range

of performance indicators with the previous year's data, for higher education provision as a whole. The review of University of Huddersfield awards is in accordance with University requirements.

Rounded judgement

14 The College has demonstrated its effectiveness in meeting the baseline regulatory requirements for academic standards through its governance structures; internal processes and procedures; adherence to the regulations of its awarding bodies; and engagement with the FHEQ. There are no areas for development or specified areas for improvement in this judgement area.

15 The review team concludes that there can be confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable.

Judgement area: Quality of the student academic experience

The Expectations of the UK Quality Code for Higher Education (the Quality Code)

16 The College has a robust quality assurance process to manage and monitor the quality of the student academic experience and ensure that academic standards are maintained. These include rigorous analysis and use of a range of data such as module evaluations, monthly student satisfaction surveys and other key performance indicators (KPIs) to monitor and improve the student academic experience. The LT analyses KPIs weekly and there is monthly scrutiny by the Board of Governors.

17 The student voice is heard through student representatives attending quarterly programme committee meetings and the newly formed Higher Education Forum. For University of Huddersfield students, there is a programme committee. Student representatives also sit on a variety of College and higher education committees.

18 There is a tutor open door policy and students value the openness and honesty of tutors and being able to contribute to programme development. Students were able to identify changes made as a result of their feedback and confirmed they had input to annual monitoring through programme committee meetings.

19 Arrangements for training student representatives have been changed; students stated that there had been no formal training this academic year and that the quality of student representatives is variable, especially in terms of giving feedback to the whole group. This is formulated as an area for development in paragraph 28 of this report. The College closes the feedback loop through a 'You said, We did' system on the VLE and notice boards.

20 The review team noted that the satisfaction metrics for the 2015 National Student Survey (NSS) data were significantly below benchmark. The team reviewed the evidence base presented and discussed the issue with the College. The College had comprehensively analysed its NSS results and demonstrated a positive approach in addressing the issues raised through taking decisive action to establish the reasons for the poor performance. Overall, the team considers that the College has taken appropriate steps to address the issue.

21 Although issues regarding feedback and its quality, timeliness and consistency from one marker to another were raised by some students, external examiners confirm that marking is fair and that regulations are followed. External examiner comments regarding the quality of feedback on marked work are positive and highlight that feedback is good, developmental and supportive. They also confirm that the standard of internal verification and moderation is good. Students are aware of where to find information about assessment regulations and were able to give examples of a range of innovative assessment methods utilised by staff. Students are engaged in peer teaching and peer assessment and there is a buddy system, enabling students to support each other.

22 The College ensures that there are adequate learning resources available to all students and responds to student feedback regarding resources. There are positive comments from external examiners about learning resources and students remarked upon the excellent support structure for students with additional needs. Support for students is appropriate and there is a dedicated Higher Education Support Tutor. Student progress is regularly monitored through Individual Learning Plans, progress reports, key metrics and attendance, and staff track how student grades change over time.

23 The College has a range of well qualified staff, with both academic and relevant vocational qualifications and experience, and makes use of additional academic and vocational specialists. The student submission to this review raised some concerns about the variety of delivery in classroom teaching; however, this is not a common theme emerging from the external examiner reports viewed, and in meetings staff provided examples of good practice in teaching and learning.

24 The slowness in the introduction of higher education peer observations has been identified by the College as a weakness, particularly as some of the teaching team are new to higher education and would benefit from seeing higher education teaching being delivered by more experienced teachers. Programme SAREs contain action plans to ensure that a peer observation takes place; however, it is too early to judge the effectiveness of this approach, although there is some evidence to suggest that there is sharing of the good practice emerging from observations in programme team meetings. Poor teaching and learning is identified through student feedback, lesson walk-throughs and risk-based formal lesson observations. Action plans, in line with College policy, are put in place as appropriate. However, not all staff are involved in some form of lesson observation. The review team therefore identifies an **area for development** and advises the College to expedite the development of the peer observation process to ensure that it contributes effectively to the improvement of teaching and learning.

25 The College's commitment to developing and supporting staff is articulated in the Higher Education Strategy. Systems to support new staff are appropriate and staff obtain UEA approval to teach by submitting an associate teacher status form (ATS). The ATS process ensures that staff are appropriately qualified, competent and up to date. Evidence that this process is working effectively is provided through external examiner reports. The higher education core team has scholarly activity timetabled, and a Research Committee to support related scholarly activity has recently been introduced. A higher education-specific continuing professional development (CPD) programme was introduced in 2015-16. Existing teaching staff without a postgraduate-level qualification are supported to achieve this, and a small number of staff are preparing applications to the Higher Education Academy (HEA). The College has a cross-college teaching and learning strategy and staff articulated a higher education perspective to this in meetings. College higher education away days and the Higher Education Forum are valued by staff at both College sites and their effectiveness evaluated. The review team considered that, collectively, these approaches will further develop the higher education ethos and research-based teaching and learning within the College.

26 An analysis of programme SAREs shows that a wide variety of programmes have good employer links, with practical work being carried out in conjunction with local businesses; student attendance at industry events; employment opportunities during the programme; support from industry bodies; and local veterinary practices and rescue centres providing work experience. Staff provided further examples of industry body and employer involvement including consideration of employer panels to assist in the annual programme review process. Students are responsible for finding their own work experience, with College support. The College states that it ensures that all relevant health, safety and suitability checks are carried out, and work experience providers are contacted regularly to ensure that any potential issues are dealt with quickly. Student feedback raised some issues in the provision of work experience and this is covered in paragraph 30 of this report.

27 There is an internal process to sign off information and UEA carries out an annual audit of the information relating to its programmes. Information for students once they enrol is comprehensive, and the College has a VLE strategy which sets minimum requirements for the information that should be included in subject areas. The process of auditing VLE subject areas and grading them as either bronze, silver or gold has started. However, there are gaps

in the completeness and accessibility of information for potential applicants, and this is covered in paragraphs 37 and 39 of this report.

The relevant code of governance: such as the Higher Education Code of Governance published by the Committee of University Chairs (CUC) or the Association of Colleges' (AoC) Code of Good Governance for English Colleges

28 Student representatives are members of the TLC, the JBoS programme teams and Higher Education Forum, a subgroup of the UEA Students' Union. Students confirmed that representatives had access to a committee meeting every three months. Although previous cohorts had received training from UEA in their role as student representatives, this year's cohort had not received any formal training at all. Therefore, the review team advises that the College further develops the training and support for student representatives, and identifies this as an **area for development**.

29 The College has complete appeals and complaints procedures relating to UEA and College provision. Student complaints are reported to the College JBoS and minutes from these are submitted to the Board of Governors and the TLC. The Vice Principal has responsibility for reviewing appeals and complaints, which are tracked by the Principal's personal assistant to resolution. While none had made a complaint, students feel that their feedback is addressed effectively.

30 Staff confirmed that visiting lecturers were reviewed using the Safeguarding and Prevent Policy and gave an example. Academic staff stated that student work experience was supported by robust checks and a database of approved work experience providers; however, students reported that health and safety checks regarding their self-sourced work experience had not been conducted and although they had work experience handbooks, students disclosed that these were not always followed up or signed off. The review team saw evidence of completed work experience documentation for a number of programmes and noted inconsistencies in terminology, completion and variability in the documentation. The review team therefore advises that the College further develops and monitors processes to ensure that work experience meets College requirements and identifies this as an **area for development**.

Policies and procedures are in place to ensure consumer protection obligations are met (Competition and Markets Authority guidance)

31 The College has recently embarked on a review of its policies and procedures in relation to consumer protection measures to ensure compliance with CMA requirements. This review, presented to JBoS in February 2017, concluded that the College has yet to confirm compliance. UEA has recently produced guidance for partners in relation to provision of information for applicants and students, which is being utilised by the College to support its review and associated actions.

32 The University of Huddersfield has overall responsibility for the admission of students to its awards and the College recruits and interviews students in line with its agreement with the University. The College is responsible for admitting students to UEA programmes.

33 The College's Higher Education Admissions Policy supports a consistent and transparent approach to admissions and, together with the associated complaints and appeals procedure, is available to applicants on the College website. However, the review team noted that these policies appear under a general list of College policies, which potentiality limits their accessibility to applicants. A document setting out students' registration and admission rights and responsibilities is made available to current students

through the VLE and signposted at induction. Standard offer and rejection letters are provided to applicants. These letters, while suggesting that applicants should contact the College if they have any queries, do not signpost applicants to its Recruitment, Selection and Admissions Complaints and Appeals procedures.

34 The College publishes a range of information about its provision for prospective and current students. Appropriate procedures are in place for checking the accuracy of the information provided. Publicity and other materials relating to UEA awards are audited annually by the University.

35 Prospective students are sent additional information relating to enrolment, induction and timetables; and for individual programmes, reading lists and equipment requirements are provided. However, prospective students do not receive the College's terms and conditions, rules and regulations, or full information about the modules they will study and information about additional costs.

36 Students raised several issues regarding information provided about their programmes prior to enrolment, including the need for more detailed information in relation to modules to be studied and more accurate information about the number of tutors teaching on their courses.

37 The review team concluded from the evidence provided, and from discussion with staff and students, that the information supplied to prospective students does not fully align with CMA guidance and therefore represents a weakness in the College's approach to this aspect of the baseline regulatory requirement. The review team recommends that the College ensures that prospective students have access to a full range of information, including terms and conditions, to enable them to make informed decisions, identifying this as a **specified improvement**.

38 For current students, information including regulations, relevant policies and procedures, student handbooks, programme and module specifications and learning materials is made available on a USB stick and through the College VLE. Students spoke positively about the information provided once they had enrolled.

39 At the time of the review visit, Key Information Set (KIS) data was not available on the College's website; the review team was told by the College that the website was in the process of being updated and that the KIS link had yet to be uploaded. The review team concluded that the College was not fully aware of the significance of this aspect of the baseline regulatory requirement and recommends that the College ensures that the requirements for publishing Key Information Set (KIS) data are met, identifying this as a **specified improvement**.

40 Appropriate arrangements are in place for handling and monitoring academic complaints and appeals in relation to the awards of both partner universities.

Student protection measures as expressed through the Office of the Independent Adjudicator's (OIA) Good Practice Framework, the Parliamentary and Health Service Ombudsman's (PHSO) Principles of Good Administration, and HEFCE's Statement of Good Practice on Higher Education Course Changes and Closures

41 Course closures are considered at JBoS meetings, with course approval and closure policies and procedures set out in the Partnerships Handbook. Staff at review gave examples of course closures in 2014, where students on closing courses were supported to completion. In the event of a provider closure or failure elsewhere, College staff affirmed that

they would support those students affected.

42 While College staff acknowledged that any changes to courses would be communicated to students by letter, students at review gave examples where they had not been informed of changes or closures to their courses prior to enrolment. While the College has course closure policies in place for UEA programmes, there are no College procedures in place to inform students of course changes or closure prior to them beginning their course of study. Therefore, the College should make terms and conditions clear to potential students. This issue has been addressed in paragraph 37 of this report.

43 Links to College and UEA Complaints and Appeals procedures are available to staff and students on the VLE and in College handbooks. The policies are proportional, fair and follow published timescales, and confidentiality is respected.

44 Oversight of complaints and appeals data is effective. Summary data is reported to the JBoS and TLC, and College staff attend appeals and complaints training at UEA.

Rounded judgement

45 The review team makes two recommendations for specified improvements in this area. These relate to the need for prospective students to have access to a full range of information, which includes terms and conditions, to enable them to make informed decisions, and the requirement for the College to publish Key Information Set (KIS) data.

46 The review team considers that the College has not demonstrated sufficient awareness of its responsibilities as a higher education provider for aligning with the baseline regulatory requirements. The College's priorities suggest that it may not be fully aware of the significance of these issues and that, without action, they could lead to a serious problem over time.

47 The review team also advises the College on three areas for development. These relate to expediting the development of the peer review process to ensure that it contributes to the improvement of teaching and learning; further developing the training and support for student representatives; and further developing and monitoring the processes for work experience to ensure that they meet College requirements.

48 The review team concludes that there is limited confidence requiring specified improvements before there can be confidence that the quality of the student academic experience meets baseline regulatory requirements.

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