

**PROGRAMME SPECIFICATION**

*Guidance is given in the template in red. Please write the details for your module over the guidance notes and delete the red text.*

| Part 1: Information | |
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| Awarding Institution | *Usually ‘UWE’, but vary for international collaborative programmes where relevant.* |
| Teaching Institution | *Any institution or organisation, other than UWE, responsible for delivery of the whole or part of the programme.* |
| Delivery Location | *The institution/organisation where the award will be delivered, and the campus.  Also indicate any split delivery.* |
| Study abroad / Exchange / Credit recognition | *Indicate whether this programme is part of a Study abroad / Exchange / Credit recognition arrangement by stating which applies* |
| Faculty responsible for programme |  |
| Department responsible for programme |  |
| Professional Statutory or Regulatory Body Links | *Any formal links with a named PSRB must be indicated, the the nature of that link (accreditation/ approval/ endorsement/ exemption or re-validation) and relevant dates.* |
| Highest Award Title | *The title of the award as it will appear on the award certificate.* |
| Default Award Title | *A default award will only be available to students who do not meet professional body requirements within the Award. Default awards are at the same level as the named target.* |
| Interim Award Titles | *An exit named award at a level lower than the highest award available (eg Certificate in Higher Education [ …title …]* |
| UWE Progression Route | *For foundation degrees and some collaborative programmes where a specific progression route has been agreed within UWE.* |
| Mode of Delivery | *Programmes eligible for Student Loan Company funding must be one of the following; FT (attendance), PT (attendance), FT (distance learning) or PT (distance learning). Please also indicate if there is a sandwich route* |
| ISIS code/s |  |
| For implementation from | *Date first available to students* |

| Part 2: Description |
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| *The section should set out* ***succinctly*** *and* ***concisely*** *a description of the programme and the main educational aims.*  *These could be broadly thematic, more specific, or a combination of both. It is important however, that the approval panel, can identify clearly which main educational aims are being served by the proposal.  Possible areas which a Team may wish to consider include:*  *Broad aims*  *-      Provision of an overall educational experience*  *-      Preparation for knowledge creation*  *-      Preparation for a specific vocation*  *-      Preparation for employment not tied to any one particular area*  *-      Meeting a particular local or regional need*  *-      Facilitating access to HE etc.*  *Specific aims to elaborate upon might be:*  *-      Innovative design of the curriculum*  *-      Distinctive approach to learning, teaching and assessment*  *-      Particular orientation to an employer sector or market*  *-      Particular links with research or consultancy*  *-     Opportunities for learning outside the formal curriculum including*  *experiential learning and study abroad*  *-     Particular adaptations that have been made to promote access etc* |
| **Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)** |
| *Include a brief statement of any particular features that help define the qualification, especially information on the requirements for successfully passing it. Include learning outcomes, skills, attributes and knowledge associated with the programme of study. The statement* ***must not*** *exceed 100 words and* ***must not*** *include the award title. The statement should be phrased appropriately for an external audience as this is extracted and added to the HEAR Certificate.* |
| **Regulations** |
| Delete one of the following statements as appropriate  A: Approved to [University Regulations and Procedures](http://www1.uwe.ac.uk/students/academicadvice/assessments/regulationsandprocedures.aspx)  *For programmes containing a Level 0 include the following statement;*  It is the Award Board’s responsibility to determine whether the student’s attainment at level 0 is sufficient to progress to level 1.  B: Approved variant to University Academic Regulations and Procedures *(variant regulations MUST be approved by Academic Board and are only used in instances when required to do so by a PSRB or partner requirement. Details of the variant must be clearly listed here).* |

| Part 3: Learning Outcomes of the Programme |
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| *This section should set out what a student is expected to know, understand and be able to do on successful completion of the programme. It will be particularly important for an approval panel to be able to judge the extent to which these reflect the Educational Aims set out in Section 2.*  *The learning outcomes of the programme can either be written directly into the table below or written in full here, clearly numbered, and then the numbers only repeated in the table. There is no need to write your learning outcomes out twice!*  *In the table map your learning outcomes to the modules, clearly indicating with ticks which modules cover which learning outcomes. ALL modules need to be included- please indicate which are compulsory and which are optional using different colors.*  *The Learning Outcomes should be set out under the following four headings:*  *A. Knowledge and Understanding (subject specific)*  *What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.*  *B. Intellectual Skills (generic)*  *Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.*  *C. Subject/Professional/Practical Skills (subject specific)*  *Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.*  *D. Transferable Skills and other attributes (generic)*  *An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.*  *Where academic literacy skills, including information literacy skills, feature in the learning outcomes, it is helpful to indicate how these will be developed throughout the programme, which modules will be the vehicle for these and whether/how they will be assessed.*  *Learning outcomes with an Education for Sustainable Development (ESD) context should be highlighted. There is no expectation that all modules within a programme will consider ESD but in order to meet the expectation that a programme will consider ESD* ***modules at each level of study must explicitly consider ESD****.*   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***Learning Outcomes:*** | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | Module No: | | **A) Knowledge and understanding of:** |  | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | (B) Intellectual Skills |  | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **(C) Subject/Professional/Practical Skills** |  | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | (D) Transferable skills and other attributes |  | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | |
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| **Part 4: Programme Structure** |
| This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time undergraduate student** including:   * level and credit requirements * interim award requirements * module diet, including compulsory and optional modules   *Please edit for programmes containing level 0, integrated masters, postgraduate programmes etc*.  *If the programme is to be delivered at a partner and the delivery pattern will differ please add an additional structure diagram.* |

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| **ENTRY** | Level 1 | Compulsory Modules | Optional Modules | Awards |
| *Module name*  *Module code* | *Normally level 1 should contain only compulsory modules.* | **Interim award**: *(120 credits)* |
| *Module name*  *Module code* |
| *Module name*  *Module code* |
|  | *Module name*  *Module code* |

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|  | Level 2 | Compulsory Modules | Optional Modules | Interim Awards |
| *Module name:*  *Module code:* | *Module name:*  *Module code:* | **Interim award**: *(240 credits)* |
| *Module name:*  *Module code:* |
| *Module name:*  *Module code:* |
| *Module name:*  *Module code:* |

*Add further boxes as required for additional modules*

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|  | Year Out: *use this space to describe optional or compulsory year abroad/ clinical placement/work placement. Remember that all learning achieved during placement that is assessed must be awarded standard credit. All Sandwich awards must incorporate 15 standard credits at level 2 or above that reflect and assess the learning and skills acquired during placement.* |

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|  | Level 3 | Compulsory Modules | Optional Modules | Interim Awards |
| *Module name:*  *Module code:* | *Module name:*  *Module code:* | **Interim award**: *300 credits*  **HIGHEST AWARD:** |
| *Module name:*  *Module code:* |
| *Module name:*  *Module code:* |
| *Module name:*  *Module code:* |
| *Add further boxes as required for additional modules* | | | | |

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| **Part time:**  The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student.**  *If the programme has an approved part time route copy the diagram above, but indicate the structure in terms of Year 1.1, 1.2, 2.1, 2.2 and 3.1 and 3.2.* |

| Part 5: Entry Requirements |
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| The University’s Standard Entry Requirements apply with the following additions/exceptions\*:  *\*delete after ‘apply’ if there are no additions/exceptions*  *For UG programmes, include the following statement:*  Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](http://www1.uwe.ac.uk/whatcanistudy/courses).  *For PG programmes in particular it should be noted that under the Equality Act you can no longer specify age limits or experience minimums. For guidance see the Fair Admissions quick link at* <http://www.spa.ac.uk/>  *Include in this section any AL / AEL requirements to enter the programme.* |
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| Part 6: Reference Points and Benchmarks |
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| Set out which reference points and benchmarks have been used in the design of the programme:  *Please simply list for reference- the design and consultation document will ask for a description of how they have been used.*  [QAA UK Quality Code for HE](http://www.qaa.ac.uk/assuringstandardsandquality/quality-code/Pages/default.aspx)  -Framework for higher education qualifications (FHEQ)  -Subject benchmark statements  -Qualification characteristics for [Foundation degrees](http://www.qaa.ac.uk/en/Publications/Documents/Foundation-degree-qualification-benchmark-2010.pdf) and [Master’s degrees](http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-2010.pdf)  [Strategy 2020](http://www1.uwe.ac.uk/about/corporateinformation/strategy.aspx)  [University policies](http://www1.uwe.ac.uk/aboutus/policies)  Staff research projects  Any relevant PSRB requirements  Any occupational standards |

**FOR OFFICE USE ONLY**

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| First CAP Approval Date | | *Date of first CAP approval* | | | |
| Revision CAP Approval Date  *Update this row each time a change goes to CAP* |  | | Version | *1* | *Link to RIA* |
| Next Periodic Curriculum Review due date | *Academic year in which next Periodic Curriculum Review due (6 years from initial approval or last Periodic Curriculum Review)* | | | | |
| Date of last Periodic Curriculum Review |  | | | | |