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|  | **Application for Programme Validation (TP)**  **Collaborative Provision** |

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| This form is for programme approval. There are two processes for programme approval:   * New Programme Development * Programme Enhancement through Transforming Programmes   **1. New Programme Development**  Programme development at the University is a two-stage approval process comprising Development Consent and full Validation. Approval at each of these stages is required by the relevant University Faculty and the University Education Planning Committee.  Process for approval:   * complete Part 1, sections A – F for the Development Consent stage, then submit to Quality Support Service * *Submission deadlines to QSS (following Academic Contact engagement) for the 2022/23 development year are 14 October or 7 December 2022)* * following approval of Development Consent, complete Part 2, sections G to K for the Validation stage and complete module specification (Annexe A is to be completed for Apprenticeship programmes) * *Submission deadlines for Validation papers, to be received by QSS (following Academic Contact engagement), for the 2022/23 development year are 16 January or 1 March 2023)*   Approved Parts 1 and 2 will form the final programme specification (section C, the ‘Business Case’ will be removed).  **2. Programme Enhancement through Transforming Programmes**  Programme Enhancement is a lighter touch approach whereby an existing programme will be modified through the principles of Transforming Programmes in a one-stage approval process.  Process for approval:   * complete Part 1, sections A, B, D, E and F (section C, the Business Case, is not required for programme enhancement). Also, complete Part 2, sections G to K and complete module specifications and then submit to Quality Support Service (Annexe A is to be completed for Apprenticeship programmes) * ensure to include external examiner feedback within the submission of Part 2. * *Submission deadlines for Validations papers to be received by QSS (following Academic Contact engagement) for the 2022/23 development year are 16 January or 1 March 2023)*   For further information on the approvals process and to access templates for the above, please refer to the Programme Approvals section of the [Quality and Standards webpage](https://www.hull.ac.uk/choose-hull/university-and-region/key-documents/quality) – Programme Development and Management.  **PART 1 – DEVELOPMENT CONSENT**  Completion of an application for Development Consent is the first stage of the Programme Approvals Process at the University of Hull. The application covers both the Business and the Academic case.  Some major modifications to existing programmes (new location, new mode and new method of delivery) require the approval of Development Consent.  Programmes awarded Development Consent are authorised to advertise to prospective students (subject to full approval) - in completing this form the intended student audience must be borne in mind. The proposed programme’s indicative aims, outcomes and approaches to teaching and learning should therefore be written in a way that will be understandable and meaningful to this intended audience. |

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| A | GENERAL INFORMATION |

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| **1** | **Partner Institution name** |
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| **2** | **University Faculty and Academic Unit Information** |
|  | Faculty:  Academic Unit:  Academic Contact name: |
| **3** | **Partner Institution Academic Unit Information** |
|  | Faculty / Academic Unit:  Lead Contact name:  Lead Contact email:  Lead Contact job title: |
| **4** | **Nature of application** |
|  | |  |  |  | | --- | --- | --- | | **New programme** | Yes / No | *Complete Part 1 ‘Development Consent’, sections A to F of this form, then submit to QSS.*  *Following approval of Part 1 ‘Development Consent’ by Education Planning Committee, you must complete Part 2 ‘Validation Stage’, sections G to K, then submit to QSS along with completed module specifications* | | **Enhancement of an existing programmes through Transforming Programmes** | Yes / No | *Complete Part 1 ‘Development Consent’, sections A,B, D, E and F of this form AND Part 2 sections G to K then submit to QSS along with completed module specifications* | | **Enhancement of an existing programme through Transforming Programmes AND Major Modification** | Yes / No | **Describe the nature of the modification** (*new location,* new mode and/or new method *of delivery)* | | **Major modifications require the following to be submitted alongside this form, please indicate submission:** | | | | Major modification coversheet | Yes / No | | External Examiner comment | Yes / No | |

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| **5** | **Programme awards and titles** |
|  | |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Variant** | **Programme Title** | **Mode (FT/PT)** | **Method of delivery\*** | **Proposed first year of entry** | **Duration of study** | **Intakes per year (state month)** | **Weeks per trimester** | **Location of delivery** | **Approval category\*\*** | **UCAS code** | **Proposed student fee** | | *Example (to be deleted upon submission)* | | | | | | | | | | | | | *A* | *BA English* | *FT* | *On campus* | *2023/24* | *3 years* | *Two - Sept, Jan* | *15* | *City Centre campus* |  | *Q300* | *xxx* | | *B* | *BA English* | *PT* | *Online* | *2023/24* | *6 years* | *Two - Sept, Jan* | *15* | *Online* |  | *Q300* | *xxx* | | A |  |  |  |  |  |  |  |  |  |  |  | | B |  |  |  |  |  |  |  |  |  |  |  | | C |  |  |  |  |  |  |  |  |  |  |  |   \* input either On campus, Online, Distance Taught, Other (please state)  \*\* validated, franchised or consortium   |  |  | | --- | --- | | **If this programme/s sits within a cluster of other approved programmes, please indicate those programmes** |  | |

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| **6** | **End of stage awards and titles**  *Indicate when, and give a full explanation why, the end stage award titles are different to the variants listed above and which are intended to have different UCAS codes.*  *For example, BSc Nursing / HE Certificate in Nursing Studies* |
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| **7** | **Type of programme**  *Place the relevant programme variants (a,b,c etc.) against each programme type below* |
|  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Single Honours** |  | **Combined** |  | **Integrated Masters** |  | | **Taught Masters** |  | **MRes**  **(*taught or research*)** |  | **Foundation Degree** |  | | **Apprenticeship/Work Based Learning** |  | **Dual Award** |  | **Preliminary Stage** |  | | **HE Certificate** |  | **HE Diploma** |  | **Honours Stage (Top-up)** |  | | **Placement Year** |  | **Year Abroad** |  |  |  | | **Other *Please detail:*** |  | | | | | | **Does this programme underpin a Higher/Degree Apprenticeship?** | Y/N  If yes complete *Annexe 1* | | | | | |
| **8** | **Progression Routes**  *Indicate two progression route programmes. If none exist, do you have any plans to develop such provision?* |
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| **9** | **Proposed JACS/HECoS code** |
|  |  |
| **10** | **Awarding Institution(s)** |
|  | University of Hull |
| **11** | **Relevant Subject Benchmark Statements** *Please state the* [QAA Subject Benchmark Statements](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) *relevant to the programme and used within its design. Where no subject benchmark statements apply please state ‘not applicable’* |
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| **12** | **Other references used in designing the programme/s**  e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc |
|  |  |
| **13** | **Professional, Statutory or Regulatory Bodies** *Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate* |
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| B | BUSINESS CASE  *Where there is more than one programme or variant on the form, please ensure that the information provided clearly identifies the business case for each, where any differences exist, using the programme identifiers (a,b,c etc.)* |

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| **14** | **Market research**  *Through discussion with stakeholders, outline the research undertaken and the findings which support this programme development, including input into programme and assessment design, e.g.*   * *Potential applicants (young people currently outside of Higher Education)* * *Students and alumni* * *Employers/industry expert advice* * *Service groups in related areas* * *External academics/examiners·* * *Professional, Statutory and Regulatory Bodies (if applicable).* |
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| **15** | **Applicant profile**  *Outline the expected applicant profile e.g. part time students, distance taught, local students, internal progressing students*  *AND*  *Discuss how the College is able to meet the needs of these students e.g. teaching patterns, support mechanisms* |
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| **16** | **Competitor analysis**  *Provide information on institutions offering similar programmes along with their fees, geographical spread and typical entry tariff. List the three institutions and programmes that form the current main competitors for the proposed programme. Include the University of Hull, if applicable* |
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| **17** | **Collaborative Partner HE Strategy**  Outline how the programme/s to be developed fit with your institution’s HE strategy |
|  |  |
| **18** | **Anticipated student numbers**  *Provide rationale for these numbers. Indicate the minimum number of students necessary for financial viability and explain the evidence on which this is based.* |
|  | Anticipated number of students:   |  |  |  |  | | --- | --- | --- | --- | | **Variant** | **Year one** | **Year two** | **Year three** | | *Example (to be deleted upon submission)* | | | | | **A** | **10** | **12 (9)** | **14 (19)** | | **B** | **2** | **4 (2)** | **4 (5)** | |  |  |  |  | |  |  |  |  | |  |  |  |  | | **Rationale** | | | |   Minimum number of students required to make the programme viable:   |  |  |  |  | | --- | --- | --- | --- | | **Variant** | **Year one** | **Year two** | **Year three** | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | **Evidence** | | | | |
| **19** | **Will students be displaced from other programmes at the partner institution?**  *If yes, please indicate which programmes and the validating body* |
|  | |  |  | | --- | --- | | **Programme title** | **Validating body** | |  |  | |  |  | |  |  | |
| **20** | **Are there any additional resources required to facilitate learning and teaching?**  *If yes, has the College committed to additional resources required for the programme? Include details of any additional teaching staff FTE and their RTS status* |
|  | |  |  | | --- | --- | | **Type of resource** | **Provide details** | | **FOR THE COLLEGE** | | | **Learning resources for example library/additional specialised software** |  | | **Teaching spaces for example labs/studios** |  | | **Staffing** |  | | **Other** |  | | **FINANCIAL IMPLICATIONS FOR THE STUDENT** | | | **Learning resources for example textile materials, cameras, visit costs** |  | |

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| C | ADMISSIONS INFORMATION |
| 21 | **Academic entry requirements**  *Using the relevant programme variants (a,b,c etc.), highlight any proposed entry requirements including UCAS tariff points* |
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| 22 | **Other proposed entry requirements**  *Such as, if Disclosure Barring Service or medical checks are required, please explain why* |
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| 23 | **Restrictions to entry**  *Outline any necessary restrictions such as age and overseas students and explain why these need to be in place* |
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| D | PROGRAMME DESIGN  *Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a, b, c etc.) allocated in section A5 of this form.* |
| 24 | **Proposed Programme Overview**  *Provide a summary overview, outlining the rationale for the programme development, and how the programme will respond to the principles of* [*Transforming Programmes*](file:///S:\Legal%20and%20Governance%20-%20Quality%20Governance\Quality%20&%20Standards\Course%20Design%20and%20Development\Transforming%20Programmes\Overview%20Guidance\Transforming%20Programmes%20Overview.docx) *including:*  *How is the programme inclusive and supportive of diversity? You should consider the content, mode of delivery and assessment strategy.*  *How is the vision of the Institutions integrated within and across the programme?*  *How is the programme regionally and/or nationally distinctive?*  *How has the programme been co-developed (students, external stakeholders, services users)?*  *How are issues relating to the challenges of the 4th industrial revolution (such as examining the role of humans in a digital and technology driven environment, including the personal, institutional, societal consequences) bedded into the programme?* |
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| 25 | **Graduate Futures**  *Please outline how the programme:*  *Develops competencies throughout the programme, reflecting Hull Graduate Attributes and the University of Hull Competency Framework*  *Enables progression to a range of jobs, ensuring that these reflect subject specific and wider career opportunities* |
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| 26 | **Programme Competencies**  *Programme competencies are direct statements of what successful students will be able to do as a result of studying on the proposed programme. They express how the knowledge, understanding and skills set out in subject benchmarks are enacted in effective disciplinary or professional practice.*  *Programme competencies integrate the 3 essential dimensions that make up the UoH understanding of Competence:*  ***Knowledge Management: Source, understand and communicate knowledge****. This includes - critical thought, identification of relevant/valid data and ethical and efficient data management and communication.*  ***Disciplinary and Professional Experience****:* ***Dialectic action and critical thought to address a real-world task / practice in context, working independently or with a team.*** *This includes - application and integration of subject knowledge, accessible communication and sustainable practices.*  ***Self Awareness****: Self-assessment and self-regulation in public and private domains, in independent or team working. This includes - global citizenship and ethical behaviours, autonomous and responsible working and collaboration.* |
|  | ***A graduate of this programme will be able to demonstrate competencies in:***   |  |  |  |  | | --- | --- | --- | --- | | **PCs** | **Programme Competencies** | **Programme Identifier** | **Subject Benchmark Statement Identifier** | | PC1 |  |  |  | | PC2 |  |  |  | | PC3 |  |  |  | | PC4 |  |  |  | | PC5 |  |  |  | | PC6 |  |  |  | | PC7 |  |  |  | | PC8 |  |  |  | | PC9 |  |  |  | | PC10 |  |  |  | | PC11 |  |  |  | | PC12 |  |  |  | |
| 27 | **Brief Summary of Proposed Learning and Teaching Approach**  *Competencies are best developed in practice and assessed in application; as such they must be taught in a particular way.*  *Provide give a summary, covering:*  *Why the proposed approaches to teaching and learning are the most appropriate*  *How the proposed approaches to teaching and learning support students’ ability to practice the programme competencies*  *How the proposed approaches to teaching and learning are inclusive in design, delivery and content, for example how the programme will incorporate a diversity of perspectives such as Black, Asian and Minority Ethnic perspectives. LGBTQ+ perspectives* |
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| 28 | **Brief Summary of Proposed Assessment Approach**  *Competencies are the culmination of the knowledge, understanding and skills of a specific discipline that enable a student to successfully attend to a given practice or task - they are best assessed in application.*  *Explain the programme assessment strategy, including:*  *How students will be assessed and why this is the most appropriate method.*  *How the assessment demonstrates inclusivity in design and choice, ensuring all students have equal opportunity to succeed.*  *Specific reference to how the proposed assessment strategy is aligned to the competencies.*  *How formative assessment will be used through the programme to effectively prepare students for summative assessment.*  *An overview of the assessment ‘journey’ of an individual student, i.e. how assessments at level 4 prepare for those at level 5, and then level 6.*  *If assessment is guided by accreditation requirements please detail here* |
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| 29 | **Proposed Key Areas of Study**  *Describe the key topics of study* |
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| 30 | **Programme special features**  *Provide any other information about the programme(s) not included above. This may include field trips and their arrangements, special opportunities on offer (e.g. forest school qualifications) and specific student support arrangements associated with these programmes* |
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| 31 | **Equality and Diversity**  *Higher education is covered by the Equality Act 2010, which protects individuals from discrimination on the basis of the following protected characteristics: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation. Detail the adjustments you have considered to ensure this programme anticipates the needs of students with any of these characteristics (unless already covered in the above sections)* |
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| E | CONSORTIUM AND FRANCHISED PROVISION ONLY |
| 32 | **Quality Assurance**  *Outline what quality assurance processes will be put in place and how risk will be managed e.g. will marking, moderation, annual monitoring and external examining be shared, how will placement quality be assured etc* |
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| F | EXEMPTION REQUEST |
| 33 | **Request for exemption from the academic framework**  *Will you be requesting any exemption from the academic framework? Please give details* |
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**THE END OF PART 1**

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

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

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

* module specifications
* sign off sheet for validation
* external examiner comment

**PART 2 - VALIDATION STAGE**

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

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

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

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| G | SUMMARY OF AMENDMENTS POST DEVELOPMENT CONSENT APPROVAL (TO PART 1) |
| 34 | **Summarise any significant changes made to sections A – D above, e.g. amendments to programme competencies, learning and teaching concept etc.** |
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| H | ADDITIONAL PROGRAMME INFORMATION – VALIDATION STAGE |

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| 35 | Classification Weighting  *Please complete only if different to standard University of 30:70 (Diploma:Honours)* |
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| 36 | **Balance of Credits across Trimesters**  *Using the relevant programme identifiers (a,b,c etc), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester* |
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| 37 | Module Structure  *In this section, please explain how the content of the curriculum will be organised and why.*  *What is the rationale for the module structure of the programme?*  *What value do the modules selected add to the programme?*  *Why have optional/core/compulsory/elective modules been included in the design of the programme?*  *Do modules demonstrate progression between the levels of the programme in terms of intellectual challenge, skills, knowledge and learning autonomy?*  *Do modules encourage a balance of academic, personal development and practical/professional elements?*  *Do the selection of modules provide an extraordinary student experience?*  *Note: A diagrammatic structure is often helpful to establish the composition of a programme* |
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| 38 | **Ethical Issues and Risk**  *Highlight ethical considerations that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate)* |
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| 39 | **Sensitive Issues and Safeguarding**  *Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.* |
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| **I** | **IMPLEMENTATION STRATEGY** |
| **40** | **Implications for other areas of the Partner Institution**  *Using the relevant programme identifiers (a,b,c etc.), indicate any requirements that may impact on other areas of the partner institution. Discuss these with the relevant service area before completing this form* |
|  | |  |  | | --- | --- | | Estates: |  | | Library: |  | | Admissions: |  | | Careers: |  | | Visa Compliance: |  | | Other (*Please specify*): |  | |
| **41** | **Existing programmes/students affected by this proposal**  *State here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes* |
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| **J** | **POST PROGRAMME OPPORTUNITIES** |
| **42** | **Progression opportunities to further academic or professional programmes**  *List progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?* |
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| **K CURRICULUM MAPS** | |
| **43** | *Please create curriculum maps which detail the programmes that you are validating. Each map should begin with the title of the programme and the relevant programme identifiers.*  *Where a programme includes a preliminary level, a year in industry, a year abroad or different levels (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional level.*   * *In Columns 1-3, please list all programme modules taught, the level at which they are taught and the modular credit value.* * *In Column 4, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.* * *In Column 5, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm), Optional (Op) or Elective (El) \** * *In Column 6, please identify which modules contribute to the achievement of programme competencies.*   ***\*Definitions:***   * ***CORE*** *module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.* * ***COMPULSORY*** *module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.* * ***OPTIONAL*** *module - this is a module that a student may choose to study as part of their degree programme.* * ***ELECTIVE*** *module – this is a module that a student may choose to study. It cannot be compensated or condoned.*   *Note:*   * *There should be no optional modules at Level 4 (unless an exemption request has been approved by EPC).* * *Optionality should be minimised throughout the programme.* * *Levels of optionality should be clearly linked to the number of students taking the module.*  |  |  | | --- | --- | | *KEY:* | | | *P = Programme* | *PC = Programme Competence* | | *PW = Pathway* | *T1,2,3 = Trimester 1,2,3* | | *Co = Core Module* | *Cm = Compulsory Module* | | *Op = Optional Module* | *El = Elective Module* | |

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| **K1. UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS.** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Programme Titles and Identifiers:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | | | | **PCs** | | | | | | | | | | | | | | | | | | | |
| **Module Name** | **Lvl** | **Crdt** | **Assessment Method**  *(e.g. exam, essay, presentation)* | **P/V** | **PW1** | **PW2** | **PW3** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **Certificate Stage (Level 4)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Diploma Stage (Level 5)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Honours Stage (Level 6)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **K2. UNDERGRADUATE CURRICULUM MAP FOR PRELIMINARY LEVEL PROGRAMMES** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Programme Titles and Identifiers:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | | | | **PCs** | | | | | | | | | | | | | | | | | | | |
| **Module Name** | **Lvl** | **Crdt** | **Assessment Method**  *(e.g. exam, essay, presentation)* | **P/V** | **PW1** | **PW2** | **PW3** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **Preliminary (Level 3)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **K3. UNDERGRADUATE CURRICULUM MAP FOR YEAR IN INDUSTRY PROGRAMMES** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Programme Titles and Identifiers:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | | | | **PCs** | | | | | | | | | | | | | | | | | | | |
| **Module Name** | **Lvl** | **Crdt** | **Assessment Method**  *(e.g. exam, essay, presentation)* | **P/V** | **PW1** | **PW2** | **PW3** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **Post-Diploma (Level 5 or 6)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **K4. UNDERGRADUATE CURRICULUM MAP FOR YEAR ABROAD PROGRAMMES** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Programme Titles and Identifiers:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | | | | **PCs** | | | | | | | | | | | | | | | | | | | |
| **Module Name** | **Lvl** | **Crdt** | **Assessment Method**  *(e.g. exam, essay, presentation)* | **P/V** | **PW1** | **PW2** | **PW3** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **Post-Diploma Stage (Level 5 or 6)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **K5. UNDERGRADUATE CURRICULUM MAP FOR INTEGRATED MASTERS PROGRAMMES** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Programme Titles and Identifiers:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | | | | **PCs** | | | | | | | | | | | | | | | | | | | |
| **Module Name** | **Lvl** | **Crdt** | **Assessment Method**  *(e.g. exam, essay, presentation)* | **P/V** | **PW1** | **PW2** | **PW3** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **Honours (Level 6)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **T3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Masters (Level 7)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **K6. POSTGRADUATE TAUGHT CURRICULUM MAP** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Programme Titles and Identifiers:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | | | | **PCs** | | | | | | | | | | | | | | | | | | | |
| **Module Name** | **Lvl** | **Crdt** | **Assessment Method**  *(e.g. exam, essay, presentation)* | **P/V** | **PW1** | **PW2** | **PW3** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **PG Cert** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **PG Dip** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Masters** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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