# PROGRAMME SPECIFICATION

**PART ONE: FOR STUDENTS**

### *This part of the programme specification is meant for students. Please ensure that it is written in a student friendly style, e.g., use the pronoun ‘You’, avoid terminology students won’t recognise, and keep the information concise and at summary level. Please remove italicised text on completion.*

|  |  |
| --- | --- |
| **Faculty and School/Centre(s) responsible** |  |
| **Title of the programme award** |  |
| **Target Award**  |  |
| **Default Exit Awards** |  |
| **UCAS code (where relevant)** |  |
| **Credit rating per level** |  |
| **ECTS** |  |
| **University Regulations**  | **Regulation and Credit Framework for the Conferment of Awards** |
| **Scheme/Protocols (if applicable)** |  |
| **Suite (if applicable)** |  |
| **Programme Director** |  |
| **Mode of attendance (full time/part time/blended learning/distance learning, etc)** |  |
| **Target recruitment numbers** |  |
| **Details of accreditation by a professional/statutory/regulatory body (if applicable)** |  |
| **Subject Benchmark Statements or other relevant reference point** |  |
| **Date at which this programme specification becomes effective (i.e. first intake under it)** |  |
| **Version number** |  |
| **Date and details of student cohort to which modified programme specification applies (if revision is sought)** |  |

### 1 General introduction to the programme

*Use this section to identify the reasons why a student might like to study this programme or what specific benefits successful completion of the programme might have, such as professional body membership or specialist skills. If the programme helps students acquire specialist knowledge, it may be helpful to identify what a "typical student" may go on to do.*

### 2 What are the aims of the programme?

### *Please summarise from Part Two of the Programme Specification.*

### 3 What should you achieve at the end of the programme?

### *Please summarise from the Programme Learning Outcomes in Part Two of the Programme Specification.*

### 4 What will you study?

*Please summarise the curriculum, in terms of both knowledge and skills.*

### 5 How will you be taught?

### *Please summarise from the Learning, Teaching and Assessment Strategy, and the Work-Based Learning/Distance Learning and Placements and Employability sections of Part Two of the Programme Specification.*

### 6 How will you be assessed?

### *Please summarise from the Learning, Teaching and Assessment Strategy section of Part Two of the Programme Specification.*

### 7 What are the entry requirements?

*Please state the minimum required by the University, not the current tariff.*

### 8 How should you apply and how will you be selected?

### *Please summarise from the Part Two of the Programme Specification.*

### 9 Where will you be taught?

*Please include location, identifying campus(es) and/or collaborative arrangements, excluding potential arrangements.*

**10 How long will you normally need to study to complete this programme?**

*Please include a statement of how many years students will normally need to study, on a full time and/or part time basis, to complete the programme.*

*NB unless there are exceptional reasons, a full-time Master’s degree will be scheduled to last no more than one calendar year from the initial date of registration.*

**11 Does the programme feature progression between levels or stages, and if so, what will you need to achieve to progress from one level or stage to the next?**

**12 What will you need to achieve in order to graduate and how will your overall grade be calculated?**

### 13 Are there any external bodies involved in the development and approval of the programme?

### *Please summarise from Part Two of the Programme Specification. Please delete this section if it is not used.*

# PROGRAMME SPECIFICATION

**PART TWO: FOR THE UNIVERSITY**

### *Please remove italicised text on completion.*

*If you have any difficulties in using this document, please contact your Faculty Director of Quality or the Quality and Standards Office.*

### *This document should be prepared in line with the Regulation and Credit Framework for the Conferment of Awards any relevant scheme protocols and special regulations) and the Quality Manual, and in conjunction with the Standard Information Items for Validation.*

***A note on regulations***

*Unless explicitly stated otherwise, the programme will operate fully in line with the expectations of:*

* *the Regulation and Credit Framework for the Conferment of Awards and the Assessment Procedures Manual*
* *and special regulations or any relevant Scheme Protocols (as identified on page 1 of the Programme Specification)*
* *generic University marking criteria (for undergraduate programmes at levels 4, 5 and 6).*

*Please avoid quoting or paraphrasing these documents. A simple cross-reference will usually suffice.*

*If this programme requires special regulations, you should consult with your Faculty Director of Quality as soon as possible, as these will need to be presented with your validation documentation.*

***A note on Tier 4 (International, non-EU Students)***

### *It is essential that programmes of study do not lead the University to breach Immigration legislation and UKVI guidance or lead Tier 4 (International, non-EU) students to breach the terms of their visas. In particular, it should be noted that:*

* *Tier 4 students must study full time*
* *there is a requirement to monitor Tier 4 student attendance*
* *there is a requirement for supervision during the conduct of any individual study*
* *there may be visa implications should a Tier 4 student leave the UK for placement or for research activities during his or her programme of study.*

*Programme teams should consult with the Immigration Compliance Manager if their programme is likely to be open to Tier 4 students.*

### 1 Programme rationale

*Please provide an overview of for whom the programme is intended, what its underpinning philosophy is and, where relevant, how it relates to other programmes in the scheme/department. Outline any key themes that underpin the programme design. (These themes should weave through the document in the appropriate sections such as aims, learning outcomes, learning, teaching, assessment strategy, etc.)*

### *2 Relationship of the programme with national and subject reference points*

*Please set out how the programme relates to relevant reference points including:*

* *The generic level descriptors annexed to the Regulation and Credit Framework for the conferment of award*
* *Subject benchmark statements (for undergraduate degrees)*
* *Foundation Degree Qualification Benchmark Statement (for foundation degrees)*
* *Master’s Degree Characteristics Document (for Master’s Degrees)*
* *Doctoral Degree Characteristics Document (for doctoral degrees)*
* *Relevant professional, statutory and regulatory body requirements*

### *Please also indicate how advice from external sources (external academics, employers, service-users) and from students has been taken into account in the programme.*

### 3 Aims of the programme

### 4 Programme Learning Outcomes

*Please rename the sections to indicate the precise exit point. Section 4a should be the final programme learning outcomes. Sections 4b – 4c are exit award outcomes. Add the name of the other exit awards where there are square brackets. If there is only one exit award, please delete 4c. If there is no exit award, please delete 4b and 4c.*

**4a Stage/ level / Programme Learning Outcomes [Programme title]**

On successful completion of the programme, students will be able to:

### 4b Stage / Level Learning Outcomes [Exit award title]

On successful completion of the [Exit award title], students will be able to:

### 4c Stage/ Level Learning Outcomes [Exit award title]

On successful completion of the [Exit award title], students will be able to:

### 5 *Programme Structure*

*Please provide*

1. *a diagrammatic overview of the programme structure to explain how students will progress through the programme;*
2. *A mapping demonstrating how the modules enable the programme / stage / level learning outcomes to be met.*

### 6 Indicative Annual Calendar

*Please provide an indicative calendar demonstrating how the programme will be delivered to full and part-time students as appropriate: This should set out: start and end dates; module sequence (long/thin or short/fat); assessment deadlines; meetings of boards of examiners and time for resit opportunities.*

### 7 Accreditation of Prior Learning

*It is assumed that this programme follows University policy. If an exemption from the University’s standard arrangements for APL is being sought, indicate why, giving an academic rationale. For Health programmes, where appropriate, please reference the 4 HEI credit recognition agreements and any specific requirements of PSRBs.*

### 8 Entry requirements and selection, application and admission arrangements in addition to standard University requirements

*If appropriate, please include a statement that entry requirements are in line with standard University entry requirements, which are linked in the* ***Standard Information Items for Validation****. Alternatively detail admissions requirements that are specific to the programme, suite or scheme. These should be limited to things that must be achieved and, where appropriate, include any additional requirements dictated by a PSRB. Please discuss any arrangements with the Director of Admissions.*

*If appropriate, please include a statement that ’Selection, application and admission arrangements operate in line with the standard arrangements of the University and/or any relevant scheme, which are linked in the* ***Standard Information Items for Validation’.***

*Alternatively, detail any programme-specific requirements (e.g. interviewing if undertaken), and those dictated by a PSRB. Please discuss any arrangements with the Director of Admissions.*

 *Comment here on any specific opportunities for the use of Advanced Standing. Where articulation between a Foundation Degree and a Bachelor’s Degree is proposed, please include details of any bridging programme that will be required.*

### 9 Learning, Teaching and Assessment Strategy

*Please provide an overview of how the specific Learning, Teaching and Assessment Strategy for this programme has been designed to enable students to achieve the Programme Learning Outcomes and to demonstrate this. Describe how the programme has been designed to meet the needs of the particular student population that will be engaging in the programme. It should reflect the underpinning themes of the programme and be reflected in the module Learning and Teaching strategies.*

*Please do* ***not*** *just provide a simple a list of Learning, Teaching and Assessment methods.*

*For an overview table of assessment across the programme you can simply cross-reference the Appendix: Curriculum Set Up.*

### 10 Employability

*Please set out how employability and employability skills, including the University’s Undergraduate or postgraduate skills statements are delivered in the programme.*

### 11 Programme-specific student support and guidance

*Summarise here any arrangements for student support and guidance that are specific to this programme. Consideration should be given to the particular needs of the student population, how the Learning, Teaching and Assessment Strategy will be supported, and the roles of those in the programme with particular responsibilities for the support of students. Relevant supporting documentation may be given in an appendix, if necessary.*

### 12 Work-Based Learning / Distance Learning / Placement Arrangements (if any)

*Please summarise details of arrangements, including how these arrangements support the achievement of the programme aims and learning outcomes and any regulatory body requirements for placement learning (e.g. audit of placements, practice learning facilitator preparation etc). If there is a compulsory placement element to the programme, you should also consider what arrangements can be made for students who are unable to complete the placement through no fault of their own.*

*If the proposed programme, or any of its constituent modules are to be delivered by distance learning, please describe the means of delivery of the programme, including the implications for access to information technology and other equipment; how students will receive feedback; how students will be able to communicate with members of staff; what staff development will be required in order that programme materials are kept up to date; what are the hardware and software requirements, and what the requirements for support from technical and administrative support staff. A sample of learning materials will need to be presented for approval including a fully worked through module. In this case, please liaise with the Quality and Standards Office.*

### 13 Collaborative Arrangements (if any)

*The UK Quality Code for Higher Education: Chapter B10 Managing Higher Education Provision with other, covers ‘the management of all learning opportunities leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body.’*

*Please consider only current or intended formal collaborative arrangements, excluding potential arrangements, which meet this definition. Placement arrangements should be considered in section 9, above.*

**14 The programme-specific approach to student engagement and programme management**

*What will the Programme Team’s approach be to pro-actively engaging students as partners in the quality assurance and enhancement of the programme (This should take into account he particular nature of the student population of the programme and other factors such as mode of delivery or mode of attendance).*

*In particular, please consider: what arrangements for collective representation will be available? (Please note that the University’s student-staff liaison meeting will apply in full to this programme); how will students be enabled to participate in decision-making relating to the programme?; what evidence will students be provided with in order to support this?; how will student views be sought, and how will the issues raised be addressed?; how will students find out about the action taken in response to their feedback?; how will the programme ensure that the views of “hard to reach” groups of students are enabled to participate in the quality assurance of the programme; how will you know whether your efforts to engage students are being successful?*

*Please describe any other management or advisory arrangements that are specific to this programme. For example, this may include the use of employers or service users involved in programme management committees or any special management arrangements where the programme sits within a special scheme or suite of programmes. Relevant supporting documentation may be given in an appendix, if necessary.*

### 15 Programme-specific resources

### *Please describe any programme-specific resources – including human resources – upon which the programme will rely and explain the role that these resources will play in supporting the programme.*

### 16 External Professional, Statutory and Regulatory Bodies (PSRBs) (if any)

*Please specify any arrangements with PSRBs, including details of PSRB approval, annual monitoring or service-user requirements. Relevant supporting documentation may be given in an appendix, if necessary.*

**17 Module descriptors**

*The Module Descriptors must follow the prescribed University Module Descriptor template. Please indicate in the table below which modules are for validation, and which modules are already validated in another programme.*

|  |  |  |
| --- | --- | --- |
| **Level** | **Module Title** | **New /** **Validated in another programme** |
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**18** **Appendices**

There MUST be appendices for each of the following:

1. Details of any proposed or agreed variations from the Regulation and Credit Framework for the Conferment of Awards or Scheme, or from specified Policies and procedures related to the conduct of examinations.
2. Curriculum set up table. This should follow the prescribed University template.
3. Assessment criteria for level 7 and 8 programmes, or for programmes at levels 4, 5 and 6 where the proposed assessment criteria differ from the Generic Assessment Criteria for Undergraduate Programmes, which are linked in the **Standard Information Items for Validation**.

You will also need to provide, in time for the validation event:

* Staff CVs.
* Programme Handbook.
* Programme Planning form (as approved by the Faculty).