Programme specification

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

1. Overview/ factual information

Programme/award title(s)	Foundation Degree in Engineering (Mechatronics) Foundation Degree in Engineering (Technical Design & Manufacture) Foundation Degree in Engineering (Electrical & Electronic)
Teaching Institution	Southern Regional College
Awarding Institution	The Open University (OU)
Date of first OU validation	March 2022
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	Foundation Degree 240
UCAS Code	N/A
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022 /September 2023
Underpinning QAA subject benchmark(s)	Engineering
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	
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	Full-Time and Part-Time

Duration of the programme for each mode of study	Foundation Degree in Engineering 2 Year Full-Time 3 Years Part-Time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	March 2022

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

The aim of these programmes is to produce graduates who can apply their understanding, knowledge, experience, skills and know-how to create social and economic value within the context of the Northern Ireland and UK economy.

The overall aims of the programmes are to:

- Develop graduates who have knowledge and critical understanding of the established principles in engineering and understand the limits of their knowledge.
- Prepare graduates with the knowledge of the main methods of enquiry in engineering and the ability to use established techniques to undertake critical analysis of information in order to propose solutions.
- Prepare suitable qualified and knowledgeable graduates with the skills to work in a fast-changing technological Engineering sector.
- Provide a programme of study that will equip individuals with the skills, knowledge and understanding of engineering systems, which will act as a firm foundation for their future studies.
- Develop the synergy between practical and theoretical aspects of engineering activities.
- Stimulate enterprise and creativity, contributing to wealth-creation and economic prosperity.
- Produce graduates who have both subject specific and transferable skills (communication, teamwork, project management reflective and digital skills).
- Produce graduates that are able to relate underpinning theory to improve workplace practice.

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 course will enable the student to progress to a Level 6 qualification at local universities or to full-time employment within their chosen area. However, the formal articulation will be to the Open University BEng Engineering top up.

Students from existing HE provision have progressed to several courses at local universities:

- Mechanical & Manufacturing
- Mechatronic Engineering
- Electrical & Electronic Engineering

Students entering directly into employment after completing existing HE courses have found employment in many areas:

- Design Engineering
- Electronic Engineering
- Mechatronic Engineering
- Production Management
- Mechanical Engineering

2.3 For Foundation Degrees, please list where the 40 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

The Work Based Learning Module will be assessed in the final semester of the final academic year for all modes of study. This is to enable the students to acquire the knowledge and to develop the skills needed to be able to function effectively in the workplace.

One of the main characteristics of foundation degrees, as set out in the QAA Documentation Characteristics Statement – Foundation Degree February 2020, is the integration of academic and work-based learning through close collaboration between employers and higher education providers.

The Work-Based Learning Module is, therefore, a vitally important module to allow the student to demonstrate how they integrate the academic and work-based skills.

The College has a well-established Skills Training team and Business Support and Innovation team, which support all students in acquiring an appropriate work placement, to ensure they successfully complete the Outcomes within the Work-Based Learning module. The academic supervisor agrees the arrangements for placement with the student and the company. As a contingency if a student requires a suitable industrial project the college can provide access to these through the Business Support and Innovation team to ensure completion of the module.

Full-time Mode of Study

The Work-Based Learning Module will take place during the 2nd semester of the 2nd year of the course. The placement of the Work-Based Learning at the end of the programme will allow the students to apply the knowledge and skills they have developed during the previous academic semesters.

Part-time Mode of Study

The Work-Based Learning Module will take place during the 2nd semester of the 3rd year of the course. The placement of the Work-Based Learning at the end of the programme will allow the students to apply the knowledge and skills they have developed during the previous academic semesters.

Higher Level Apprenticeship

Apprentices must be employed before starting the course, thus gaining valuable industrial experience, the Work-Based Learning Module will be assessed during the 2nd semester of the 3rd year of the course. This will allow the students to develop their skills and knowledge prior to assessment.

2.4 List of all exit awards
Certificate of Higher Education (CertHE)

3. Programme structure and learning outcomes

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

Foundation Degree in Engineering (Mechatronics) Full time Programme Structure					
				LEVEL 4 (First Year of Study)	
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Engineering Mathematics	20			Y	Sem 1.
CAD Techniques	20			Y	Sem 1
Electrical & Electronic Fundamentals	20			Y	Sem 1
Pneumatics & Hydraulics	20			Y	Sem 2
Professional Studies	20			Y	Sem 2
Programming & Embedded Systems	20			Y	Sem 2
Foundation Degree in Engineering (Mechatronics) Full time Programme Structure					
				LEVEL 5 (Second Year of Study)	
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
PLC Automation	20			Y	Sem 1
Industrial Robotics	20			Y	Sem 1
Mechanical Fundamentals	20			Y	Sem 1
BIT & Project Management	20			Y	Sem 2
Work-Based Learning	40			N	Sem 2

Foundation Degree in Engineering (Technical Design & Manufacture) Full time Programme Structure

LEVEL 4 (First Year of Study)

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Engineering Mathematics	20			Y	Sem 1.
CAD Techniques	20			Y	Sem 1
Electrical & Electronic Fundamentals	20			Y	Sem 1
Pneumatics & Hydraulics	20			Y	Sem 2
Professional Studies	20			Y	Sem 2
Engineering Design	20			Y	Sem 2

Foundation Degree in Engineering (Technical Design & Manufacture) Full time Programme Structure

LEVEL 5 (Second Year of Study)

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Engineering Materials & Applications	10			Y	Sem 1
Manufacturing Technologies & Processes	10			Y	Sem 1
CNC/CAM	20			Y	Sem 1
Mechanical Fundamentals	20			Y	Sem 1
BIT & Project Management	20			Y	Sem 2
Work-Based Learning	40			N	Sem 2

Foundation Degree in Engineering (Electrical & Electronic) Full time Programme Structure					
LEVEL 4 (First Year of Study)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Engineering Mathematics	20			Y	Sem 1.
CAD Techniques	20			Y	Sem 1
Electrical & Electronic Fundamentals	20			Y	Sem 1
Analogue Electronics	20			Y	Sem 2
Professional Studies	20			Y	Sem 2
Programming & Embedded Systems	20			Y	Sem 2
Foundation Degree in Engineering (Electrical & Electronic) Full time Programme Structure					
LEVEL 5 (Second Year of Study)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Industrial Electronics	20			Y	Sem 1
Digital Electronics	20			Y	Sem 1
Mechanical Fundamentals	20			Y	Sem 1
BIT & Project Management	20			Y	Sem 2
Work-Based Learning	40			N	Sem 2

Foundation Degree in Engineering (Mechatronics) Part time Programme Structure					
				LEVEL 4 (First Year of Study)	
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Engineering Mathematics	20			Y	Sem 1.
CAD Techniques	20			Y	Sem 1
Electrical & Electronic Fundamentals	20			Y	Sem 2
Programming & Embedded Systems	20			Y	Sem 2
				LEVEL 4 (Second Year of Study)	
Pneumatics & Hydraulics	20			Y	Sem 1
Professional Studies	20			Y	Sem 1
				LEVEL 5 (Second Year of Study)	
PLC Automation	20			Y	Sem 2
Mechanical Fundamentals	20			Y	Sem 2
				LEVEL 5 (Third Year of Study)	
Industrial Robotics	20			Y	Sem 1
BIT & Project Management	20			Y	Sem 1
Work-Based Learning	40			N	Sem 2

Foundation Degree in Engineering (Technical Design & Manufacture) Part time Programme Structure

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
				LEVEL 4 (First Year of Study)	
Engineering Mathematics	20			Y	Sem 1.
CAD Techniques	20			Y	Sem 1
Electrical & Electronic Fundamentals	20			Y	Sem 2
Engineering Design	20			Y	Sem 2
				LEVEL 4 (Second Year of Study)	
Pneumatics & Hydraulics	20			Y	Sem 1
Professional Studies	20			Y	Sem 1
				LEVEL 5 (Second Year of Study)	
Engineering Materials & Applications	10			Y	Sem 2
Manufacturing Technologies & Processes	10			Y	Sem 2
Mechanical Fundamentals	20			Y	Sem 2
				LEVEL 5 (Third Year of Study)	
CNC/CAM	20			Y	Sem 1
BIT & Project Management	20			Y	Sem 1
Work-Based Learning	40			N	Sem 2

Foundation Degree in Engineering (Electrical & Electronic) Part time Programme Structure

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
				LEVEL 4 (First Year of Study)	
Engineering Mathematics	20			Y	Sem 1.
CAD Techniques	20			Y	Sem 1
Electrical & Electronic Fundamentals	20			Y	Sem 2
Programming & Embedded Systems	20			Y	Sem 2
				LEVEL 4 (Second Year of Study)	
Analogue Electronics	20			Y	Sem 1
Professional Studies	20			Y	Sem 1
				LEVEL 5 (Second Year of Study)	
Digital Electronics	20			Y	Sem 2
Mechanical Fundamentals	20			Y	Sem 2
				LEVEL 5 (Third Year of Study)	
Industrial Electronics	20			Y	Sem 1
BIT & Project Management	20			Y	Sem 1
Work-Based Learning	40			N	Sem 2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate knowledge of the scientific principles which underpin engineering technologies. A2 Demonstrate a basic understanding of the mathematical principles which are required to support the application of engineering principles. A3 Demonstrate a basic understanding of engineering materials/components relevant to engineering technologies. A4 Understand the roles and responsibilities of the engineer in society including an awareness of government legislation relevant to the manufacturing engineering sector, codes of practice and requirements for safe operation. A5 Have a basic understanding of the design techniques specific to engineering technologies. A6 Use appropriate generic and bespoke software that supports engineering e.g. SolidWorks, CAM, Alphacam, Multisim, CODESYS, CIROS robotics, GX Works, Festo, Fluidsim, Siemens TIA portal. A7 Appreciate the professional and social implications of engineering.	The teaching is delivered through lectures, presentations, and tutorials. Students' learning is supported through discussion, presentations, individual and group tasks, independent reading, and writing. The students will also be supported through distance learning via the college's VLE. Computer labs will be used to develop the digital skills. These will be tutor-lead demonstrations and periods of independent learning. **Full-time students** The learning teaching strategy will be inclusive, consisting of formal classroom delivery, supported by tutorials and self-directed learning. The focus of tutorials will enable learners to reinforce their own understanding, while promoting the opportunity for peer-learning in an environment where the lecturer is available should additional guidance and support be required. Computer labs will be used to develop the digital skills. These will be tutor-lead demonstrations and periods of independent learning. **HLA and Part-time Students** The main teaching and learning strategy will be formal classroom delivery where explanations, group discussions, and worked examples will be used, supported by effective questioning to deliver the learning outcomes. The tutorial sessions will enable learners to reinforce their own

	understanding, while promoting the opportunity for peer-learning in an environment where the lecturer is available should additional guidance and support be required. The tutorial sessions will be a mixture of face-to-face and blended learning, including, but not exclusive to virtual classrooms, using discussion boards etc. Additionally, all learners Full-time, Part-time and HLA will be expected to engage in wider reading of the topics covered to include the recommended texts and material posted on the college intranet site. **Assessment Strategy** Assessments will include written tasks for example essays, reports portfolios and exams and presentation tasks.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Collate, summarise and analyse information and present the result. B2 Solve basic engineering problems using appropriate techniques and principles. B3 Evaluate designs, processes or products and suggest improvements. B4 Identify and understand engineering problems.	**Teaching/learning methods** These skills will be developed mainly through lectures, tutorials, research, practical activities and self-directed study. The tutorials will be used to help develop the students analysing and problem solving skills. This will include the use of case studies and tutorial work sheets where appropriate. Students will also be provided with details of core texts, papers and relevant web-based material.

	The students will also be supported through distance learning via the college's VLE. **Assessment Strategy** The skills will be assessed through coursework, examinations, essays, project reports and presentations.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Use a range of tools, techniques or equipment to carry out investigations and practical tasks. C2 Interpret information from investigations or practical tasks. C3 Demonstrate a knowledge and understanding of workshop and laboratory practice. C4 Use and apply information from technical literature. C5 Apply safe systems of work considering appropriate codes of practice and industry standards.	**Teaching/learning methods** Lectures will be used to introduce the key concepts and tutorial sessions will be used to develop professional skills. Practical workshop classes and computer labs will be essential to development of the practical and digital skills required. Students will also be provided with details of core texts, papers and relevant web-based material. The students will also be supported through distance learning via the college's VLE. **Assessment Startegy** The skills will be assessed through coursework, examinations, essays, project reports, presentations and practical work.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

D1 Communicate to a variety of audiences orally, in writing and by other basic media. D2 Use digital technology to access appropriate engineering information. D3 Apply numerical methods to understand, analyse and assess engineering problems with a view to presenting solutions. D4 Make an effective contribution to teamwork to meet identified goals. D5 Identify personal and professional goals for career development. D6 Develop personal management skills i.e., development, time management, personal organisation and continuing professional and educational development.	**Teaching/learning methods** Teaching of these transferrable skills is embeded throughout the programme to enable the students to become effective in their time management and to develop academic reading and writing skills. The digital skills required are embedded in the appropriate units and their development will be supported through computer labs. Through completing assignment tasks, students identify problems and make recommendations. The importance of effective communication is emphasised in both written and presentation tasks. **Assessment Startegy** The skills will be assessed through coursework, examinations, essays, project reports, presentations and practical field work.

Certificate of Higher Education (CertHE)

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate an understanding of the key concepts, theories and principles used in the management of engineering. A2 Apply the scientific and mathematical principles underpinning engineering and performance to solve problems. A3 Demonstrate knowledge and understanding and apply this knowledge of engineering materials/components relevant to engineering technologies and select an appropriate material/component. A4 Demonstrate an understanding of the context in which engineering operates including, the legal, social, economic, health and safety, cultural, technological, physical, environmental, and global influences including the relationship to digital technologies. A5 Understand and apply the design techniques specific to engineering technologies. A6 Use appropriate generic and bespoke software that supports engineering to solve engineering problems e.g., SolidWorks, SolidWorks CAM, Alphacam, Multisim, CODESYS, CIROS robotics, GX Works, Festo, Fluidsim, Siemens TIA portal.	The teaching is delivered through lectures, presentations, and tutorials. Students' learning is supported through discussion, presentations, individual and group tasks, independent reading, and writing. The students will also be supported through distance learning via the college's VLE. Practical classes will be used to develop their surveying and digital skills. **Full-time students** The learning teaching strategy will be inclusive. consisting of formal classroom delivery, supported by tutorials and self-directed learning. The focus of tutorials will enable learners to reinforce their own understanding, while promoting the opportunity for peer learning in an environment where the lecturer is available should additional guidance and support be required. Computer labs will be used to develop the digital skills, these will be lecturer lead demonstrations and periods of independent learning. **HLA and Part-time Students** The main teaching and learning strategy will be formal classroom delivery where explanations, group discussions, and worked examples will be used, supported by effective questioning to deliver the learning outcomes. The tutorial sessions will enable learners to reinforce their own understanding, while promoting the opportunity for peer learning in an environment where the lecturer is available should additional guidance and support be required. The tutorial sessions will be a mixture of face-to-

	face and blended learning, including, but not exclusive to virtual classrooms, using discussion boards etc. Additionally, all learners Full-time, Part-time and HLA will be expected to engage in wider reading of the topics covered to include the recommended texts and material posted on the college intranet site. **Assessment Strategy** Assessments will include written tasks for example essays, reports portfolios and exams, presentation tasks and practical activities.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Collate, summarise, and analyse information to solve engineering problems. B2 Demonstrate an ability to define and solve engineering problems using appropriate techniques and principles. B3 Evaluate designs, processes or products and implement improvements or modifications. B4 Analyse the implications, risks or safety considerations involved in engineering processes in specific situations and conditions. B5 Analyse problems that involve a degree of complexity, taking account of the constraints that may apply.	**Teaching/learning methods** These skills will be developed mainly through lectures, tutorials, research, practical activities and self-directed study. The tutorials will be used to help develop the students analysing and problem-solving skills. This will include the use of case studies with appropriate tutorial worksheets. Students will also be provided with details of core texts, papers and relevant web-based material. The students will also be supported through distance learning via the college's VLE. **Assessment Strategy** The skills will be assessed through coursework, examinations, essays, project reports and presentations.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Use a range of tools, techniques, and equipment to plan, conduct and present an independent investigation. C2 Interpret and analyse information from technical literature and apply to an engineering problem. C3 Demonstrate and apply a knowledge and understanding of workshop or laboratory practices. C4 Develop and apply safe systems of work considering appropriate codes of practice and industry standards. C5 Undertake business improvement projects and evaluate their effectiveness with little guidance.	**Teaching/learning methods** The students will be required to undertake a Work Related Learning Module which will contribute to the development of their practical and professional skills. Lectures will be used to introduce the key concepts and tutorials will be used to develop their professional skills. Practical surveying classes and computer labs will be essential to development of the practical and digital skills required. Students will also be provided with details of core texts, papers and relevant web-based material. The students will also be supported through distance learning via the college's VLE. **Assessment Startegy** The skills will be assessed through coursework, examinations, essays, project reports, presentations and practical field work.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

D1 Effectively communicate to a variety of audiences orally, in writing and by other basic media. D2 Apply numeracy skills in understanding, analysing and presentation. D3 Make a constructive contribution to teamwork to meet an identified goal. D4 Develop personal management skills i.e., time-management, personal organisation and continuing professional and educational development.	**Teaching/learning methods** Teaching of these transferrable skills is embedded throughout the programme to enable the students to become effective in their time management and to develop academic reading and writing skills. The digital skills required are embedded in the appropriate units and their development will be supported through computer labs. The students will be required to work in teams to complete class work and in some module assessments. The importance of effective communication is emphasised in both written and presentation tasks. **Assessment Startegy** The skills will be assessed through coursework, examinations, essays, project reports, presentations and prcatical field work.

Foundation Degree in Engineering - (Mechatronics) / (Technical Design & Manufacture) / (Electrical & Electronic)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs 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

This Foundation Degree will offer the opportunity to develop knowledge and understanding of the engineering industry. The course offers several delivery modes enabling students to develop their Knowledge and Skills at a pace that is appropriate to them. The full-time mode is delivered face to face on campus and is delivered separately to the part-time route. The part-time mode is delivered over 1 day along with 2 evenings of blended learning. The delivery of some modules through Blended Learning increases the flexibility of the course for part-time students.

Engineering Technologies are quickly being utilised by the engineering industry. Within the programme, Technology has been embedded into the delivery and assessment where appropriate. Students are provided with a broad-based education, complemented by a range of skills encompassing machining, pneumatics, hydraulics, and electronics, with an emphasis relevant to local industry, which will prepare them for a range of Technical and Management careers in Engineering relevant to their area, e.g., Manufacturing Engineer, Electronics Engineer, Design Engineer, Mechatronic Engineer.

An important aspect of the Foundation Degree is the Work-Based Learning. The course requires the students to complete a minimum of 350 hours industrial placement. This is designed for the final semester of the course to ensure the student develops the knowledge and skills prior to the period of assessment.

The placement will be assessed for suitability prior to the student starting the module. It will be important that the student will get the opportunity to use technology during their work placement to ensure effective completion of the Module.

The course has been designed with industry objectives at its core, through employer engagement events, advisory panels, feedback from close links to large local employers, industry engagement in modular review at design stage, and aims to provide a work- ready graduate.

Assessment elements have also been designed to align to industry needs, and to the standards set out in the subject benchmark statement, ensuring a graduate who has developed a sense of independent enquiry, integrity, and resilience to meet the demands of local industry.

The graduates will benefit from a complement of staff educated up to and including Doctorate level, who are continuing through various mechanisms to be industry focussed, and research informed.

Course staff are very much student-centred, students can expect an open-door policy, and clear lines of communication formally and informally throughout the duration of their studies. Students will be taught in small groups, in most cases in familiar settings.

The College is STEM assured a further indication and assurance of the prevalence of this subject area within the college ethos.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

The College provides a supportive environment for all students with a wide range of academic and pastoral support made available to the students.

- Student induction. All students are provided with an induction programme at the beginning of the academic period. This will include an introduction to the members of academic staff and support staff.
- A Course Handbook is provided at the beginning of the course. This includes information on academic staff, the academic calendar, and course and module content. It also contains the course specifications and current course regulations. This Handbook is available on the college VLE.
- A Course Director is appointed, providing a single point of reference for new and continuing students.
- Student /staff consultation committee meets twice per year, giving opportunity to discuss issues relating to the course.
- Students are given constructive feedback on all assessments to help them develop and improve.
- All students are provided with a college email account and have access to the internet and VLE. Students can access this remotely.
- The College provides a counselling service to all students who are experiencing problems with college life or home life. Students are informed of this service during induction.
- The College provides a careers service for all students provided by the Careers Department.
- All students are allocated a personal tutor and a personal tutorial time slot. The students have the opportunity to discuss their progress and pastoral care along with any issues that may affect their performance.
- The College has a very active students union which provides the students with support throughout their studies.

Staff associated with the programmes will provide individual support through individual tutorials, meetings or other contact, which could also be carried out electronically.

Full details are available on the College website under the HE Section https://www.src.ac.uk/tm-courses/higher-education-courses, also available within HE Course Handbook available online on the college VLE.

The College currently uses Moodle & Canvas as its Virtual Learning Environments. Each course has a timetabled personal tutorial/advice support and subject module tutorials that will enhance the student's learning experience.

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

Full-time

The students entering the Full-time Foundation Degree will be expected to meet the minimum entry requirements set out below:

- Level 3 qualification equivalent to 64 UCAS tariff points, this must be achieved from a minimum of 1 A2 subject (combinations of AS levels will not be accepted) or equivalent i.e., Subsidiary Diploma, Adult Access in Science
- Mathematics Grade C or above at GCSE
- English Grade C or above at GCSE Level or equivalent

Students with Level 3 NVQ qualifications will be considered on their merits but may be required to undertake additional assessment in Maths and English before being accepted onto the course.

Students who are deemed not to have achieved the required level of Maths and English will be required to complete a Subsidiary Diploma in Engineering, to include a Merit grade in the Mathematics unit, or an Adult Access Course in Science prior to acceptance on the course. This will help develop the numeracy and literacy skills required to successfully complete the course.

Part-time

The students entering the Full-time Foundation Degree will be expected to meet the minimum entry requirements set out below:

- Level 3 qualification equivalent to 56 UCAS tariff points, this must be achieved from a minimum of 1 A2 subject (combinations of AS levels will not be accepted) or equivalent i.e. Subsidiary Diploma, Adult Access in Science
- Mathematics Grade C or above at GCSE
- English Grade C or above at GCSE Level or equivalent

Students with Level 3 NVQ qualifications will be considered on their merits but may be required to undertake additional assessment in Maths and English before being accepted onto the course.

Students who are deemed not to have achieved the required level of Maths and English will be required to complete a Subsidiary Diploma in Engineering, to include a Merit grade in the Mathematics unit, or an Adult Access Course in Science prior to acceptance on the course. This will help develop the numeracy and literacy skills required to successfully complete the course.

The Part-time students will also be made aware that they will be required to undertake a work placement with an appropriate engineering company for a minimum of 14 weeks for 35 hours per week to achieve the Foundation Degree.

Higher Level Apprenticeship

The students entering the Full-time Foundation Degree will be expected to meet the minimum entry requirements set out below:

- Level 3 qualification equivalent to 56 UCAS tariff points, this must be achieved from a minimum of 1 A2 subject (combinations of AS levels will not be accepted) or equivalent i.e. Subsidiary Diploma, Adult Access in Science
- Mathematics Grade C or above at GCSE
- English Grade C or above at GCSE Level or equivalent
- Must be employed full-time with a suitable engineering company

Students with Level 3 NVQ qualifications will be considered on their merits but may be required to undertake additional assessment in Maths and English before being accepted onto the course.

Students who are deemed not to have achieved the required level of Maths and English will be required to complete a Subsidiary Diploma in Engineering, to include a Merit grade in the Mathematics unit, or an Adult Access Course in Science prior to acceptance on the course. This will help develop the numeracy and literacy skills required to successfully complete the course.

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.
All programmes within the College produce a Self-Evaluation Report at the end of each academic year. Evidence to support the production of this report is garnered from a number of mechanisms such as: • Student module reviews • Student /Staff Committee meetings • Student Surveys • National Student Surveys Internal moderation of all modules is carried out to ensure assessments are carried out to the required standard. Review and evaluation of standards is an ongoing element of all higher education provision and quality assurance compliance is a given. A staff appraisal process is carried out each year to assess the performance of the individual lecturer and identify any staff development required in the incoming year. Every 2 years, classroom observations are carried out to assess the pedagogic performance of lectures and any development required.

The College's bespoke Quality Improvement Unit, comprising an experienced team of Teaching and Learning Advisors, guide and support all lecturers to enhance the quality and standards of teaching and learning.

A QAA Higher Education Review was undertaken in April 2018.
The QAA review team formed the following rounded judgements about the higher education provision at Southern Regional College:

- **There can be confidence that academic standards are reliable, meet UK requirements, and are comparable with standards set and achieved in other providers in the UK.**
- **There can be confidence that the quality of the student academic experience meets baseline regulatory requirements.**

The review team did not identify **any areas for development**.
The review team did not identify **any specified improvements.**

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

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: 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.

Level	Study module/unit	Programme outcomes																					
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
4	Engineering Mathematics	x	x						x	x			x	x						x			X
	CAD Techniques			X		x	x				x		x	x			x	x	x				x
	Electrical & Electronic Fundamentals	x	x				x		x				x	x			x	x	x				x
	Programming & Embedded Systems			x			x			x		X	x	x	x			x					X
	Engineering Design			x	x	x	x				x	X				x		x					x
	Pneumatics & Hydraulics	x	x				x			x			x	x			x	x	x		x		
	Professional Studies				x			x	x							x		x	x		x	x	X
	Analogue Electronics	x	x				x			x			x	x			x	x	x	x			

Level	Study module/unit	Programme outcomes																					
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C7	C8	D1	D2	D3	D4
5	Digital Electronics		x	x			x		x				x		x					x	X		
	PLC Automation			x	x		x				x	x			x					X		X	
	Engineering Materials and Applications		X	x						x			x	x	x					x	X		
	Manufacturing Processes			x		x				x	x			x		x				X			
	Mechanical Fundamentals		x				X	x	x				x		x					x	X		
	Industrial Electronics & Applications		x	x			x		x				x		x					x	X		
	CNC/CAM				x	x	x	X			x	x	X		x	x				X			
	Industrial Robotics				x	x	x				x	x			x					X		X	
	BIT & Project Management	x			x			x		X	x		x	x			x			x	x	X	
	Work-Based Learning	x			x			x		X			x	x		x				x			x

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.