

| Middlesbrough College

| BEng (Honours) Engineering (Electrical/Electronic Engineering) [Top-Up]

| BEng (Honours) Engineering (Mechanical Engineering) [Top-Up]

| BEng (Honours) Engineering (Manufacturing Engineering) [Top-Up]

| BEng (Honours) Engineering (Operations Engineering) [Top-Up]

| Programme Specification

September 2023



Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BEng (Honours) Engineering (Electrical/Electronic Engineering) [Top-Up] BEng (Honours) Engineering (Mechanical Engineering) [Top-Up] BEng (Honours) Engineering (Manufacturing Engineering) [Top-Up] BEng (Honours) Engineering (Operations Engineering) [Top-Up]
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	April 2018
Date of latest OU (re)validation	April 2023
Next revalidation	April 2028
Credit points for the award	120
UCAS Code	BEng (Honours) Engineering (Electrical/Electronic Engineering) [Top-Up] A133 BEng (Honours) Engineering (Mechanical Engineering) [Top-Up] A175 BEng (Honours) Engineering (Manufacturing Engineering) [Top-Up] A176 BEng (Honours) Engineering (Operations Engineering) [Top-Up] A177
HECoS Code	BEng (Honours) Engineering (Electrical/Electronic Engineering) [Top-Up] 100163 BEng (Honours) Engineering (Mechanical Engineering) [Top-Up] 100190 BEng (Honours) Engineering (Manufacturing Engineering) [Top-Up] 100202 BEng (Honours) Engineering (Operations Engineering) [Top-Up] 100735 (50%) and 100166 (50%)
LDCS Code (FE Colleges)	BEng (Honours) Engineering (Electrical/Electronic Engineering) [Top-Up] 00303486 BEng (Honours) Engineering (Mechanical Engineering) [Top-Up] 00303488 BEng (Honours) Engineering (Manufacturing Engineering) [Top-Up] 00303487 BEng (Honours) Engineering (Operations Engineering) [Top-Up] 00303489
Programme start date and cycle of starts if appropriate.	September 2023

Underpinning QAA subject benchmark(s)	Engineering (2023) The Accreditation of Higher Education Programmes (AHEP) (2020)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Framework for Higher Education Qualifications QAA Quality Code SEEC Credit Level Descriptors for Higher Education
Professional/statutory recognition	N.A.
For apprenticeships fully or partially integrated Assessment.	N.A.
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT/PT Face-to Face
Duration of the programme for each mode of study	FT: 30 weeks PT: 40 weeks
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	March 2023

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

overall aims of the programme are to:

- develop students' abilities to realise technical goals;
- develop students' ability to understand relationships between engineering processes and their environmental impact.
- develop students' awareness of the applications of engineering technology in different contexts;
- involve students in an intellectually stimulating and satisfying experience of learning and studying engineering topics.
- provide students with a broad and detailed understanding of key Engineering concepts;
- develop students' ability to utilise a range of study methods in the exploration of engineering topics;
- provide a sector-relevant syllabus for practitioners, or for those aiming for employment in all areas of the engineering industry;
- develop students' enthusiasm, aptitudes and interests to bring out their full potential;
- produce graduates with the sector-relevant skills, knowledge, understanding and professional attitudes required to contribute to the engineering industry;
- develop students to become fully independent learners;
- develop students' awareness of Risk and Security management withing engineering;

- Develop students' recognition of their responsibilities and the importance of supporting equality, diversity, and inclusion.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This award provides a progression opportunity for students holding Level 5 qualifications in Engineering, typically Higher National Diplomas.

The programme team deliver a broad range of higher national engineering qualifications validated by Pearson. The College was approved as a centre to deliver the following programmes in January 2018:

- HNC/D Engineering (Electrical and Electronic Engineering)
- HNC/D Engineering (Mechanical Engineering)
- HNC/D Engineering (Operations Engineering)
- HNC/D Engineering (Manufacturing Engineering)

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N.A.

2.4 List of all exit awards

| BEng (Honours) Engineering (Electrical/Electronic Engineering) [120 Credits]
 | BEng Engineering (Electrical/Electronic Engineering) [80 Credits] n.b. only available without PSRB accreditation
 | BEng (Honours) Engineering (Mechanical Engineering) [120 Credits]
 | BEng Engineering (Mechanical Engineering) [80 Credits] n.b. only available without PSRB accreditation
 | BEng (Honours) Engineering (Manufacturing Engineering) [120 Credits]
 | BEng Engineering (Manufacturing Engineering) [80 Credits] n.b. only available without PSRB accreditation
 | BEng (Honours) Engineering (Operations Engineering) [120 Credits]
 | BEng Engineering (Operations Engineering) [80 Credits] n.b. only available without PSRB accreditation

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensable?	Semester runs in
Environmental Management	20			Y	Year Long [Weeks 1 to 26]
Final Project In *	35			N	Semester 2 [Weeks 6 to 30]
Graphs, Networks, and Design	20			Y	Year Long [Weeks 1 to 26]
Group Project	20			N	Year Long [Weeks 1 to 26]
Project Preparation In *	5			N	Semester 1 [Weeks 1-6]
Renewable & Sustainable Energy Systems	20			Y	Year Long [Weeks 1 to 26]
<p>* Students study the specific “Final Project in....” and “Project Preparation in” modules in line with the Programme Title.</p> <p>The four modules are:</p> <ul style="list-style-type: none"> * Electrical/Electronic Engineering * Mechanical Engineering * Manufacturing Engineering * Operations Engineering 					

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate a comprehensive and detailed knowledge and understanding of relevant engineering principles, mathematical/modelling techniques and analytical methods.</p> <p>A2: Synthesise and critically appraise different aspects of engineering to respond systematically to engineering challenges.</p> <p>A3: Demonstrate understanding of environmental management policies and appropriate social, commercial, ethical/legal and management practices in contemporary engineering.</p> <p>A4: Apply research/enquiry-based skills to technical goals and demonstrate an awareness of current issues/context and developing technologies.</p>	<p>A1: Lectures, demonstration, and tutorials are used to demonstrate and explore a range of engineering principles and methods. In-session examples allow ample time for formative assessment. Summative assessment is completed via a range of reports and short answer questions.</p> <p>A2: Lectures, demonstration, and tutorials are used to demonstrate and explore a range of engineering principles, methods and systems analysis. In-session examples allow ample time for formative assessment. Summative assessment is completed via a range of reports and short answer questions.</p> <p>A3: In lecturers and group seminars, students discuss policies and scenarios from a legal/ethical viewpoint. Formative assessment takes place through these discussions, with summative assessment via reports of various structures/complexity.</p> <p>A4: Group seminars and one-to-one tutorial sessions help students to apply the skills of research/enquiry-based approaches to technical goals and demonstrate an awareness of current issues/creative context and of developing technologies.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A5: Plan, undertake and evaluate a negotiated, self-managed project in an engineering field.</p> <p>A6: Demonstrate a comprehensive and detailed knowledge of a discipline investigated in an engineering project.</p>	<p>A5: Group seminars and one-to-one tutorial sessions are used to facilitate students in planning, undertaking and evaluating a negotiated, self-managed project in an appropriate engineering field.</p> <p>A6: Group seminars and one-to-one tutorial sessions are used to help students demonstrate a comprehensive and detailed knowledge of the discipline investigated in an Engineering based project.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Synthesise and appraise technical principles and evaluate data in formulating technical solutions.</p> <p>B2: Critically appraise designs where a user's needs and preferences are transformed into cost-effective, innovative engineered solutions.</p> <p>B3: Synthesise, appraise and evaluate data from appropriate sources to make independent judgements regarding personal/professional development.</p>	<p>B1: Lectures and group seminars allow learners to demonstrate knowledge of technical principles and apply in practice. Formative assessment takes place through in-session activities. Summative assessments include reports and lab activities.</p> <p>B2: Seminars and one-one-session are used to help students identify the skills required for appraisal of designs. Formative and summative assessment is via written reports.</p> <p>B3: Lectures, group seminars and one-to-one tutorial sessions are used to help students appraise and evaluate data from appropriate sources to make independent judgements regarding personal/professional development. Formative and summative assessment is via tutorial discussions and reports.</p>

3B. Cognitive skills	
<p>B4: Identify, define and solve complex problems relating to a number of aspects of engineering by applying appropriate knowledge, mathematical tools and methods to formulate solutions.</p> <p>B5: Appraise and evaluate data/evidence from appropriate sources to make independent judgements and provide cost effective, innovative solutions to a set engineering project.</p> <p>B6: Adopt a holistic and proportionate approach to the mitigation of security risks</p>	<p>B4: Lectures, demonstrations and tutorials are used to help students identify, define and solve complex problems including those related to project implementation. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support.</p> <p>B5: Lectures, seminars, and tutorials facilitate students to appraise and evaluate data/evidence and to make independent judgements from appropriate sources through in-session, individual and group case-study exercises in engineering, mathematical and environmental management issues.</p> <p>B6: Lectures, seminars and tutorials facilitate students to appraise and evaluate security risks, in all forms, and make judgements on appropriate approaches to mitigating these risks.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Analyse and evaluate solutions to a set of end-user requirements which utilise a range of engineering skills.</p> <p>C2: Apply appropriate quality/industry standards, codes of practice and intellectual property and contract policies.</p>	<p>C1: Seminars and one-one-session are used to help students identify the skills required for appraisal of designs. Formative and summative assessments are written reports.</p> <p>C2: In lectures and seminars, students explore appropriate policies, codes and standards. Formative assessment takes place through seminar discussions. Summative assessment is via report writing and presentations.</p>

3C. Practical and professional skills	
<p>C3: Undertake engineering projects responsibly, professionally and ethically, with regard to environmental risk and sustainability, and the framework of relevant legal requirements.</p> <p>C4: Demonstrate the application of environmental management, mathematical techniques and engineering principles in a chosen specialism when evaluating and investigating current practice and technologies.</p>	<p>C3: In lectures and seminars, students explore project management theory and apply it in group and individual projects. Formative assessment take place in seminars. Summative assessment is via report writing and presentations.</p> <p>C4: Lectures, demonstration, and tutorials are used to demonstrate and explore a range of engineering principles and methods. In-session examples allow ample time for formative assessment. Summative assessment is via a range of written reports and short answer questions.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Select, apply and evaluate appropriate numerical methods for complex and open-ended tasks.</p> <p>D2: Demonstrate knowledge of project management techniques, employment potential and the ability to manage future professional development.</p> <p>D3: Communicate complex issues clearly to specialist and non-specialist audiences (where appropriate) during a presentation, taught session or in written materials.</p>	<p>D1: Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment requires students to develop solutions for a variety of complex tasks.</p> <p>D2: Lectures, group seminars and one-to-one tutorial sessions are used to help students demonstrate their employment potential and the ability to manage their future professional development.</p> <p>D3: Seminars and one-to-one tutorial sessions help students communicate complex issues clearly to specialist and non-specialist audiences (where appropriate) during a presentation, taught session, or via written materials.</p>

3D. Key/transferable skills	
<p>D4: Plan, manage and evaluate the acquisition of new knowledge and skills.</p> <p>D5: Produce professional quality, appropriately cited written documentation and practise a range of transferable skills (including working with others, IT skills, information retrieval, and career development, and reflection), within the context of progression towards professional engineering status.</p> <p>D6: Demonstrate knowledge of equality, diversity and inclusion in the context of the engineering industries and necessary adaptations to practice where appropriate.</p>	<p>D4: Group seminars and one-to-one tutorial sessions help students to plan, manage and evaluate the acquisition of new knowledge and skills.</p> <p>D5: Lectures, group seminars, and one-to-one tutorial sessions are used to help students deliver professional quality, appropriately cited written documentation, and to develop and their IT skills, information retrieval and self-learning throughout the programme.</p> <p>D6: Lectures, seminars and guest speakers are used to introduce students to Equality, Diversity and Inclusion. Students are supported to ensure that appropriate considerations are made within project based modules.</p>

[Please insert here title of exit awards(s) at Level 6]

BEng (Honours) Engineering (Electrical/Electronic Engineering) [120 Credits]

| BEng Engineering (Electrical/Electronic Engineering) [80 Credits] n.b. only available without PSRB accreditation

BEng (Honours) Engineering (Mechanical Engineering) [120 Credits]

| BEng Engineering (Mechanical Engineering) [80 Credits] n.b. only available without PSRB accreditation

BEng (Honours) Engineering (Manufacturing Engineering) [120 Credits]

| BEng Engineering (Manufacturing Engineering) [80 Credits] n.b. only available without PSRB accreditation

BEng (Honours) Engineering (Operations Engineering) [120 Credits]

| BEng Engineering (Operations Engineering) [80 Credits] n.b. only available without PSRB accreditation

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

4.1 Rationale

The rationale for the programme is to expand the opportunities for students to progress into employment and move toward Incorporated Engineer (IEng) status with The Institute of Engineering and Technology (an initial review document was submitted to the IET in January 2023). The programme is also distinctive in offering a clear progression for those with an Engineering HND in the local area to progress to a Bachelor of Engineering (BEng) qualification, rather than the Bachelor Technology (BTech) programme offered by the local competitor.

4.2 Programme Structure

Most modules are delivered across the 30-week academic year to support students to maintain their focus upon learning and teaching and less upon assessment, especially in the first half of the academic year. There are many reasons for delivering modules over the academic year rather than competing in a single semester. Firstly, the content requires detailed reflection which requires time to be developed fully, which can be limited when studied over one semester only. Secondly, the Group Project requires students to Chair a minimum of five meetings during the year in their group and set actions for the project. Therefore, time is required between the meetings so that actions can be completed as appropriate. This module therefore requires a full year delivery method.

More generally, year-long modules help to maintain students focus upon learning and teaching and less upon assessment, especially in the first half of the academic year. A year-long delivery model is also better suited to students requiring more support and guidance and is helpful in developing independent learners.

The 5-credit module Project Preparation which concludes in Week 6 is followed immediately in Week 7 by the 35 credit Final Project module. To better facilitate students to complete the project module, all other year-long modules are completed by week 26 so that students can focus exclusively upon the project in the last 4 weeks of the academic year. The Project preparation module allows learners to plan their chosen project ensuring that appropriate risks and ethical considerations are adhered to, as appropriate, in the time frame given.

4.3 Accreditation

The College is exploring Incorporated Engineer (IEng) status with The Institute of Engineering and Technology for all programme pathways (an initial review document was submitted to the IET in January 2023).

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

5.1 Induction

The following activities are provided in induction week:

- students are introduced to the VLE and any other communication/file sharing tools necessary
- students are given two taster sessions to give them a feel for the course
- alumni speak to new students about their experience of the programme
- a representative from the Student Union helps to elect student representatives.
- A representative from the Student Welfare discusses support needs to promote EDI, ensuring that appropriate support is in place.

5.2 Engagement Support

Engagement is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to contact the lecturer beforehand. Where a lecturer notes that a student has not attended with no warning, the student is contacted at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the year tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the year tutor works with the college student support staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their student loan.

5.3 Tutorial Support

Student tutorial opportunities are embedded in all modules. Sessions are structured to provide ongoing tutorials from lecturers while students are completing practical work assisted by an instructor/demonstrator or technician. Theory sessions are structured to provide input through demonstration followed by facilitated practical experimentation in which spontaneous tutorials can be held or scheduled for dedicated, timetabled weekly tutorial sessions. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in module guides.

5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'little and often' is repeated from Induction Week onwards from staff in both formative and written, summative feedback.

5.5 Reassessment Period

Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

5.6 Year Tutors

The year tutor offers return to study sessions during which students are encouraged to reflect on their performance in preceding programmes and develop support strategies, determine the highest award classification that is attainable, and develop strategies to achieve this best outcome.

5.7 Pastoral Support

In the experience of the course team, the amount of ad-hoc pastoral support noted above is greatly valued by the students. More challenging are students who don't attend and the effect of non-attendance upon their performance. The programme team have all attended staff development sessions relating to Asperger's and dyslexia (attendance at many of these sessions is mandatory). For students with dyslexia, staff offer dyslexia-friendly versions of lecture notes and include a higher-contrast background on notes/session plans. Students declaring either condition receive a formal assessment after which the programme team are advised on the steps they must take. The programme team have received many emails from students offering thanks for sensitive and timely support.

5.8 Academic Support and Skills

The delivery of many modules is based upon individual sessions that consist of demonstrations and practical exercises. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked, and that formative feedback is continuous rather than focussed at specific points in the academic year.

In addition to in-session help, students can also make appointments to get support from:

- members of the programme team: module leaders, lecturers, and technicians;
- the programme leader and year tutor.

The personal tutoring system is in place to support a student's full engagement with their programme of study and gain as much as possible from their time at the college. Though the emphasis is on academic support the meetings are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. The tutor can offer support and advice and, if required, direct students to further support services available within the college which they may find of value.

Student learning and personal development is supported throughout the programme, and explicitly in the work-related modules.

5.9 Research Skills Development

The modules 'Project Preparation' and 'Final Project' are utilised to comprehensively develop students' research skills and extend the scope of research conducted on this programme and in further study. In the experience of the programme team, research focussed modules at each level are necessary on a vocational course to thoroughly embed the necessary skills to produce well-rounded, practically skilled graduates, who are also well prepared for the rigours of further study and/or research.

5.10 IT Support

Students can access remote support for learning via the college [Reboot scheme](#) and log IT support requests via the [HALO system](#).

5.11 Technician Support

The specialised workshops containing relevant equipment are supported by excellent technician staff who ensure that equipment is used and maintained appropriately and oversee all the health and safety and risk management concerns. They ensure that equipment is used and maintained appropriately and oversee all the health & safety and risk management concerns. Students can also access remote support for learning via the college Reboot scheme and log IT support requests via the HALO system.

5.12 Programme Documentation and Online Learning Support

Students are provided with programme and module guides that contain comprehensive information on how their programme and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via the college Virtual Learning Environment (VLE). All teaching and learning content is made available via the VLE. This online resource includes lecture notes and a range of audio/video materials. Both online synchronous and asynchronous sessions are archived and made available to the student group for further review. Assessments are communicated to and submitted by students using the VLE.

5.13 Module compensation

All programme modules other than "Group Project", 'Project Preparation' and 'Final Project' may be compensated. Each student may be compensated to the value of 20 credits following OU policy. This is below the minimum threshold of 30 credits from the Engineering Councils [Compensation and Condonement policy](#)

5.14 Library and Learning Resources

Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Online services are listed in section 7 of the background document. Students can access specific sessions with the LRC staff regarding advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year through refresher sessions.

5.15 Virtual Learning Environment (VLE)

Every programme uses the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All

teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including: improving writing style and referencing, planning assignments, developing critical thinking and other key skills. All elements of the VLE are checked for accessibility to ensure inclusion throughout all resources.

5.16 Additional Learning Support

Any student that considers that they have, or may have, additional learning support needs can access a range of support through the college. Initial assessments by the college HE Additional Needs Co-ordinator are provided to support understanding of the range of support that may be needed which will then trigger the provision required. This is further discussed with all students to support their understanding of EDI within Engineering.

5.17 Student Services

All students are able to access the college student services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the college, the student services team also provide: counselling, financial support, learning support and signposting to additional or partner services.

5.18 HE Student Areas

All HE students have areas in the college that are exclusively for their use. In the University Centre, all HE students have access to an open-plan working area, which has access control to retain its exclusivity. As well as the open-access area, students may also use the teaching rooms and meeting/tutorial rooms when they are not in use for a pre-booked activity.

5.19 The 'Job Shop'

The college provides has its own 'Job Shop' which was opened in 2013 and provides a range of support to students. As well as advertising vacancies provided by local employers, the Job Shop also provides a range of support to students, including: help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work experience. All the support is available either through drop/bookable appointments or via on-line tutorials.

5.20 The Fitness Studio

All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardiovascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible environment. Support and guidance are available during opening hours from experienced staff.

5.21 Other facilities

The college has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces several performances throughout the year many of which are free for students to attend

- Hair Salon providing low-cost services
- Beauty Spa facility which offers: jacuzzi, light therapy, sauna, steam room, flotation room, 39 private treatment rooms, and nail bar

5.22 Online Community

Various methods are employed to build a cohesive online community for students. The VLE is used for discussion threads on various topics and an asynchronous video discussion platform is used to afford group discussion, feedback, and reflection.

5.23 Laptop Scheme

Middlesbrough College's MC Click scheme provides all HE students with a Microsoft Surface to assist with their studies. Students who complete the laptop scheme for 2 years get to keep the device. Any student who leaves within 2 years is required to return the device to the College.

5.24 EDI Statement

At Middlesbrough College we strive to ensure equality, diversity and inclusion in every aspect of our provision. We recognise and appreciate individual uniqueness and believe it should be embraced. We foster a culture where every individual feels supported, valued, respected and accepted regardless of their age, race, ethnicity, disability, gender identity or expression, sexual orientation, religion, or any other characteristic which makes them who they are.

Every programme reflects our commitment to create an inclusive environment where each individual has equal opportunities to achieve and succeed. Discriminatory practice, unconscious biases and systemic barriers are challenged and eliminated. We will continue to develop a learning environment where we celebrate diversity, treat everyone with respect, dignity and fairness.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The directly relevant entry qualifications are Higher National Diplomas/Foundation Degree in Engineering. However, for applicants who do not meet these criteria, the programme team explore the applicants' qualifications in relevant, related fields at Foundation Degree or HND level.

Where applicants apply with qualifications that are not directly relevant, the programme team looks for evidence of relevant experience. Non-standard entrants are interviewed to assess their ability to complete the course. This activity entails a review of any professional experience and training gained in the workplace to ensure that applicants are adequately prepared to cope with the academic level of study. The programme team explore applicants' qualifications and experience for relevance and will apply the [college RPL process/policy](#) as necessary. All applicants are interviewed by the programme leader.

In all cases successful candidates require qualifications in English Language and Mathematics to at least GCSE grade 4 level or have demonstrated adequate skills and competencies in an interview.

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N.A.

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N.A.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

10.1 College HE Teaching and Learning

The College has recognised the importance of having a distinct approach to HE teaching and learning for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011 and 2014 have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the College to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle is to place the student at the centre of the process to ensure that their learning and attainment of learning outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review. These approaches have been further refined to form part of the college departmental review process.

10.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model is aligned to the expectations of the [UKPSE](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The college model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as students progress, the balance gradually evolves so that the students become leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity.

10.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through module evaluation questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the module evaluation questionnaires feed into module reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and ad-hoc tutorials.

10.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of the internal and external workforce development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

10.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PGCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

10.6 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant Level 7 qualification. Those staff already teaching at the college making the transition to Level 6 delivery are provided with funding and support to complete a Level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams understand the difference in expectations at Level 6. As well as general information, which is also available via the VLE, programme teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of

the design and content of the new awards ensures that awards are aligned to the [FHEQ](#) and expectations of the [UK Quality Code for Higher Education](#). In programme teams where there is no prior expertise amongst the team of delivering at Level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

10.7 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, cross-college learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

Staff are engaged with employers and funding councils, including experience of Arts Council funding bids, PRS funding bids, PPL funding bids, Oram Awards, and have secured Youth Music funded and Arts Council funded employment with Tees Music Alliance and Middlesbrough Empire.

10.8 HE Digital Champion

The College is focussed on providing the highest quality online provision to enhance programmes delivered face to face. Each department has been allocated a 'digital champion', who is an expert practitioner using Microsoft 365 for teaching and learning. Digital champions are the first point of contact for any staff member requiring support with online teaching and learning, and they regularly provide in person and online sessions tailored to the specific requirements of staff. Digital champions are managed by the College Director of Digital Innovation who holds regular cross-college meetings where information/updates are shared to be passed on to departments.

10.9 Student Collaboration

Students have the opportunity to meet/collaborate with peers across the College. This has included, but is not limited to, collaboration with BA (Hons) Digital Video Production students on projects, involvement in the College's enrichment programme and the College's Student Radio program.

10. Changes made to the programme since last (re)validation

Mapping of programme outcomes have been strengthened across the programme to ensure outcomes where possible, are mapped across multiple modules. Specifically, A2, A5, B3 and D1.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

		Programme outcomes																					
Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
6	Environmental Management		✓	✓								✓	✓		✓		✓			✓	✓	✓	
	Final Project in				✓		✓		✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	
	Graphs, Networks & Design	✓	✓					✓			✓	✓		✓			✓	✓		✓			
	Group Project	✓			✓	✓	✓		✓		✓		✓	✓	✓	✓			✓	✓			✓
	Project Preparation in				✓	✓						✓					✓			✓	✓		✓
	Renewable & Sustainable Energy Systems	✓	✓	✓					✓			✓	✓		✓			✓			✓		✓

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.