



Promoting higher quality

*The Quality Assurance Agency
for Higher Education*

*Guidelines for preparing
programme specifications*

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Guidelines for preparing programme specifications

Background

The Report of the National Committee of Inquiry into Higher Education (the Dearing Report) stressed 'the importance of clear and explicit information for students so that they can make informed choices about their studies and the levels they are aiming to achieve'. The Report recommended 'that clear descriptions of programmes should be developed so that students are able to compare different offerings and make sensible choices about the programmes they wish to take'. The formal recommendation of the Committee was:

We recommend that institutions of higher education begin immediately to develop, for each programme they offer, a 'programme specification' which identifies potential stopping-off points and gives the intended outcomes of the programme in terms of:

- ***The knowledge and understanding that a student will be expected to have upon completion;***
- ***Key skills: communication, numeracy, the use of information technology and learning how to learn;***
- ***Cognitive skills, such as an understanding of methodologies or ability in critical analysis;***
- ***Subject specific skills, such as laboratory skills.***

The Committee considered that programme specifications 'could usefully replace some of the prospectus material that is presently produced'.

Introduction

These **Guidelines** offer help and guidance to those preparing programme specifications. They are not prescriptive; there are many ways in which the intention of the Dearing Committee can be met. They draw on the experience of course teams in a range of disciplines and institutions who have already prepared programme specifications.

What are programme specifications?

A programme specification is a concise description of the intended outcomes of learning from a higher education programme, and the means by which these outcomes are achieved and demonstrated. An outcome is simply a result or consequence of an action or process; the outcome from a learning process is a learning outcome.

Programme specifications should make explicit the intended outcomes in terms of knowledge, understanding, skills and other attributes. They should help students to understand the teaching and learning methods that enable the outcomes to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements to the qualifications framework and to any subsequent professional qualification or career path.

Student choices do not depend on the intended outcomes of programmes alone; there is a range of means of achieving a given set of outcomes, and students, in selecting a programme, should be able to choose that which best suits their learning style and aspirations. Programme specifications should assist them in making that choice.

Programme specifications do not reduce the outcomes of learning to a series of boxes to be ticked. The overall capability of students involves many attributes that interact in complex ways. The programme specification helps to identify those attributes.

Programme specifications may be presented in a number of ways. Open text narrative styles give greater flexibility, while templates offer an institution a consistent 'house style'. Although programme specifications will provide essential information for the Agency's reviews of subject provision, the Agency does not require the specifications to be provided in a particular format. When deciding on the format to be used, an institution or course team should consider how their preferred approach will best enable the specifications to be used in the ways outlined in this guidance.

Programme specifications have benefits that go beyond those of public information and accountability. Preparing programme specifications provides a stimulus to teaching teams to reflect on the aims and intended outcomes of their programmes.

Programme specifications in context

Programme specifications are one of a number of ways in which higher education providers are able to describe the intended outcomes of learning. Subject benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given subject area. The qualifications frameworks provide information about the level and character of programmes leading to particular named awards. Programme specifications will reflect these general points of reference, but as they state the outcomes that should result from successful completion of an individual programme, they are a source of more specific information.

Personal development planning may be supported by programme specifications. A good programme specification will improve student understanding of how and when learning occurs, and of what is being learned, and thereby inform reflection upon personal learning, performance and achievement, and subsequent planning for educational and career development.

Transcripts record the actual units/modules that have been studied by an individual, and achievement in terms of marks/grades and any credit awarded. The learning record of an individual will reflect the content of a programme specification.

Programme specifications provide information on the learning intentions and the process that enables these intentions to be realised. The results of learning are determined through the assessment process and the criteria used to judge whether the outcomes have been achieved. The actual results of learning for an individual learner are embodied in the transcript.

How should programme specifications be used?

- As a source of information for students and potential students seeking an understanding of a programme.
- As a source of information for employers, particularly about the skills and other transferable intellectual abilities developed by the programme.
- By professional and statutory regulatory bodies, who accredit higher education programmes that can lead to entry to a profession or other regulated occupation. Programme specifications should identify those aspects of the programme that are designed to meet the requirements of the relevant body.
- By institutions and teaching teams, to promote discussion and reflection on new and existing programmes and to ensure that there is a common understanding about the aims and intended learning outcomes for the programme. Programme specifications should enable institutions to satisfy themselves that the designers of programmes are clear about their intended outcomes, and that these outcomes can be achieved and demonstrated. Programme specifications can serve as a reference point for internal review and monitoring of the performance of a programme.
- As a source of information for academic reviewers and external examiners who will need to understand the aims and intended outcomes of programmes.
- As a basis for gaining feedback from students or recent graduates on the extent to which they perceived that the opportunities for learning were successful in promoting the intended outcomes.

For which programmes should specifications be written?

The term 'programme' is used in the sense of an institutionally defined curriculum route that leads to a named award. There are many types of programme, but the majority will fall into one of the following categories:

- a single or major subject programme;
- a joint programme, combining two subjects, each with their own learning outcomes;
- an interdisciplinary programme, drawing upon several subjects, but with an integrated set of learning outcomes;
- a multi-disciplinary programme, created by students choosing options or modules within the design rules of a scheme.

Programme specifications should be produced for single/major subject and interdisciplinary programmes.

Programme specifications might be produced for some joint programmes. Alternatively, it may be sufficient to rely upon the programme specifications for the constituent subjects, supported by a short statement of the rationale for the combination, and an indication of the ways in which the outcomes from each subject may reinforce each other. A simple test of whether a specification is required for a two-subject joint programme might be to ask whether the audiences for which programme specifications are intended are able to gain the information they need without one.

Where there are well-defined pathways through a modular structure, that are followed by large numbers of students, it may be sensible to reflect these in programme specifications. Programme specifications can also be constructed to embrace a number of closely related pathways that lead to different named awards as these will be characterised by a similar set of learning outcomes. For the purposes of academic review, the Agency will not expect to see programme specifications for every possible pathway within a modular structure.

Multi disciplinary programmes are more difficult to characterise through programme specifications because the more opportunities for choice there are within the curriculum, the harder it is to state a complete set of knowledge-based outcomes for the programme as a whole. However, the range of choice can be indicated and generic outcomes that are independent of particular bodies of knowledge, can be stated fully. Personal transcripts may be used to provide a retrospective statement of the choices made by a student and the knowledge outcomes embodied in the content of the programme.

Programme specifications can be produced for taught programmes at any level of the HE qualifications frameworks.

What information should be included in a programme specification?

The Agency is not prescribing one particular approach to programme specifications; institutions will wish to consider how they present their programme specifications and determine their content. It is, however, suggested that the following information will normally be included in a programme specification:

- awarding body/institution;
- teaching institution (if different);
- details of accreditation by a professional/statutory body;
- name of the final award;
- programme title;
- UCAS code;
- aims of the programme;
- relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes;
- programme outcomes: knowledge and understanding; skills and other attributes;
- teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated;
- programme structures and requirements, levels, modules, credits and awards;
- date at which the programme specification was written or revised.

In addition, institutions might wish to include:

- criteria for admission to the programme;
- information about assessment regulations;
- indicators of quality;
- particular support for learning;
- methods for evaluating and improving the quality and standards of learning.

The content will need to reflect the type of programme; for example, a programme containing work-based learning will include information about the location of the work-based learning and the learning activities that will be undertaken to enable the outcomes to be achieved and demonstrated.

Issues for consideration in preparing programme specifications

Remember the intended audience

The process of programme specification should ultimately result in documents that are comprehensible to the lay reader, such as a potential student or employer. However, the process through which programme specifications are produced may result in some quite complex documents, for example those mapping module outcomes to overall programme outcomes. These may be of great help to those designing and delivering programmes. They can be used for such internal processes, and they may be of assistance when explaining the design of a programme to academic reviewers. However the end result of the process should be a document that meets the Dearing expectation of a 'clear description' that will facilitate informed student choice.

Module and programme learning outcomes

Outcomes are statements that predict what learners will have gained as a result of learning; they should be linked directly to the knowledge, understanding, skills, capabilities and values that a student will have gained after completing a programme.

In general, modules or other units of study have stated outcomes, often set out in handbooks to inform student choice. These learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, the programme specification is not simply an aggregation of module outcomes. It relates to the learning and attributes developed by the programme as a whole which, in general, should be more than the sum of the parts.

In the course of programme design, it may be helpful to map the outcomes of modules or units of study against the intended outcomes for the programme as a whole, to ensure overall completeness and coherence.

Potential stopping off points

Programmes designed to lead to awards at a given level may have lower level exit points at which intermediate awards may be made. There is no requirement to provide for such stopping off points. Where they exist, they should be defined, perhaps by particular combinations of modules that provide the outcomes needed for the qualification awarded.

Who should write programme specifications?

Producing a programme specification is an academic, rather than an administrative activity. It is an opportunity for a course team to reflect on the aims and intended outcomes of their programmes. The questions posed in Annex 1 are an aid to that reflection. A programme specification can be a tangible output from the process of programme design.

Annex 1

Creating a programme specification: a guide for academic staff

1 *What do we want our students to achieve?*

'What' may include subject knowledge and understanding, a range of intellectual, subject and transferable skills and their application in a range of contexts, perhaps competency to practise, values and other qualities.

Programme outcome statements can be created by completing sentences like:

- This programme is distinctive because it develops...
- The most important values which inform this programme are...
- The academic content of this programme concentrates on...
- The most important intellectual skills developed in the programme are...
- The most useful practical skills, techniques and capabilities developed are ...
- Competency will be developed in...
- The most important ways a student will learn are...
- On completing the programme we want students to know and understand...
- On completing the programme we want students to be able to...

2 *What reference points can we use to show that what we want students to achieve has currency within the academic, professional or employer communities?*

Possible reference points might include:

- institutional mission statements and any institutional policies on the development of general skills in fields such as communication, information technology, team working and career management;
- subject benchmark statements;
- current research or other advanced scholarship carried out by academic staff;
- requirements of professional and statutory regulatory bodies;
- occupational standards in fields where these are relevant;
- qualification descriptors used in the national qualifications frameworks;
- national key skill standards.

3 *How should we use subject benchmark statements?*

Subject benchmark statements provide a helpful starting point when designing a new programme or reviewing an existing programme. However, they are not the sole point of reference, particularly for programmes that do not coincide with the subject definitions used in preparing the benchmark statements.

Institutions should not simply transpose outcomes from benchmark statements into their programme specifications. Benchmark statements are not intended to be draft specifications. Rather, they should be used as a point of comparison, a stimulus to reflection, and a reference against which individual programme specifications may be justified.

4 *How do we expect our students to achieve and demonstrate the intended outcomes?*

Consider the teaching, study and assessment methods used to promote learning. Some methods are more appropriate than others for developing particular types of learning outcome. For example:

Knowledge and understanding of a subject is often developed through lectures and seminars. Such direct teaching methods are usually supported by directed study of textbooks and journal articles (hard copy or electronic) and by assignment or project work. Knowledge and understanding is often assessed through unseen written examinations, but most if not all assessment methods will require some demonstration of knowledge and understanding.

Intellectual skills such as analysis, synthesis, evaluation, and problem solving may be practised and demonstrated through more active learning processes involving assignments or projects, group-learning activity such as a seminar or tutorial, laboratory, workshop, or field-based activity. Assessment of intellectual skills can utilise unseen written examinations or problem-based exercises. Independent project work or research dissertations are typically used to demonstrate capability in a range of intellectual skills linked to specialist knowledge, understanding and practical skills.

Practical skills need to be developed through opportunities to practise the activity in an appropriate learning context (eg in laboratory, field, or workplace placement). Work-books or guidance manuals may also be used to support learning. Assessment of competence in exercising a practical skill must involve practical demonstration of it.

Transferable/key skills, that are readily transferable to employment and other contexts, such as communication, teamwork etc can be developed through naturally arising opportunities within the curriculum. For example, written communication skills can be developed and assessed through essays or dissertations; oral communication skills through presentations in seminars; or team working skills through collaborative projects. Skills may be developed also through extra-curricular activities including work experience, student representative work, and social and cultural activities.

5 *Where can further information be found?*

Programme specifications should make clear that they represent a concise summary of the main features of a programme, and of the learning outcomes that a typical student might reasonably be expected to achieve if full advantage is taken of the learning opportunities provided. The specification should contain a statement of where more detailed information can be found. Institutions that have placed programme specifications on their intranet or web site have sometimes provided links to module guides or course handbooks, where further information may be found.

Annex 2

Programme specifications and subject review

In reviewing subject provision, academic reviewers use a number of questions as prompts. They are set out in full in Annex E of the *Handbook for Academic Review*. Questions from the annex that have a bearing on programme specifications are set out below, with a brief commentary on each group.

Aims and outcomes

1 Evaluation of intended learning outcomes in relation to external reference points and to the broad aims of provision. Reviewers should ask:

- What are the intended outcomes for a programme?
- How do they relate to external reference points including subject benchmark statements, the qualifications framework and any professional body requirements?
- How do they relate to the overall aims of the provision as stated by the subject provider?
- Are they appropriate to the aims?

Commentary - Programme specifications may be used to help explain the aims and outcomes of programmes, show what reference points have been used in the construction of outcome statements and indicate how these outcomes relate to the national qualification frameworks and relevant subject benchmark statements.

2 Evaluation of the means by which the subject provider designs curricula that permit achievement of intended outcomes. Reviewers should ask:

- How does the provider ensure that curriculum content enables students to achieve the intended learning outcomes?
- How does the provider ensure that the design and organisation of the curriculum is effective in promoting student learning and achievement of the intended learning outcomes?

Commentary - Reviewers will look for evidence of the planning and deliberative process through which programme outcomes were determined and the curriculum designed to enable outcomes to be achieved. They will also look for evidence of how teaching teams evaluate whether the curriculum is effective in promoting learning and achievement against intended outcomes.

3 Evaluation of the means by which intended outcomes are communicated to students, staff and external examiners. Reviewers should ask:

- How are the intended outcomes for a programme and its constituent parts communicated to staff, students and external examiners?
- Do the students know what is expected of them?

Commentary - Reviewers will consider the information available to staff and provided to students and external examiners. They might consider how programme specifications are used to promote understanding about the programme outcomes and the other strategies used to communicate information of this type.

Curricula

4 Evaluation of the means by which the subject provider creates the conditions for achievement of the intended learning outcomes. Reviewers should ask:

- Do the design and content of the curricula encourage achievement of the intended learning outcomes in terms of knowledge and understanding, cognitive skills, subject-specific skills (including practical/professional skills), transferable skills, progression to employment and/or further study, and personal development?
- Is there evidence that the curricular content and design is informed by recent developments in techniques of teaching and learning, by current research and scholarship, and by any changes in relevant occupational and professional requirements?

Commentary - Reviewers will look for evidence that the curriculum supports the progressive development of intended outcomes. Programme specifications can be used to show how the curriculum promotes the development of particular outcomes at each level. They may feature new or innovative pedagogic practice, or indicate which curriculum units have been particularly influenced by staff research.

Assessment

5 Evaluation of the assessment process and the standard it demonstrates. Reviewers should ask:

- Does the assessment process enable learners to demonstrate achievement of the intended outcomes?
- Are there criteria that enable internal and external examiners to distinguish between different categories of achievement?
- Can there be full confidence in the security and integrity of assessment procedures?
- Does the assessment strategy have an adequate formative function in developing student abilities?

Commentary - The programme specification provides a starting point for demonstrating how the assessment process enables the programme outcomes to be demonstrated.

Example programme specifications

Introduction

These examples have been selected to illustrate a range of approaches to programme specification in different curriculum contexts. They are examples, not a limited range of approved models. Institutions may well develop other approaches to setting out the information that a programme specification should contain.

- 1 BA(Hons) Scandinavian Studies (single subject)
Example using a template of a four-year single honours programme incorporating a year abroad.
- 2 BA (Hons) and MEng Engineering
Example for a course that is accredited by several professional bodies and which has been referenced to the Engineering benchmark statement.
- 3 BSc (Hons) Radiography
Example of a complete programme specification and a 'curriculum map' to show how programme outcomes relate to the outcomes of individual study units.
- 4 BA/BSc (Hons) Human Geography (major subject)
The examples show how information from a programme specification might be presented in slightly different ways for student and employer audiences.
- 5 BA (Hons) Law (joint subject)
This example has been produced in open text format. It shows how the programme outcomes relate to the outcomes given in the Law benchmark statement.
- 6 BA (Hons) History (single, major, joint minor pathway)
This example shows how a programme specification might embrace a number of curriculum pathways through a subject field. It also includes an example of a curriculum map to show which curriculum units provide opportunities for acquiring, developing and demonstrating specific transferable skills.
- 7 BSc (Hons) Chemistry and Management
This example shows how a programme specification can be created for an integrated combined subject programme.
- 8 MA Training and Development
Example of a negotiated work-based programme. In this type of programme the student determines the specific learning outcomes and the means by which they will be demonstrated and assessed.

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- 5 ***Chantal Stebbings*** University of Exeter
- 6 ***Sally Sokoloff*** University College Northampton
- 7 ***Roy McCosh*** The Robert Gordon University
- 8 ***Elizabeth Beasley and Andy Morgan*** Leeds Metropolitan University

Example 1 Programme specification (core information) in a template format

An on-line version can be found at www.ucl.ac.uk/Scandinavian-studies

1 Awarding institution/body	University College London, University of London
2 Teaching institution	University College London, University of London
3 Programme accredited by	n/a
4 Final award	BA(Hons)
5 Programme	Scandinavian Studies
6 UCAS code (or other coding system if relevant)	R700
7 Relevant QAA subject benchmarking group(s)	Language and related studies (unit 29) <i>(information not available at time of preparation)</i>
8 Date of production/revision	January 2000

9 Educational aims of the programme

The programme aims to develop the learner's interest in and knowledge and understanding of the Nordic world, past and present, including its languages, literature, culture and history, and in so doing offers society the resource of intellectually trained individuals capable of acting as bridges of understanding and conduits of knowledge between the Scandinavian and British cultures. Graduates enter employment in a wide range of contexts and become lifelong learners with an appreciation of the value to society of an education in the humanities.

10 Programme outcomes - *The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:*

Knowledge and understanding

A Knowledge and understanding of:

- 1 one of the mainland Scandinavian languages (spoken and written);
- 2 Scandinavian literature past and present;
- 3 the history and culture of the Nordic world;
- 4 the linguistic structures of the Scandinavian languages;
- 5 the position of 2, 3 and 4 above and a wider European and world context;
- 6 key methods and concepts of literary historical and linguistic analysis.

Teaching/learning methods and strategies:

Acquisition of 1 is through small-group classes, tutorials and regular (non-assessed) coursework, with emphasis on group discussions/conversations. Additional support is provided through the self-access facilities for language learning in the Language Centre. The year abroad provides total immersion in the target language and culture.

Acquisition of 2-6 is through a combination of lectures/classes in year/level 1, and subsequently developed through small-group teaching and tutorials in later years.

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.

Assessment:

Testing of the knowledge base is through a combination of unseen written examinations (1-6), assessed coursework (1-6) in the form of essays (2-6) oral examinations (1), other set assignments (4,6) or tasks undertaken under examination conditions (1), extended essays (2-6) and prior disclosure papers (3).

Skills and other attributes

B Intellectual (thinking) skills - able to:

- 1 reason critically;
- 2 apply linguistic, literary and historical concepts;
- 3 identify and solve problems;
- 4 analyse and interpret;
- 5 demonstrate and exercise independence of mind and thought.

Teaching/learning methods and strategies

Intellectual skills are developed through the teaching and learning programme outlined above (and in section 10). Each course, whatever the format of the teaching, involves discussion of key issues, practice in applying concepts both orally and in writing, analysis and interpretation of material, and individual feedback sessions for learners on work produced.

Assessment

The variety of assessment methods employed all place great emphasis (as shown in their assessment criteria) on the learner's ability to demonstrate skills 1-5 through the production of coherent written and oral responses either to problems or tasks set; although not a course requirement, most learners produce at least one extended essay during their studies which provides a perfect vehicle for the demonstration of these skills. Those who do not will still demonstrate them all a number of times individually if not collectively.

Skills and other attributes

C Practical skills - able to:

- 1 retrieve, sift and select information from a variety of sources;
- 2 plan, undertake and report a bibliographically-based piece of research;
- 3 speak, write and read one mainland Scandinavian language at high or near-native levels of proficiency, and able to read and understand orally the others;
- 4 apply key methods and concepts of literary, historical and linguistic analysis.

Teaching/learning methods and strategies

All learners receive initial guidance on how to identify, locate and use material available in libraries and elsewhere. Comprehensive bibliographies are provided for each course at the outset, as are guidelines for the production of coursework essays and extended essays. Classes and tutorials are given on literary, historical and linguistic concepts, and on translation theory. Throughout their studies, learners take classes in their chosen Scandinavian language, as well as the other two after year/level 1. The majority of primary and secondary literature learners are required to read for all courses are in a Scandinavian language. The year abroad further promotes the active learning of language to a high level.

Assessment

Skills 1, 2 and 4 are primarily assessed through both assessed coursework (ie essays produced by learners at home), which form an integral part of the assessment for nearly all courses in Scandinavian literature, history and linguistic studies, and the one or more extended essays learners will write. Additionally, skill 4 is assessed in unseen written examinations in these areas. Language is assessed throughout by orals, coursework and unseen written examination.

D Transferable skills - able to:

- 1 structure and communicate ideas effectively both orally and in writing;
- 2 manage time and work to deadlines;
- 3 participate constructively in groups;
- 4 work independently;
- 5 find information and use information technology;
- 6 be self-reliant;
- 7 assess the relevance and importance of the ideas of others.

Teaching/learning methods and strategies

All courses require regular written work, usually in the form of essays, and regular feedback on this is given to the learner to develop not only their understanding but also their powers of expression (1). Skill 2 is learnt (rather than taught) through the management of time to meet the various and sometimes conflicting deadlines (all notified at the outset of each course) for submission of coursework. Skills 3 and 7 are developed in classes, seminars and tutorials, which rely on discussion and interaction, as well as presentations given by individuals or groups of learners. Skills 4 and 6 are particularly developed during the year abroad, for which learners are prepared in advance. IT skills are largely developed through individual learning.

Assessment

Effective communication of ideas is an important criterion in assessing all areas of a learner's work, and the regular feedback as well as the final mark reflect this. Skills 4, 6 and 7 are assessed by both the coursework and extended essays produced, which, although supervised, are nevertheless the results of independent thought and work/research by the learner. Skill 5 is assessed through the assembly of necessary information for essays, etc, and their production on PCs. Skills 2 and 3 are not formally assessed.

The following reference points were used in designing the programme:

- university teaching and learning policies;
- staff research.

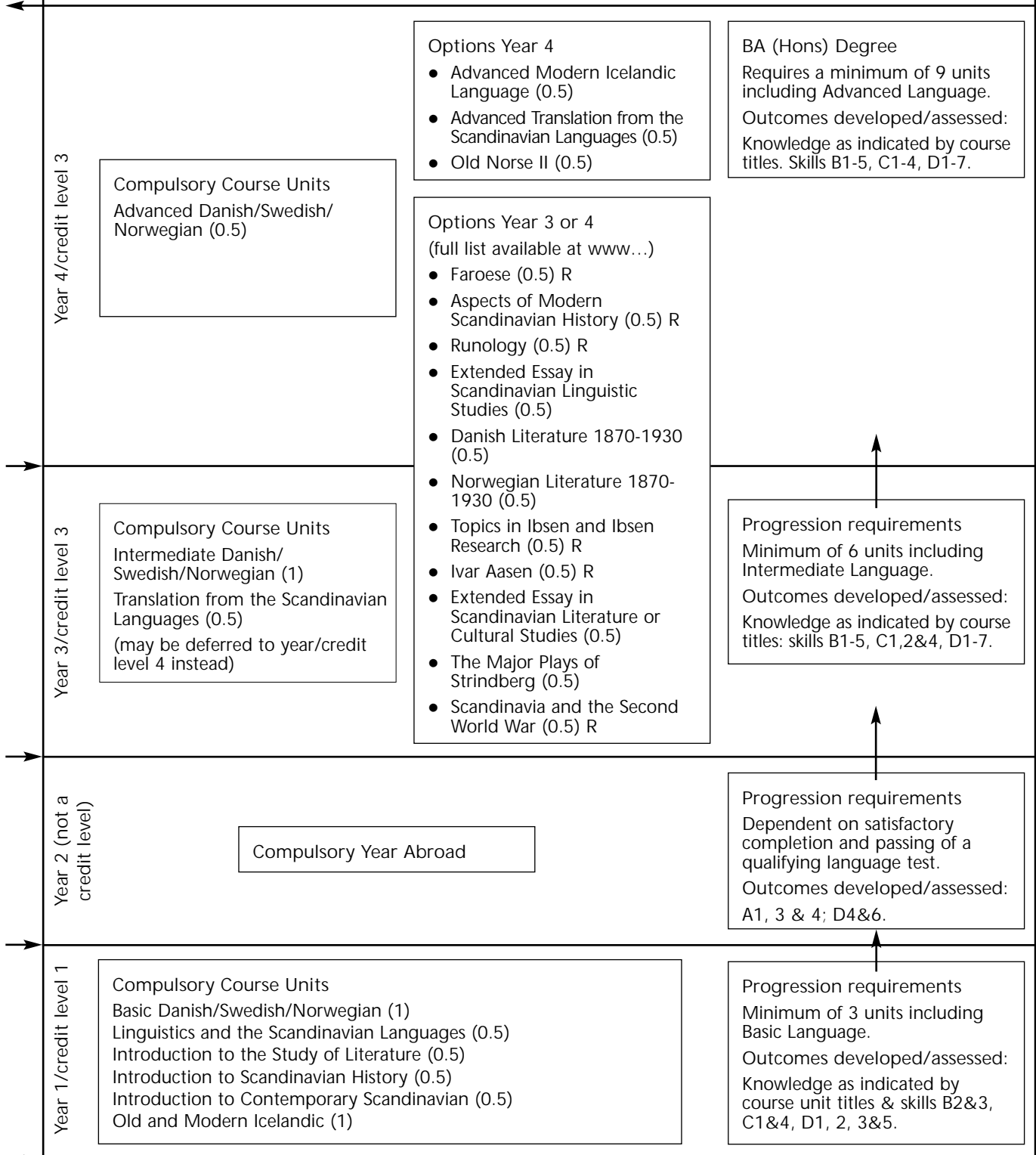
Note: Subject benchmarking information was not available at the time of preparation.

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 he/she 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 the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

11 Programme structures and features, curriculum units (modules), credit and award requirements

The programme is offered in full-time (4 years) and part-time study modes. Entry and progression points are indicated by arrows. All learners take courses to the value of 4 course units in years/credit levels 1,3 and 4, and must study a number of compulsory course units (Year 1/credit level 1 = 4 units; Y3/L3 =1-1.5 units; Y 4/L4 = 0.5 - 1 unit). The remaining programme is constructed from optional course units, chosen by the learner in consultation with their tutors. Individual curriculum pathways may concentrate on literary, historical or linguistic studies (modern and/or medieval), or a combination of some or all of these. The appropriate course-unit credit is awarded for the successful achievement of the learning outcomes for the unit.

The course-unit value for each course is indicated in brackets, eg (0.5). One whole course unit is equivalent to between 200 and 300 hours of learning effort. Course units which are closely linked to the research expertise of staff are indicated by **R**. The programme includes a Year Abroad (currently the second year) in the appropriate mainland Scandinavian country, usually at a folk high school or a university: no formal credit is awarded for this, though completion is a requirement for the award.



Example 2 Programme specification (core information) for programme accredited by a number of professional bodies

The specification also shows how the programme outcomes can be related to the outcomes given in the subject benchmark statement (E).

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 he/she 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 the study module guide, the course handbook or on-line at <http://www.eng.cam.ac.uk/>. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

1 Awarding institution/body	University of Cambridge
2 Teaching institution	University of Cambridge
3 Programme accredited by:	IEE, IMechE, ICE, Royal Aero Soc, IStructE
4 Final award	BA (Hons), MEng
5 Programme title	Engineering
6 UCAS code (or other coding system if relevant)	H100
7 Relevant QAA subject benchmarking group(s)	General Engineering
8 Date of production/revision	February 2000

9 Educational aims of the programme

The programme aims to:

- produce engineering graduates equipped to play leading roles in industry, the professions and public service;
- continue to attract outstanding students, irrespective of race, background, gender or physical disability both from within the UK and from overseas;
- develop new areas of teaching in response to the advance of scholarship and the needs of the community.

10 Programme outcomes - the programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statement for Engineering (E).

Knowledge and understanding

A Knowledge and understanding of:

- 1 Basic Mathematics and Physics that are relevant to Engineering (E);
- 2 The fundamental concepts, principles and theories of Structural, Mechanical and Electrical Engineering (E);
- 3 Business and management techniques that are relevant to engineering and engineers (E);
- 4 Detailed knowledge and understanding of the essential facts, concepts, principles and theories relevant to the student's chosen area of specialisation (E);
- 5 The role of the engineers in society and the constraints within which their engineering judgement will be exercised (E);
- 6 The professional and ethical responsibilities of engineers (E);
- 7 The international role of the engineer and the impact of engineering solutions in a global context (E).

Teaching/learning methods and strategies

Acquisition of 1 and 2 is through a combination of lectures, small group teaching (supervisions), examples classes, laboratory experiments, coursework and projects in years 1 and 2.

Acquisition of 3 is through a combination of lectures, supervisions, coursework and projects throughout the course.

Acquisition of 4 is through a combination of lectures, supervisions, laboratory experiments, coursework and projects in years 3 and 4.

Acquisition of 5 and 6 is through lectures throughout the course and coursework (Professional Group activities) in year 3.

Acquisition of 7 is through a combination of lectures, small group classes, seminars, coursework and projects run directly or supported by the Language Programme for Engineers.

Throughout the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Assessment

Testing of the knowledge base is through a combination of unseen written examinations (1-4) and assessed coursework (1-7) in the form of laboratory experiment write-ups (1, 2, 4), essays (3, 5-7), oral examinations (7), coursework reports (3-7) and project reports and presentations (2, 3, 4, 7).

Skills and other attributes

- B Intellectual (thinking) skills able to:**
- 1 Plan, conduct and report a programme of original research;
 - 2 Analyse and solve engineering problems (**E**);
 - 3 Design a system, component or process to meet a need (**E**);
 - 4 Be creative in the solution of problems and in the development of designs (**E**);
 - 5 Formulate and test hypotheses;
 - 6 Evaluate designs, processes and products, and make improvements (**E**);
 - 7 Integrate and evaluate information and data from a variety of sources (**E**);
 - 8 Take an holistic approach in solving problems and designing systems, applying professional judgements to balance risks, costs, benefits, safety, reliability, aesthetics and environmental impact (**E**).

Teaching/learning methods and strategies
Intellectual skills are developed through the teaching and learning programme outlined above (and in section 11). Analysis and problem solving skills are further developed through examples papers (weekly question sheets issued by course lecturers) and through supervisions (small group teaching).
Experimental, research and design skills are further developed through coursework activities, laboratory experiments, and research and design projects. Individual feedback is given to students on all work produced.

Assessment
Analysis and problem solving skills are assessed through unseen written examinations.
Experimental, research and design skills are assessed through laboratory experiment write-ups, coursework reports and project reports and presentations.

- C Practical skills - able to:**
- 1 Plan and execute safely a series of experiments (**E**);
 - 2 Use laboratory and workshop equipment to generate data (**E**);
 - 3 Analyse experimental results and determine their strength and validity (**E**);
 - 4 Prepare technical drawings;
 - 5 Prepare technical reports;
 - 6 Give technical presentations;
 - 7 Use the scientific literature effectively;
 - 8 Take notes effectively;
 - 9 Write computer programs;
 - 10 Use computational tools and packages (**E**).

Teaching/learning methods and strategies
Practical skills are developed through the teaching and learning programme outlined above (and in section 11).
Practical experimental skills (1-3) are developed through laboratory experiments and project work.
Skill 4 is taught through lectures and developed through drawing coursework exercises.
Skills 5 and 6 are taught through exposition classes in year 1 and then developed through feedback on reports written and presentations made as part of coursework assignments.
Skill 7 is developed through research project work.
Skill 8 is taught through a study skills session held at the start of the course.
Skill 9 is taught through lectures and developed through computing coursework exercises.
Skill 10 is taught and developed through coursework exercises and project work.

Assessment
Practical skills are assessed through laboratory experiment write-ups, coursework reports and project reports and presentations.

- D Transferable skills - able to:**
- 1 Communicate effectively (in writing, verbally and through drawings), also using more than one language (**E**);
 - 2 Apply mathematical skills (algebra, geometry, modelling, analysis);
 - 3 Work as a member of an interdisciplinary team (**E**);
 - 4 Transfer techniques and solutions from one field of engineering to another (**E**);
 - 5 Use Information and Communications Technology (**E**);
 - 6 Manage resources and time (**E**);
 - 7 Learn independently in familiar and unfamiliar situations with open-mindedness and in the spirit of critical enquiry (**E**);
 - 8 Learn effectively for the purpose of continuing professional development and in a wider context throughout their career (**E**).

Teaching/learning methods and strategies
Transferable skills are developed through the teaching and learning programme outlined above (and in section 11).
Skill 1 is taught through exposition classes in year 1 and then developed through feedback on reports written and presentations made as part of coursework assignments.
Skill 2 is taught through lectures and supervisions and developed throughout the course.
Skill 3 is developed through group project work.
Skill 5 is developed through laboratory experiments, projects and other coursework activities and individual learning.
Skill 6 is introduced through a study skills session held at the start of the course and developed throughout the course.
Although not explicitly taught, the other skills are nurtured and developed throughout the course which is structured and delivered in such a way as to promote this.

Assessment
Skill 1 is assessed through coursework reports, presentations and oral examinations.
Skill 2 is assessed primarily through examinations.
Skill 4 is assessed through examinations and through research project work.
The other skills are not formally assessed.

The following reference points were used in creating the programme specification:

- *Engineering subject benchmark statement;*
- *requirements of Engineering professional institutions/bodies.*

11 Programme structures and features, curriculum units (modules), credit and award requirements

The programme is only offered as a full-time course. The course normally lasts for four years and leads at the end of the fourth year to the degrees BA (with honours) and MEng. Entry and exit points are indicated by arrows. All engineers take the same first year course (Part 1A), but there is an element of diversification towards the end of the second year (Part IB). This approach enables students to have a closer look at the options before they choose their specialisation. In the third year (Part IIA) students concentrate on their chosen branch of engineering. Strong specialisation is possible in year four (Part II) when each student chooses 8 modules from about 65. It is possible for a student to leave the course after three years with a BA Honours degree. However, the course is designed around a four-year structure and the student would be leaving his or her training unfinished.

Year 4	<p>Part IIB</p> <p>Each student chooses 8 modules from about 65. The modules on offer vary slightly from year to year, but a typical list of modules (with up to 16 lectures in each) is given below. A major project extends throughout the final year, and can be expected to occupy about half the student's time.</p> <p>Civil, Structural and Environmental Engineering - Surveying, Geotechnical Modelling, Ground Engineering, Foundation Engineering, Structural Dynamics & Earthquake Engineering, Concrete and Masonry Structures, Pre-stressed Concrete, Thin-walled Structures, Structural Steel, Architectural Engineering I, Coastal & Offshore Engineering, Architectural Engineering II.</p> <p>Mechanics and Materials Engineering - Advanced Materials Processing, Designing with Composites, Electrical Materials, Design Methods, Design Case Studies, Advanced Linear Vibration, Random & Non-linear Vibrations, Applications of Dynamics, Continuum Mechanics, Finite Elements, Advanced Tribology, Wave Propagation.</p> <p>Fluid Mechanics and Thermodynamics - Nuclear Power Engineering, Computational Fluid Mechanics, Turbomachinery I, Aircraft Stability & Control, Internal Combustion Engines, Flow Induced Sound & Vibration, Aerodynamics, Environmental Fluid Mechanics, Non-equilibrium Thermodynamics, Flow Instability, Turbomachinery II, Turbulence.</p> <p>Electrical Engineering - Electrical Machines, Power Electronics & Applications, Power Utilisation, Computational Electromagnetics, Quantum Phenomena & Solid State Devices, VLSI Design, Technology & CAD, Electric System Design, Optical Communications, Optoelectronic Technology, Photonic Systems, Optical Fibres & Integrated Optics, Electronic Sensors & Instrumentation.</p> <p>Information Engineering - Control System Design, Multivariable & Optimal Control, Non-linear & Adaptive Control, Control Applications, Digital Communications, Signal Detection & Estimation, Digital Filters & Spectrum Estimation, Image Processing & Image Coding, Medical Imaging & Visualization of 3D Data, Advanced Pattern Processing, Speech Processing, Computer Vision & Robotics.</p> <p>Other Topics - Economic Policy Issues, Industrial Economics & Organization, Operations Research, Marketing, Accounting & Finance, Enterprise & Business Development, Design & Management of Manufacturing Systems, Petroleum Engineering, French, German, Complex Analysis & Variational Methods, Linear Algebra & Optimization.</p>	<p>MEng</p> <p>Requires a minimum of II.2 level performance (50%) across modules taken and independently on the major project.</p> <p>Outcomes developed /assessed at this level include:</p> <p>Knowledge as indicated by course titles. Skills - B1-8, C1-10, D1-8.</p>
Year 3	<p>Part IIA</p> <p>During the first two terms, students study five papers of their choice with at least three chosen from one of the following groups. The remaining two may be taken from any of these groups:</p> <p>A Civil, Structural and Environmental Engineering - Soil Mechanics, Structures, Environmental Engineering, Mechanics of Solids</p> <p>B Mechanical and Materials Engineering - Mechanics of Solids, Engineering Materials and Processing, Mechanics of Machines, Dynamics & Vibrations</p> <p>C Fluid Mechanics and Thermodynamics - Fluid Mechanics I, Fluid Mechanics II, Energy & Power Generation, Dynamics & Vibrations</p> <p>D Electrical Engineering - Electronic Circuits, Power Electronics, Systems & Drives, Electronic & Optical Devices</p> <p>E Information Engineering - Control & Signal Processing, Communications Systems, Computing Systems</p> <p>F Management - Economics, Management Science, Technology, Work & The Environment</p> <p>The third term of the third year is devoted entirely to project work. All students undertake two projects choosing from a variety of design, build & test, computer-based, foreign language and surveying projects.</p>	<p>BA (Hons)</p> <p>Progression requirements</p> <p>Minimum of II.2 level performance (50%) across the papers taken and their associated coursework.</p> <p>Outcomes developed/ assessed:</p> <p>Knowledge as indicated by course titles: Skills - B2-8, C2-10, D1-2, D4-8.</p>
Year 2	<p>Part IB</p> <p>All students study seven core subjects for the first two terms of their second year. These are: Mechanics; Structures; Materials; Fluid Mechanics & Heat Transfer; Electrical Engineering; Information Engineering; Mathematical Methods.</p> <p>The third term contains options, one in each of the main professional engineering activities. Each student chooses two topics from: Aerothermal Engineering (Design of a Jet Engine); Mechanical Engineering (Product Design, Manufacture & Management); Civil and Structural Engineering (Design and Construction of an Underground Space); Information Engineering (Design of a Network Monitor Unit); Electrical Engineering (Design of a Fast Transistor).</p>	<p>Progression requirements</p> <p>Minimum of III level performance (40%) across the papers taken and their associated coursework.</p> <p>Outcomes developed and assessed:</p> <p>A1-3, A5-7, B2-8, C2-6, C8-10, D1-3, D5-8.</p>
Year 1	<p>Part IA</p> <p>All students take the same courses leading to four examinations at the end of their first year: Mechanical Engineering (covering Kinematics & Dynamics, Linear Systems & Vibrations and Thermofluid Mechanics) Structures and Materials Electrical & Information Engineering (covering Linear Circuits & Devices, Digital Circuits & Information Processing and Electromagnetics) Mathematical Methods</p>	<p>Progression requirements</p> <p>Minimum of III level performance (40%) across the papers taken and their associated coursework.</p> <p>Outcomes developed and assessed:</p> <p>A1-3, A5-7, B2-5, B7-8, C2-6, C8-10, D1-2, D5-8.</p>

Example 3 Programme specification containing both core + supplementary information

The content has been designed to meet the requirements of the relevant professional and statutory regulatory bodies. A curriculum map is also provided to show how programme outcomes relate to module outcomes.

1	Awarding institution/body	University of London
2a	Teaching institution University	St George's Hospital Medical School & Kingston
2b	Work-based learning	Combination of experience at a Teaching Hospital, District General Hospitals and Specialist Centres
3a	Programme accredited by:	Radiographer's Board of the Council for Professions Supplementary to Medicine (CPSM) & College of Radiographers.
3b	Programme approved by:	Privy Council
4	Final award	BSc (Honours) Diagnostic Radiography
5	Programme title	BSc (Honours) Diagnostic Radiography
6	UCAS code	B810
7	Subject benchmark statement	Subjects Allied to Medicine
8	Date of PS preparation/revision	January 2000

- 9 Educational aims of the programme
- Provide the students with the knowledge and skills to equip them for a career in diagnostic radiography.
 - Develop the students' competence in applying clinical skills to the practice of radiography.
 - Develop the critical and analytical powers of the student in relation to diagnostic radiography.
 - Provide the student with the skills to adapt and respond positively to change.
 - Develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for graduate employment.
 - Enhance the development of the students' interpersonal skills.
 - Provide education and training that is accredited by the Society of Radiographers/CPSM (Joint Validation Committee).
 - Provide the student with opportunities for shared multidisciplinary learning with medicine, physiotherapy, therapeutic radiography, midwifery and nursing.
 - Assist the student to develop the skills required for both autonomous practice and team-working.

10 Intended learning outcomes - *the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:*

Knowledge and understanding

- A1 Theoretical basis of diagnostic radiography practice.
- A2 Anatomical, biomedical and physiological principles related to human health and disease.
- A3 Current developments in the practice of theory of diagnostic radiography.
- A4 Fundamental concepts of psychosocial science relevant to the student becoming a health team member, practitioner and healthcare educator.
- A5 Theoretical basis of scientific research and clinical audit.
- A6 The context of healthcare provision including the structure and policies of the NHS.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Lead lectures; tutor-led tutorials; student and tutor led seminars and problem-based learning scenarios.

Assessment - coursework; written seen/unseen examinations (MCQ's, SAQ's, EMI's); poster presentation : to provide a basic knowledge of statistical methods and principles used in healthcare literature and promote the ability to appraise it critically

Skills and other attributes

Intellectual skills

- B1 Apply the skills needed for academic study and enquiry.
- B2 Evaluate research and a variety of types of information and evidence critically.
- B3 Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
- B4 Apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge.
- B5 Utilise problem solving skills.
- B6 Analyse, evaluate and interpret the evidence underpinning diagnostic radiography practice critically and initiate change in practice appropriately.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Lead lectures; tutor-led tutorials; student and tutor-led seminars; self-directed learning facilitated by study packs and the use of research-based teaching materials and methods; problem-based learning scenarios.

Assessment - written exam papers; practical exams; coursework (essay); case study analysis; dissertation/report.

Professional practical skills

- C1 Undertake skilled competent, safe, evaluative reflective diagnostic radiography practice.
- C2 Communicate effectively with individuals, relatives, carers, and healthcare professionals establishing professional and ethical relationships.
- C3 Make judgements from the verbal and physical presentation of an individual and evaluate and assess the undertaking of clinical examinations.
- C4 Reflect upon informed decisions about clinical practices consistent with accepted protocols and individual patient's needs.
- C5 Effectively and safely apply transferable skills to the management of individuals, with continual analysis and evaluation of outcome and appropriate modification of intervention.
- C6 Make evaluative judgements on the technical outcomes from imaging procedures and report the findings accordingly.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Radiography demonstration room work; clinical placements; seminars; lectures; problem-based scenarios.

Assessment; transcript analysis; OSCE/OSPE; written exams; seminar demonstrations; clinical portfolio; image assessment & discussion; laboratory report.

Transferable / key skills

- D1 Communicate effectively with a wide range of individuals using a variety of means.
- D2 Evaluate his/her own academic, professional and clinical performance.
- D3 Utilise problem-solving skills in a variety of theoretical and practical situations.
- D4 Manage change effectively and respond to changing demands.
- D5 Take responsibility for personal and professional learning and development (Personal Development Planning).
- D6 Manage time, prioritise workloads and recognise and manage personal emotions and stress.
- D7 Understand career opportunities and challenges ahead and begin to plan a career path.
- D8 Information management skills, eg IT skills.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Transferable/key skills are generally incorporated within modules and related to relevant assessments as appropriate.

Examples of strategies include: lead lectures; tutor-led tutorials; student and tutor-led seminars; self-directed learning facilitated by study packs and the use of research-based teaching materials and methods; problem-based learning scenarios.

11. Programme structures and requirements, levels, modules, credits, and awards

The course is studied over three years full-time. 50% (60 weeks) is University-based and 50% (60 weeks) is work-based in hospitals. Study is undertaken at three levels (one for each year of study). The course is arranged in 8 x 15 week terms. There are 46 study weeks in the first and second year and 30 weeks final year. The course is divided into study units called modules. Each module has a credit value of 30 credits but modules may be subdivided into smaller or amalgamated into larger units (7.5 to 60 credits) according to the subject and nature of learning. Each 30 credit module represents approximately 200 hours of student learning, endeavour and assessment including up to a maximum of 100 hours of teaching. Each level has an equivalent of 120 credits.

An innovative feature of the course is the level 1 multidisciplinary Common Foundation Programme which combines active learning with different health professional groups including medicine, physiotherapy, therapeutic radiography, nursing and biomedical sciences. A distinctive feature of the course is a sustained period of clinical practice designed to assist in developing and demonstrating clinical practice skills. The second and third years both have two terms that are clinically based and one term that is University based. Work-based modules account for 120 credits in total. The study units within the course, the levels at which they are studied, the credit ratings of modules and the awards that can be gained are shown below. Modules in which Personal Development Planning is an integral part of the learning process are shown with an underscore. Details of each module can be found at www...

HE Level 1	units of study	credit	potential awards
CFP101Z	Common Foundation Programme	60	
DR101X	Science and Technology I	15	
DR102X	Skeletal Imaging I	15	
DR103X	Visceral Imaging I	15	
DR104X	a) <u>Preparation for Practice</u>	7.5	
	b) Communication I	7.5	CertHE (120 credits)
HE Level 2	units of study	credit	
DR201X	Science and Technology II	15	
DR202X	Skeletal Imaging II	15	
DR203X	Visceral Imaging II	15	
MD201X	a) Research Methods & Ethics	7.5	
	b) Communication II	7.5	
CDR201Y	<u>Clinical Experience I</u>	30	
CDR202Y	<u>Clinical Experience II</u>	30	DipHE (240 credits)

<i>HE Level 3</i>	<i>units of study</i>	<i>credit</i>	
DR301Y	a) Science & Technology III	7.5	
	b) Contemporary Issues in Radiography	7.5	
	c) Applied Pathology	7.5	
	d) Psychology in Healthcare	7.5	
MD302X	a) Interprofessional debates	7.5	
	b) Management	7.5	
MD301Y	Research Project	30	
CDR301X	Clinical Experience III	15	
CDR302Y	Clinical Experience IV	30	<i>BSc (Hons) (360 credits)</i>

12 Support for students and their learning

- Two week induction programme for orientation and introducing study skills.
- Student Handbook and Module Guides.
- Library and study skill packages.
- Staff student ratios for teaching of 12:1.
- Extensive library and other learning resources and facilities at both KU & SGHMS.
- Radiography equipment : three practical rooms equipped with two X-ray machines and processing equipment.
- Clinical education supported by clinical supervisors and assessors located within service provider units.
- Close collaboration between the University and hospital clinical sites via the University Clinical Co-ordinator, Clinical Liaison Tutor scheme and Clinical Liaison Committee.
- Academic liaison staff make regular, planned visits to the clinical placements to support and collaborate with students and the clinical supervisors and assessors.
- All students are allocated personal tutors whose role is to assist them with personal problems and to advise on pastoral issues.
- Student email and open personal access to tutorial staff including the Course Director. Access to student counsellors on both the KU and SGHMS sites.
- Access to Teaching and Learning Support Services, which provides assistance and guidance eg dyslexia.
- Opportunities for overseas electives.

13 Criteria for admission

Candidates must be able to satisfy the general admissions requirements of the University of London and of the School of Radiography in one of the following ways :

School/College leavers who have reached 17.5 years on admission

A Levels

- Normally a minimum of 16 points from a minimum of two 'A'Levels excluding General Studies.
- Preference given to 'A' Level in the Sciences (including Geography).
- Five grade 'C' GCSE passes which should include Maths, English Language, Physics or Combined Science.

BTEC: An appropriate National Diploma with a good standing including Merit and Distinction passes in appropriate units.

Irish Learning Certificate: Minimum of six passes at Grade 'C' or above at Higher Level.

Scottish Highers: Minimum of 2 passes at Grade 'C'.

GNVQ Science: Minimum of Merit in Advanced GVNQ in Science at level 3.

Mature and overseas students considered on an individual basis

- Admission with exemptions for advanced standing and Credit Accumulation may be possible.
- Access Courses: Validated access course in appropriate subjects.
- Degree : A degree from a British or Irish University or CNA degree.

Additional requirements

- All students will be screened by the Occupational Health Department to assess their fitness to undertake the clinical component of the degree.
- Student Registration with the Society of Radiographers.
- Declaration of disclosure of any criminal convictions including those outstanding.

14 Methods for evaluating and improving the quality and standards of teaching and learning
Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards -

- Module reviews (feedback questionnaires and staff report).
- Annual course review prepared by course tutor considered by course committee.
- Periodic review and revalidation involving external panel members.
- Course accreditation by PSB.
- First post competency check-list for employers and students.
- Annual staff appraisal.
- Peer teaching observation.
- External Examiner reports.
- Audit of clinical placements
- Annual monitoring by PSB and NHS purchasing commissioners.
- Faculty Learning & Teaching sub-committee

Committees with responsibility for monitoring and evaluating quality and standards

- Staff/Student Consultative Committee.
- Course Committee.
- Clinical Liaison sub-committee.
- Common Foundation Multidisciplinary Committee.
- Academic Quality Assurance Committee.
- Faculty Course Review and Development Committee.
- Academic Course Report.
- Board of Examiners - meets in July and September to consider marks, progression and awards.

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student-staff consultative committee and student representation at the Course Committee.
- Optically read questionnaire evaluation of modules and year end evaluation by group discussion.
- Audit of clinical experience.

Staff development priorities include:

- staff expected to attain Masters degree or higher qualifications;
- staff appraisal scheme and institutional staff development courses;
- updating professional and IT/Computing developments;
- all staff to attain formal teaching qualifications;
- regular course team meetings and comprehensive annual review and planning for forthcoming academic year;
- weekly Research & Journal Forum held for students and staff.

15 Regulation of assessment

Assessment rules & Honours classification

- Minimum pass mark is 45% for each module.
- Overview of assessment details are provided in the Student Handbook and a full assessment brief provided within the Module Guides and final year Research Project Handbook.
- To qualify for the award of Honours Degree, students must complete all the course requirements and must pass all modules.
- The marks from second and third year assessments only will contribute to the final classification of the degree.
- The marks for each module are weighted according to the credit weighting and level of the module.

The weighting of marks contributing to the degree for years 1, 2 and 3 is : 0 1 2.

Summary of grades, marks and their interpretation for honours degree classification

<u>GRADE</u>	<u>MARKS</u>	<u>INTERPRETATION</u>
A	75% - 100%	Marks represent first class performance
B	65% - 74%	Marks represent an upper second class performance
C	55% - 64%	Marks represent a lower second class degree
D	45% - 54%	Marks represent third class performance
E	35% - 44%	Marks represent a fail performance (which could be improved)
F	0% - 34%	Marks represent a fail performance (with major shortcomings)

Role of External Examiners (Visiting Examiners)

Visiting Examiners are appointed by the Academic Board.

Two visiting examiners are appointed from the academic (or clinical) community of diagnostic radiography

The role of visiting examiner is that of moderator. In order to do this they:

- approve examination programmes;
- review course work;
- see all examination scripts;
- attend the Board of Examiners.

16 Indicators of quality and standards

- Diagnostic Radiography education contract renewed in 1998 following contract review by NHS.
- Course validation including accreditation of clinical sites by the Council for Professions Supplementary to Medicine and also the College of Radiographers in 1998.
- Independent review of the quality of educational provision in the School of Radiography by the Quality Assurance Agency subject review process in 1999 achieving an excellent grading of 23 out of a maximum 24 points.
 - Curriculum Design Content and Organisation = 4
 - Teaching Learning and Assessment = 3
 - Student Support and Guidance = 4
 - Student Progression and Achievement = 4
 - Learning Resources = 4
 - Quality Management and Enhancement = 4
- Range of prizes awarded by Service and Industry for student achievement on the courses.
- Investors in People quality kitemark.

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 he/she 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 the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the course can be found in:

- Definitive Course Validation Documents (July 1998);
- Student Handbook;
- Common Foundation Programme Handbook (1999/2000);
- St George's Hospital Medical School Prospectus 2000 and Kingston University Prospectus 2000;
- General Regulations for Students and Programmes of Study (Session 1999-2000);
- Handbook of the Joint Validation Committee;
- QAA Subject Review Report (Professions Allied to Medicine - Radiography) 1999 Kingston University.

Curriculum Map for BSc (Hons) Diagnostic Radiography

Explanation. This map provides both a design aid to help academic and clinical staff identify where the programme outcomes are being developed and assessed within the course. It also provides a check list for quality assurance purposes and could be used in validation, accreditation and external examining processes. Making the learning outcomes transparent. In this way also helps students monitor their own learning, personal and professional development as the course progresses. The map shows only the main measurable learning outcomes. There are many more outcomes detailed in the module specifications and outcomes (eg attitudes and behaviours) that are not assessed.

Modules

Programme outcomes

	Codes	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
LEVEL 1	Common Foundation Programme	CFP101Z		X		X	X	X				X												X		X	
	Science and technology I	DR101X	X		X			X																			
	Skeletal imaging	DR102X	X	X	X			X											X								
	Visceral imaging I	DR103X	X	X	X			X											X								
	Preparation for practice	DR104Xa	X			X		X	X										X					X			
	Communication	DR144Xb				X			X							X				X							
LEVEL 2	Science and technology II	DR201X	X		X			X																		X	
	Skeletal imaging II	DR202X	X	X	X			X											X								
	Visceral imaging II	DR203X	X	X	X			X											X								
	Research methods and ethics	MD201Xa	X			X	X	X	X	X	X	X															
	Communication	MD201Xb				X			X						X												
	Clinical experience I	CDR201Y										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LEVEL 3	Clinical experience II	CDR201Y									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Science and technology III	DR301Ya	X		X			X																			
	Contemporary issues in radiography	DR301Yb			X	X	X	X	X			X											X				
	Applied pathology	DR301Yc	X	X				X																			
	Psychology in healthcare	DR301Yd			X	X		X	X																		
	Interprofessional debates	MD 302Xa				X	X	X	X	X	X	X	X														
LEVEL 3	Management	MD302Xb			X	X	X	X				X	X										X		X	X	
	Research project	MD301Y	X			X	X	X	X	X	X	X												X		X	
	Clinical experience III	CDR301X										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Clinical experience IV	CDR 302Y										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Knowledge and understanding

- A1 Theoretical basis of diagnostic radiography practice
A2 Anatomical, biomedical and physiological principles related to human health and disease
A3 Current developments in the practice of theory of diagnostic radiography
A4 Fundamental concepts of psychosocial science relevant to the student becoming a health team member, practitioner and health care educator
A5 Theoretical basis of scientific research and clinical audit
A6 The context of healthcare provision including the structure and policies of NHS

Intellectual skills

- B1 Apply the skills needed for academic study and enquiry
B2 Evaluate research and a variety of information and evidence critically
B3 Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice
B4 Apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge
B5 Utilise problem solving skills
B6 Analyse, evaluate and interpret the evidence underpinning diagnostic radiography practice critically and initiate change in practice appropriately.

Professional practical skills

- C1 Undertake skilled competent, safe, evaluative reflective diagnostic radiography practice
C2 Communicate effectively with individuals, relatives, carers, and health care professionals establishing professional and ethical relationships
C3 Make judgements from the verbal and physical presentation of an individual and evaluate and assess the undertaking of clinical examinations
C4 Negotiate, implement and justify holistic management plans with an individual or/and carer, which facilitates individual functional rehabilitation within individual psychosocial context
C5 Effectively and safely apply transferable skills to the management of individuals, with continual analysis and evaluation of outcome and appropriate modification of intervention
C6 Make evaluative judgements on the technical outcomes

Transferable/key skills

- D1 Communicate effectively with a wide range of individuals using a variety of means
D2 Evaluate his/her own academic, professional and clinical performance
D3 Utilise problem-solving skills in a variety of theoretical and practical situations
D4 Manage change effectively and respond to changing demands
D5 Take responsibility for personal and professional learning and development
D6 Manage time, prioritise workloads and recognise and manage emotions and stress
D7 Understand career opportunities and challenges ahead and begin to plan a career path
D8 Information management skills eg use of IT

Example 4A Programme specification (core information) for a major subject pathway in a modular scheme

Outcomes statements have been referenced to the Geography Benchmarking Statement (G) and the institution's policy for skill development in the undergraduate modular scheme (I). Examples 4B-4D illustrate how the information in the template can be provided to: 4B - students who are looking for a higher education programme via the on-line UCAS Course Admission Profile; 4C - students who are studying on the programme and 4D - employers who might use such information during recruitment.

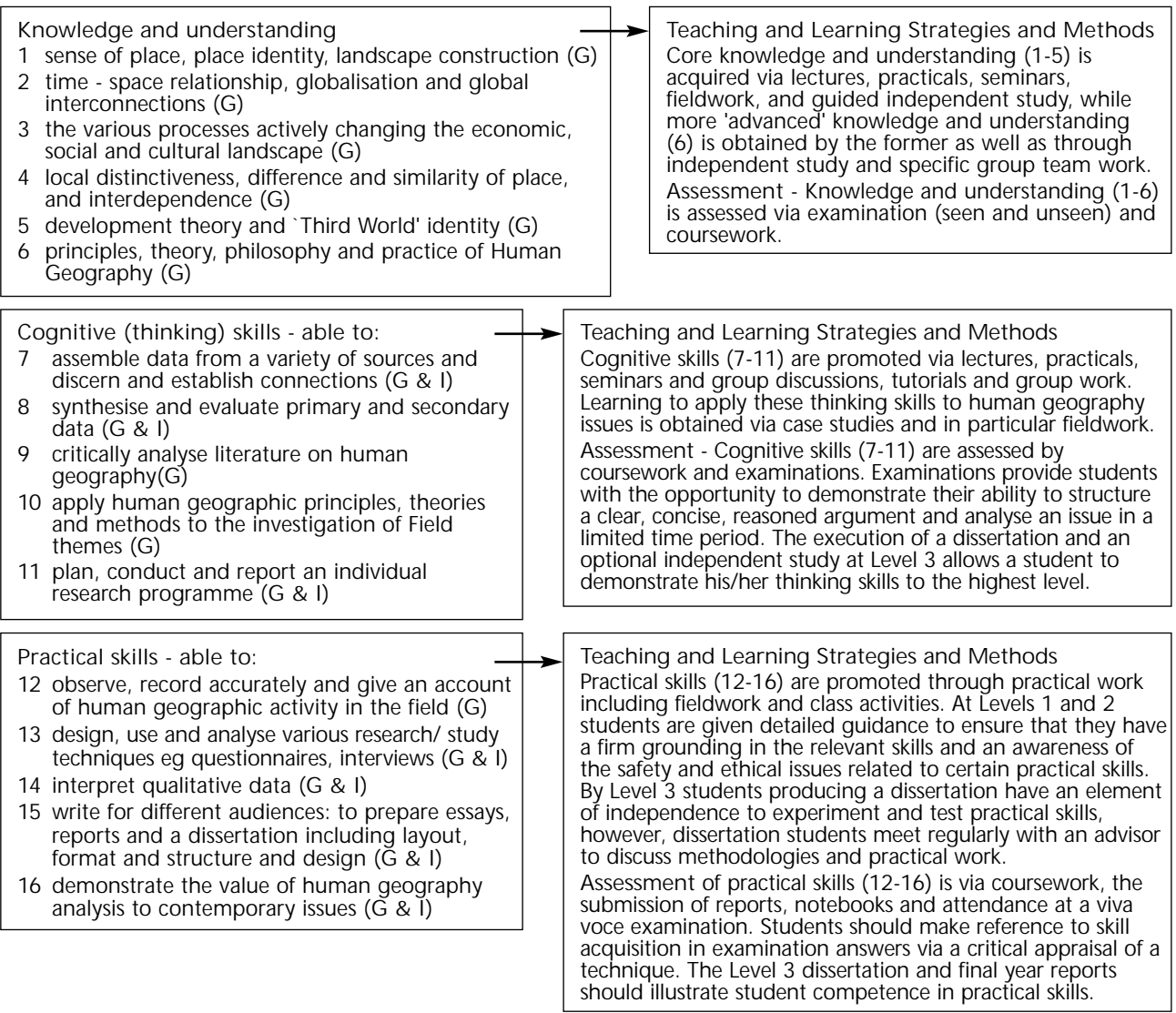
1 Awarding Institution/Body	Cheltenham and Gloucester College of Higher Education
2 Teaching Institution	Cheltenham and Gloucester College of Higher Education
3 Programme Accredited by:	na
4 Final Award	BA (Hons)
5 Name of Route/Pathway or Field	Human Geography (major) + over 20 minor subject fields
6 UCAS Code	L8F8 - Human Geography (major) with Physical Geography (minor)
7 QAA Benchmarking Group	Geography
8 Date of PS production/revision	January 2000 (programme originally validated in 1997)

9 Main educational aims of the scheme or field

The two principal substantive themes in the Human Geography Field are the geography of economic change and the interpretation of social and cultural landscapes. There is a subsidiary theme in development studies. The main aims are:

- to develop the intellectual and practical skills of the student in the collection, analysis, interpretation and understanding of geographic data and information with specific reference to social, cultural and economic aspects of the geographic environment; (G)
- to prepare students for employment in a wide range of contexts or for further study and a career where human geographic knowledge and skills will be applied; (I)
- to enable students to engage with life-long learning, study and enquiry, and to appreciate the value of education to society. (G & I)

10 Programme outcomes - the route/pathway/field provides opportunities for students to achieve and demonstrate the following learning outcomes.



Key skills able to:

- 17 communicate ideas, principles and theories effectively by oral, written and visual means (**G & I**)
- 18 work effectively both in a team and independently on a given geographical project or task (**G & I**)
- 19 apply basic statistical and numerical skills to human geographic information (**G & I**)
- 20 use Information Technology eg Web and Internet, databases, spreadsheets and word processing (**G & I**)

Teaching and Learning Strategies and Methods

Promotion of key skills (17-20) is via scheme-wide compulsory modules at Level 1: Learning Development and Transferable Skills. In addition, Human Geography modules at all Levels encourage students to work independently and in groups with the aim of presenting material in interesting and varied forms (skills 17-20). Numerical skills (19) are introduced at Level 1 and further developed in subsequent Levels dependent on a student's chosen route in the Field. All students develop their information technology skills throughout their time at College.

Assessment of key skills (17-20) is through coursework at all Levels. The introduction (in 1998/99) of student profiles will be used to monitor not only academic work performance but skill acquisition through the degree programme.

11 Route/Pathway/Field requirements, levels, modules, credits and awards

The programme is offered in full-time and part-time mode. Points where students enter, interrupt or leave a programme are indicated by arrows (below).

Human Geography is concerned with interpreting the creation and transformation of space, place and landscape from a wide range of economic, social, political and cultural processes. It is concerned to analyse these processes at different scales - local, national, international and global - and over varying time periods.

Students study two Fields in either major:minor or joint combination (Major: Minor = 15+5 modules, Joint=10 modules in both Fields). The modular programme allows students to structure their programme of study within certain prescribed limits. Major and joint students in Human Geography should satisfy Scheme and Field requirements at each Level to allow them to graduate with their designated degree title, see details below. Compulsory modules at Levels 1 and 2 are pre-requisites for certain Level 2 and 3 modules (see below). Optional modules give students the opportunity to construct individualised 'pathways' of their choice within the Field. All Fields are underpinned by a common compulsory 'skills' programme (2 modules) at Level 1.

Pre-requisites operate for the following modules:

Level 2 modules

Fieldweek
Investigating Society
Landscapes in Transition
Geography of Economic Change

Level 3 modules

Dissertation
Interdisciplinary Study
Society, Space and Social Science
Independent Study

Level 1 Pre-requisites

Making Places and Global Development Issues
Making Places and Global Development Issues
Making Places
Global Development Issues

Level 2 Pre-requisites

Fieldweek and Investigating Society
Fieldweek and Investigating Society
Investigating Society
Investigating Society

Award requirements:

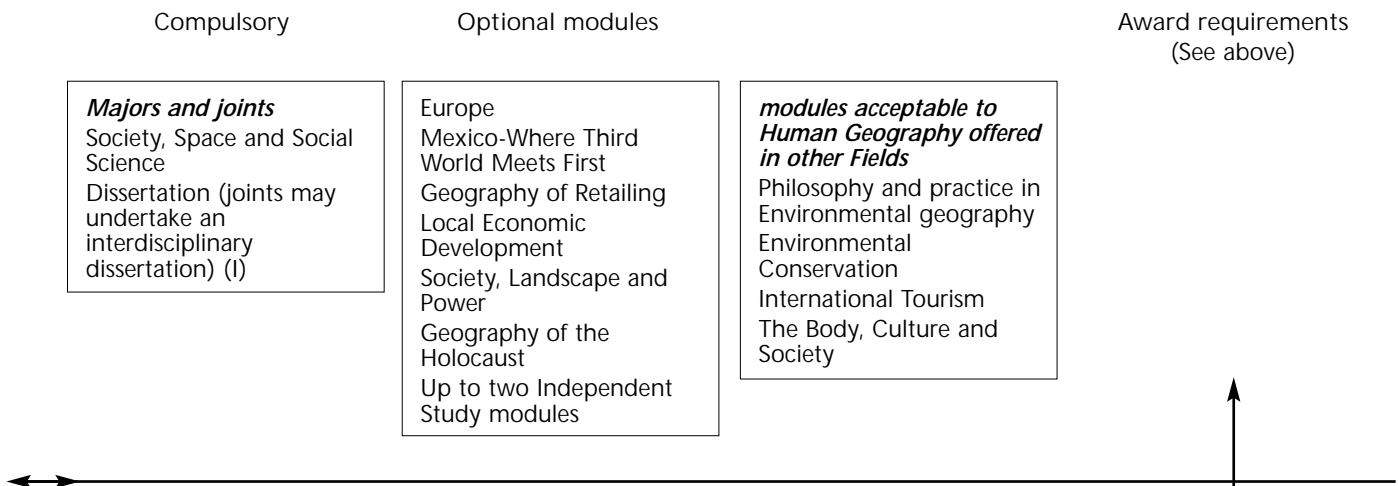
For the Honours Degree Human Geography (major) students should:

- pass 26 module credits (10 at Level 1 and 8 at Level 2 and 8 at Level 3).
- achieve a minimum of 15 module credits in a major field and a minimum of 5 credits in a minor Field. (Joint students must have 10 modules in each of the two joint Fields).
- pass both the Level 1 undergraduate scheme skills modules.
- satisfy the Field progression requirements at Level 1 and 2.
- complete the two credits of dissertation and the Level 3 compulsory module.
- achieve a total of 360 credits.

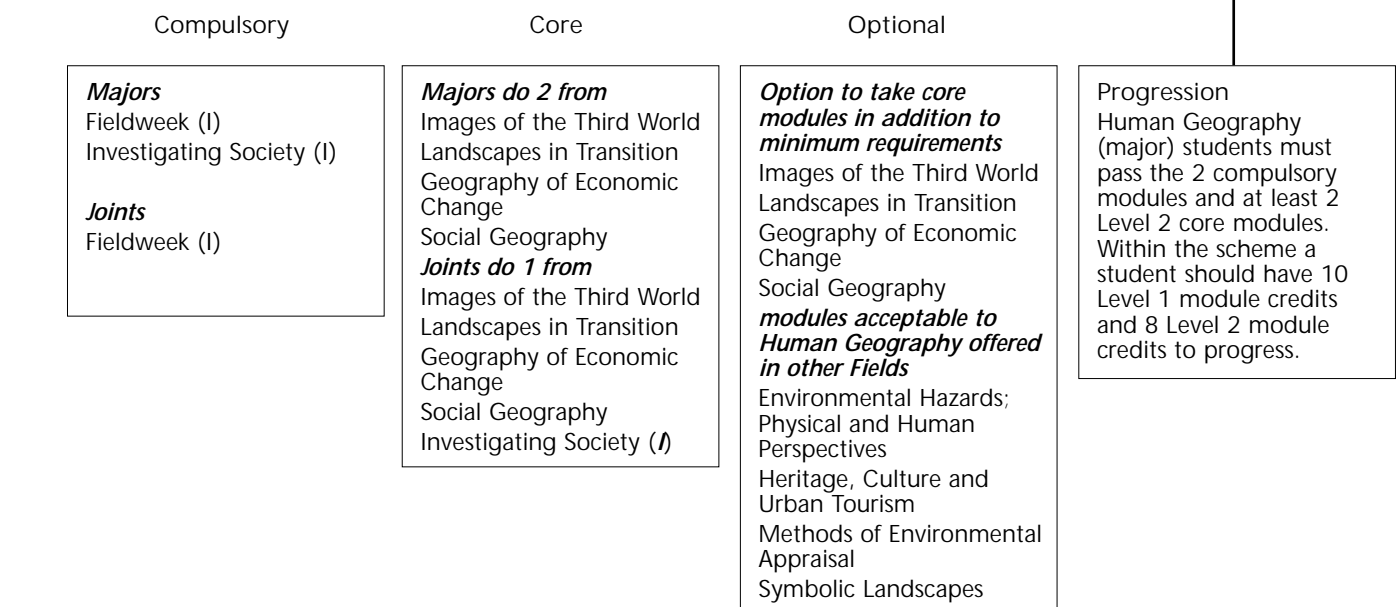
For the Ordinary Degree Human Geography (major) students should:

- pass 22 module credits (10 at Level 1 and at least 12 at Level 2 and 3, including a minimum of 4 at Level 3).
- achieve a minimum of 13 module credits in a major Field and a minimum of 5 credits in a minor Field. (Joint students must have 8 modules in each of the two joint Fields).
- pass both Level 1 undergraduate scheme skills modules.
- satisfy the Field progression requirements at Level 1 and 2.
- achieve a total of 300 credits.

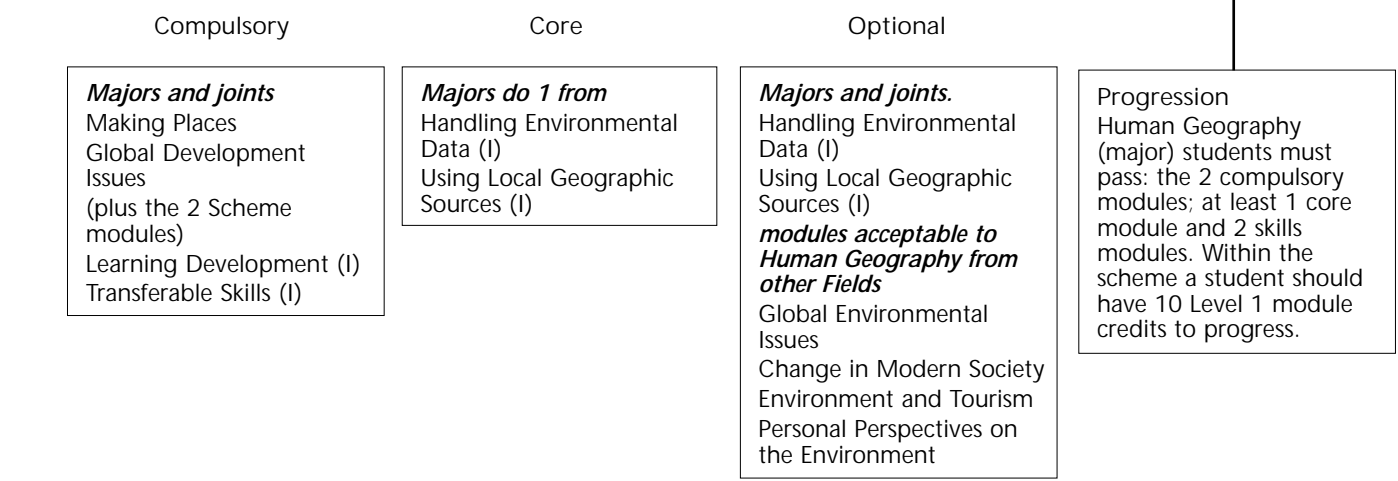
Credit Level 3 Potential Awards - BA and BA (Hons) Degree



Credit Level 2 Potential Award - DipHE



Credit Level 1 Potential Award - CertHE



Example 4B How information in the programme specification (4A) can be provided on-line through the Universities and Colleges Admissions Service (UCAS) web site

This would be particularly helpful to students trying to compare similar programmes in different institutions.

UCAS Course Admission Profile

BA (Hons) Human Geography Cheltenham and Gloucester College of HE

Entry Characteristics

- 'A' Level (minimum of 2 for degree)
- Access Programmes
- A GNVQ
- BTEC National Cert./Diploma
- Combined qualifications
- Mature students

Student Profile

Potential applicants will be expected to show:

- commitment to and enthusiasm for further study in Human Geography
- an interest in contemporary local to global issues
- a willingness to contribute and work in a team
- good communication skills
- a capacity for numerical and textual analytical study
- aptitude for Independent Study

Graduate Output Characteristics

Graduating students will have knowledge and understanding of:

- the meaning of place and landscape construction
- globalisation and how places are connected through time
- the processes actively changing the economic, social and cultural landscape
- local distinctiveness, difference and similarity of place, and interdependence
- development theory and 'Third World' identity
- the principles, theory, philosophy and practice of Human Geography

skills able to:

- collect and record data including the ability to make accurate field observations
- analyse, synthesise, interpret and evaluate data from various sources
- critically analyse literature on human geography
- apply human geographic principles, theories and methods to the investigation of human geography themes
- produce a report from plan to final item
- construct and apply various social survey study techniques eg questionnaires, interviews
- write for different audiences: to prepare essays, reports and a dissertation including layout, format and structure and design
- demonstrate the value of human geography analysis to contemporary issues
- communicate ideas effectively by oral, written and visual means
- work in a team and independently
- apply numerical and statistical techniques of analysis
- use ICT including Web and Internet, databases, spreadsheets and word processing

Work Experience

Students have the opportunity to undertake an Independent Study at Level 3. This can involve carrying out professional skill development in the workplace.

Career Opportunities

Graduates of Human Geography can pursue a variety of careers. Former students work in the following areas: journalism, publishing and the media, management, business recruitment services, the police force, retail management, planning, tourism management, environmental management and teaching.

Links to other subjects within the C&GCHE modular scheme

Human Geography students are able to combine their studies with many other subject areas such as:

Business Management	Computing	English
Environmental Policy	History	Leisure Management
Media Communications	Multimedia	Physical Geography
Sociological Studies	Sport and Exercise Science	Tourism Management

Example 4C Programme specification written for students**What a degree in Human Geography means at Cheltenham and Gloucester College of HE**

Introduction

Human Geography is concerned with interpreting the creation and transformation of space, place and landscape resulting from a wide range of economic, social, political and cultural processes. It is concerned to analyse these processes at a wide range of differing scales - local, national, international and global - and over varying time periods.

Distinctive features of Human Geography at Cheltenham

Your programme will be studied at three Levels (equivalent to year 1, 2 and 3 if you are studying full-time). There are opportunities for fieldwork at Level 1, 2 and 3. At Level 2, there is an opportunity to study and gain practical experience in a Human Geographic environment other than the local Gloucestershire area. At Level 3, the Geography of the Holocaust, a module with one week of residential fieldwork, is unique to Cheltenham. Several innovative teaching styles are used in Human Geography modules which enhance the learning process and encourage you to be actively involved in structuring your learning experience. There is a commitment to close staff/student relationships at all Levels.

Educational Aims

Human Geography at Cheltenham gives you the opportunity to:

- study the patterns and processes of economic change;
- analyse how different groups of people shape and change the landscape; and
- examine development issues and problems in the less developed world.

In addition, you will acquire and develop many valuable practical skills such as the ability to collect, analyse, interpret and understand social and economic data and information. The knowledge and skills you acquire should prepare you for further study or employment and equip you with important life skills. By the end of your studies you should appreciate the value of education to society and to you as an individual.

Learning Outcomes

Learning outcomes describe what you should know and be able to do if you make full use of the opportunities for learning that we provide. If you are studying Human Geography as a major programme -

You will obtain knowledge and understanding of:

- the meaning, character and identity of place, and how landscapes are constructed;
- how the relationship between time and space is vitally important to a study of changes in the world;
- the various processes actively changing the economic, social and cultural landscape;
- local distinctiveness, difference and similarity of place, and interdependence;
- the changing nature of the less developed world;
- the historical development, philosophy, ideas and concepts of Human Geography.

You will acquire and develop the 'thinking' skills which will enable you to:

- gather data from a variety of sources and notice and establish connections;
- synthesise and evaluate data which has been collected by you or others;
- analyse critically published work on human geography;
- apply the ideas of human geography, and know how to carry out fieldwork;
- plan, conduct and report on an individual investigation.

You will acquire and develop the practical skills which will enable you to:

- observe, record accurately and give an account of human geographic activity in the real world;
- design, use and analyse various study techniques eg questionnaires, interviews;
- interpret qualitative data ie data collected from participating in an activity;
- write for different audiences: to prepare essays, reports and a dissertation including layout, format and structure, and design;
- demonstrate the value of human geography analysis to contemporary issues.

You will acquire and develop the key life skills that will enable you to:

- express the ideas you have obtained verbally as well as through written and visual work;
- work effectively both in a team and on your own;
- apply basic statistical and numerical skills to human geographic information;
- use Information Technology eg Web and Internet, databases, spreadsheets and word processing.

Teaching, Learning and Assessment Methods

The curriculum is designed to enable you to acquire and develop your subject knowledge and understanding, thinking, practical and key life skills at three Levels corresponding to the Levels of the National Qualifications Framework being developed by the Quality Assurance Agency. As you progress through the Levels you will be encouraged to expand your understanding and critical appreciation of key human geographic topics. For example, in the analysis of economic geography issues the scale of analysis shifts from the global to the national to the local as you progress through the Levels. In all your studies in Human Geography you will apply theory to case study analysis.

A diverse, carefully planned programme of teaching and learning styles are used in Human Geography. You will attend lectures, participate in seminars and tutorials and carry out practical work, both in class time and out in the field. You will work independently through guided study and use the Internet and computer assisted learning packages. Practical work and fieldwork will give you the opportunity to work in groups while at the same time prepare you for independent fieldwork. At Level 3 you will undertake fieldwork for your dissertation (individual project). You will also participate in group work aimed at developing your ability to work co-operatively with others. You will receive worksheets created to help and direct you in the use of your private study time. Through independent study you should increase your understanding of issues covered in formal class time.

A variety of assessment methods are used in Human Geography. Most modules will have two pieces of assessment which may include essays, reports (individual or collective), posters, 'sample' articles, diaries, field notebooks, literature reviews and seminar papers, seen and unseen examinations. Assessment methods give you the opportunity to demonstrate your understanding of issues to the highest level and your ability to use specialist study skills. Several modules which are of a practical nature do not have an examination; assessment in these modules is usually via staged coursework and can include computer tests, field notebook, oral presentations and Internet work. Some group work related to fieldwork may be assessed via an oral presentation, this work is normally marked by staff and other students in your class, and through the submission of a group or individual report. By Level 3 you will be assessed by more coursework by virtue of the submission of your double dissertation module, and some other modules favour coursework assessment rather than examinations. You will also have the opportunity to negotiate the assessment style of your coursework in selected Level 3 modules.

Pathways, Modules and Credits

Human Geography is part of an undergraduate modular scheme designed to maximise your choice. Your programme will be assembled from modules each of which is equivalent to about 150 hours of total study and is worth 15 credit points towards your degree. You are required to study a total of 26 modules: 10 at Level 1; 8 at Level 2; and 8 at Level 3. At Level 1 you are required to study 2 scheme wide study skills modules. You can study Human Geography as a major, joint or minor part of your programme. To qualify for your named degree a major student must successfully complete 15 modules in Human Geography by the end of Level 3; a joint student must complete 10 modules and a minor student 5 modules.

There are compulsory, core and optional modules in Human Geography - major and joint students must take those modules identified as essential for their designated degree title. Two sample pathways for a major Human Geography student are provided below. (Compulsory modules are in bold type while core modules are underlined).

Pathway 1

In this pathway you can concentrate your studies in the economic and development themes in Human Geography by taking:

Level 1: Making places, Global Development Issues, Handling Environmental Data = 3 modules

Level 2: Fieldweek, Investigating Society, Images of the Third World, Geography of Economic Change, Heritage, Culture and Urban Tourism = 5 modules

Level 3: Dissertation (double module), Society, Space and Social Science, Mexico: Where Third World meets First, Geography of Retailing, Local Economic Development, Europe = 7 modules

Total: 15 modules

Pathway 2

In this pathway you concentrate your studies in the social and cultural landscapes theme in Human Geography

Level 1: Making places, Global Development Issues, Using Local Geographic Sources, Change in Modern Society = 4 modules

Level 2: Fieldweek, Investigating Society, Social Geography, Landscapes in Transition, Symbolic Landscapes, Images of the Third World, Methods of Environmental Appraisal = 7 modules

Level 3: Dissertation (double module), Society, Space and Social Science, Geography of the Holocaust, Society, Landscape and Power, The Body, Culture and Society, Independent Study, Environmental Conservation = 8 modules

Total: 18 modules

Example 4D How information contained in the programme specification template (4A) can be used to inform employers about the general qualities, skills and attributes a graduate will possess.

Such information could be attached to a transcript or job application form.

Employers guide to the BA (Hons) degree in Human Geography (major) at Cheltenham and Gloucester College of HE

Introduction

Human Geography at Cheltenham and Gloucester provides students with opportunities to:

- study the patterns and processes of economic change;
- analyse how different groups of people shape and change the landscape, and
- examine development issues and problems in the less developed world.

The knowledge, practical and general skills acquired by students provide a foundation for further study, help equip them with important life skills and prepare them, in a general sense for the world of work. All C&G students maintain their own personal development plan which helps them reflect upon their own learning, performance and achievement and enables them to plan for their own educational, academic and career development. This process improves students' self-awareness of the qualities, skills and capabilities they are developing through higher education and other life experiences.

Learning Outcomes

Learning outcomes describe what a student should know and be able to do if he or she has made full use of the opportunities for learning that we provide. A student who has completed a BA (Hons) degree in Human Geography as a major or joint programme should possess the following attributes.

Knowledge and understanding of:

- the meaning, character and identity of place, and how landscapes are constructed;
- how the relationship between time and space is vitally important to a study of changes in the world;
- the various processes actively changing the economic, social and cultural landscape;
- local distinctiveness, difference and similarity of place, and interdependence;
- the changing nature of the less developed world;
- the historical development, philosophy, ideas and concepts of Human Geography.

The 'thinking' skills to:

- gather data from a variety of sources and notice and establish connections;
- synthesise and evaluate data which has been collected by the student;
- analyse critically published work on human geography;
- apply the ideas of human geography, and know how to carry out fieldwork;
- plan, conduct and report on an individual investigation.

The practical skills to:

- observe, record accurately and give an account of human geographic activity in the real world;
- design, use and analyse various study techniques e.g. questionnaires, interviews;
- interpret qualitative data ie data collected from participating in an activity;
- write for different audiences: to prepare essays, reports and a dissertation including layout, format and structure and design;
- demonstrate the value of human geography analysis to contemporary issues.

The key life skills to:

- express ideas verbally as well as through written and visual work;
- work effectively both in a team and independently;
- apply basic statistical and numerical skills to human geographic information;
- use Information Technology eg Web and Internet, databases, spreadsheets and word processing.

The graduate profile for C&G Human Geography major students is in-line with the national benchmark statement established for Geography. The programme specification can be found at: <http://www.chelt.ac.uk/gdn/qaa/>

Example 5 Programme specification for one half of a joint programme

Programme outcomes that relate directly to the threshold outcomes in the Law subject benchmarking statement are indicated by *L*.

1	Awarding Institution:	University of Exeter
2	Teaching Institution:	University of Exeter
3	Programme validated by:	Law Society; Bar Council [three foundation subjects]
4	Final Award:	BSc (Hons) (joint) <i>when studied with a science subject like Chemistry</i>
5	Programme Title:	BSc (Hons) Law (Joint)
6	UCAS Code:	FM13
7	QAA Subject Benchmarking Group:	Law
8	Date of production	January 2000

9 Programme Aims

- To provide students with at least a basic knowledge and understanding of selected foundation subjects of English law to enable them to satisfy the requirements set by the Law Society and the Bar Council for the academic stage of legal training with only one further year of legal study.
- To enable students to extend their legal knowledge and understanding beyond the selected foundation subjects by providing other selected law modules in areas which are intellectually or professionally complementary to their scientific studies and which provide some insight into the scientific contextualisation of the law.
- To provide a specific grounding in cognate scientific and legal subjects so as to enable students to appreciate and understand the interface between two technical disciplines and their use in modern industrial society.
- To enable students to identify, locate and critically appraise legal materials.
- To enable students to assimilate extensive documentary legal and some non-legal materials and to extract from them the material points
- To apply the principles of law and legal rules to solve and analyse practical problems, and to reason logically, supporting the process with authority.

L To provide students with the necessary intellectual and practical legal skills, such as analysis, problem-solving and legal reasoning, to enable them independently to achieve a basic understanding of any branch of English law even if they had not previously studied it.

- To provide students with the necessary personal and key skills to enable them to develop as independent, autonomous and reflective individuals.
- To provide students with the opportunity to enhance and develop their written and oral communication skills.
- To prepare students for graduate employment by developing their transferable and problem-based learning skills.

10 Programme Outcomes

Students who gain the award will have demonstrated knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding - a student will be expected to:

- demonstrate at least a basic knowledge of the theory, principles, conceptual framework and methodology of the selected law modules of study.
- L* demonstrate that the law modules of his or her programme have been studied in depth.
- be aware of and understand current developments in English law in the subjects of study.
- demonstrate the basic principles and techniques of legal research in English Law.
- have an understanding of some of the relevant social, economic, political, historical, philosophical, ethical, scientific and cultural contexts within which the law operates.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated: Lectures; tutor-led workshops; tutor-led seminars; prepared problem-based lectures; essays.

Assessment: Seen or unseen written examinations; open-book examinations; assessed essays; dissertation.

Subject-Specific Skills and Other Attributes - a student will be expected to:

- L* identify, locate and retrieve standard legal materials in English law in paper and electronic form.
- L* apply legal knowledge to a practical situation of limited complexity and to draw reasoned and arguable conclusions supported by legal authority.
- L* synthesise information from a number of primary and secondary legal sources to appreciate their relative value and to achieve knowledge and understanding of the law.
- L* recognise and rank legal issues in terms of relevance and importance.

- analyse, evaluate and interpret the principal source materials of English law, namely statutes and law reports, and other relevant materials.
- manage developments and changes in legal matters effectively by creating new and imaginative solutions through approaching a problem or using material in different ways.
- L* make a critical judgement of the merits of particular arguments and make a reasoned choice between alternative solutions or arguments.
- L* work independently in planning and undertaking assignments within legal subjects of study. Modified Law Benchmark.
- L* understand and employ English legal terminology, both orally and in writing, to explain and convey technical legal information at various levels appropriate to the audience.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated: Lectures; tutor-led workshops or seminars; library exercises; essays; prepared problem-based lectures; group project; legal skills programme; library exercises; client interviewing workshops; word processing.

Assessment: Seen or unseen examinations; open/closed book examinations; assessed essays; dissertation.

Key Skills - a student will be expected to:

- L* communicate effectively to others when working in a group.
- L* evaluate and assess his or her own abilities, performance and understanding, to reflect on his or her own learning and to seek advice and feedback.
- give at least a basic oral presentation using some presentation tools.
- L* use some electronic information management tools, which will probably include word-processing, email, use of the WWW and some electronic information retrieval systems.
- utilise problem-solving skills in theoretical or practical contexts.
- take responsibility for his or her own learning and personal and professional development.
- manage time and prioritise tasks by working to strict deadlines.
- and be aware of key career opportunities and the need for forward planning. This is a desirable learning outcome but it is not assessed and students need not demonstrate this in order to obtain even an honours degree.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated: Transferable skills permeate every activity within the programme content and assessment - examinations, presentations, workshops, PESCA (a computer based skills profiling tool used by individuals to identify their own learning and to plan for their own development).

11 Programme Structures and requirements, levels, modules, credits and awards

The programme is studied over three years and is University-based throughout that time. Study is undertaken at three levels, one for each year of study. The programme is divided into units of study called modules. Modules have a credit rating of either 15 or 30 credits, but most are 30 credit and take place over all three terms. Each level comprises 120 credits.

- The innovative feature of this programme is the combination of two discrete disciplines through the study of cognate subjects.
- A distinctive feature of the law component of the programme is the three-tier approach of interactive lectures, student consultations and workshops that emphasise both legal knowledge and understanding as well as the acquisition of legal and interpersonal skills.
- The law modules have been carefully selected to complement the study of a science.
- Students who obtain the degree at least with a second class honours may apply to take the BA (Law) degree in their fourth year. If the appropriate modules are chosen, this provides the same exemptions from the first stage of the law professional examinations as the LL.B degree.

	Units of Study	Credit	Potential Awards
HE Level 1	<i>second subject module</i> <i>second subject module</i> Law of Contract Public Law of UK and EU 1	30 30	
HE Level 2	<i>second subject module</i> <i>second subject module</i> Law of Torts Employment Law	30 30	
HE Level 3	<i>second subject module</i> <i>second subject module</i> Intellectual Property Company Law	30 30 360	BSc (Hons)

Example 6 Programme specification (core information) covering four curriculum routes within a subject field

1	Awarding Institution/Body	University College Northampton
2	Teaching Institution	University College Northampton
3	Programme Accredited by:	na
4	Final Award	BA (Hons)
5	Name of Route/Pathway or Field	History (single, major, joint, minor)
6	UCAS Code (or other coding system if relevant)	see UCN Prospectus
7	QAA Benchmarking Statement(s)	History (QAA unit 31)
8	Date produced/revised	January 2000

9 Main educational aims of the scheme/curriculum routes - pathways

<p>Scheme</p> <ul style="list-style-type: none"> • To provide, for all students, defined academic programmes with clear learning outcomes. • Within a common academic framework, to provide students with opportunities to follow single subject, combined subject, or vocationally oriented programmes of studies which are relevant to their particular interests and needs. • To provide opportunities for students to adjust their programme of studies and to balance this with the need to maintain academic coherence within subjects or vocations. • To facilitate the accumulation of credit for students who move into and out of HE or between full- and part-time study. • To encourage curriculum development which is responsive to the rapidly changing needs of students and employers. 	<p>Routes/pathways</p> <ul style="list-style-type: none"> • To prepare students as participants in society through awareness of national histories and the history of a variety of regions, societies and cultures. • To develop analytical and research skills relevant to a range of careers and professions. • To support the acquisition of knowledge and skills in subjects other than History. • To enrich students' learning capabilities for their individual paths through education and training in later life.
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10 Programme Outcomes

Curriculum pathways within the history domain of the modular scheme provide opportunities for students to achieve and demonstrate the following learning outcomes. Programme outcomes are consistent with the history benchmarking statement.

<p>Knowledge and understanding</p> <ol style="list-style-type: none"> 1 the major historical trends in Early Modern, Modern, and Contemporary history; 2 the history of a range of continents, power blocks, nations and social groups; 3 the occurrence, effects and significance of war as an individual, a group and a national experience; 4 the place of history in constructing and sustaining national identities; 5 the significance of systems of thought and ideologies in shaping the characteristics of societies and nations in particular periods; 6 the function of historical controversy and argument in developing historical understanding; 7 the broad differences and affinities between the various sub-disciplines of history such as political, economic, social, cultural and gender history; 8 the relative significance of primary and secondary sources in the making and understanding of history; 	<p>Teaching/learning strategies & methods</p> <p>Surveys of periods and issues in history, and frameworks for interpreting them, are made in lectures and other tutor-led teaching. Learning is consolidated, exemplified and used in the more student-centred context of workshops, document classes, and seminars.</p> <p>Assessment</p> <p>The assessment of knowledge is particularly sought through examinations and through full-length essay assignments. The testing of historical understanding is focused on essays, but is also achieved through class presentations and discussions.</p>
<p>Cognitive (thinking) skills</p> <ol style="list-style-type: none"> 1 identify different forces in the history of a range of societies and states; 2 explain sequences of events and the working of identifiable historical factors; 3 apply knowledge between different historical topics; 4 formulate and clarify a historical question; 5 challenge received conclusions about topics and controversies; 	<p>Teaching/Learning strategies & methods</p> <p>Lectures or less formal tutor-led exposition in smaller groups aim to set cognitive development in motion. The seminar or workshop discussion is the prime place for learning these skills through practice. The one-to-one tutorial is vital to individual learning of cognitive skills, enabling the tutor and the student to work exactly at the student's level and to set appropriate goals usually in relation to essay preparation and feedback.</p> <p>Assessment</p> <p>Examinations allow the testing of prior cognitive development. However, essays and class presentations are most useful for measuring achievement in this area, as each exposes the student's achievement to comment and feedback, but to different audiences.</p>

Skills and other attributes continued**Practical Skills**

- 1 summarise and order historical chronologies;
- 2 access the value and limits of a wide range of primary documentation and sources;
- 3 summarise and defend an interpretation of an event or controversy in the past;
- 4 work as a group to clarify and give an exposition of a topic;
- 5 use IT to access sources and information and to work with discipline-based software programmes;
- 6 plan and deliver in stages an individual research project;

Teaching/Learning Strategies and Methods.

Skills 1 and 2 are developed through lectures and classes, particularly at Level 1 where document analysis forms part of most of the modules. Skills 3, 4, 5 and 6 are encouraged by teaching but place more weight on student effort and practice. Opportunities for development of these are particularly concentrated in:-

- (a) Methods, modules and the dissertation (Major students and some Joint students)
- (b) Study skills development weeks set by Combined Honours
- (c) Personal tutorials twice a term in which the student is encouraged to overview and discuss with their tutor her/his progress in acquiring skills

Assessment

The dissertation (Single subject and major subject students and some joint students). Document analyses tests in assignments and examinations. Group presentations in many modules, and individual presentation for the dissertation IT, history, software, spreadsheet and database: assessed exercises.

Key Skills

- 1 organise own learning through self-management;
- 2 communicate effectively in writing and verbally;
- 3 work in collaboration with others, both tutors and in groups with fellow students;
- 4 use information media such as libraries, archives and computer networks;

Teaching/Learning Strategies and Methods

Some overt focus on these within all Level 1 modules, but particularly in Level 1 Methods and Skills. Key skills become more integral to practical skills in history at Levels 2 and 3.

Assessment

Key skills (2, 3 and 4) are the central focus of some coursework assignments where information gathering, written and spoken communication, and group work are prioritised.

Programme Outcomes were formulated with reference to the History Benchmarking statement

The Programme Specification uses a different categorisation of learning outcomes to that found in the History Benchmarking Statement. The knowledge and understanding and cognitive skills outcomes are closely related to paragraphs 12 to 21 and 42 of the History Benchmarking statement ('criteria for content,' the historian's skills and qualities of mind' and the 'learning outcomes that should be assessed'). In UCN programmes there is more emphasis on practical skills and key skills than is found in the History Benchmarking statement. These have grown out of the approaches to curriculum design in the Combined Honours scheme at UCN. The pathways approach to providing Combined Honours students with a coherent History course means that a major or joint student would fall short of the full breadth of History listed in field 10 but they should attain a large majority of the core degree-level History outcomes. A separate curriculum map is provided to show the skills mix in different modules.

11 Programme features and requirements, structures, modules, credits and awards

The programme is offered in full-time (3 year) and part-time mode. At Level 1 and Level 2 all students take 100 credits of compulsory modules and 20 credits of designated modules. At Level 3 students take 80 credits of designated taught modules and 40 credits in the dissertation module. Credit is awarded for the achievement of the learning outcomes of the module. The credit value for each module is 20 credits, except at level 3 where the value of the module is 40 credits. One credit represents 10 hours of learning effort.

The way the curriculum is organised, the history curriculum units and their credit value is shown on the accompanying curriculum and award map for the single, major, joint and minor curriculum routes. A separate curriculum map shows how key skills are developed, taught and assessed.

11 Curriculum map - Single Honours Award: BA (Hons) History

STAGE 1

Code	Title	Credits	Status	Pre-Requisites
HIS1003	Early Modern Europe 1500 - 1700	20	Compulsory	None
HIS1002	Culture and Society in Early Modern Europe	20	Compulsory	None
HIS1001	Conflict and Stagecraft in the 20th Century	20	Compulsory	None
HIS1006	Studies in 20th Century World History	20	Compulsory	None
HIS1005	Methods and Skills for History (Foundation)	20	Compulsory	None
HIS1004	Introduction to Women's History	20	Designated	None

Students must take all compulsory modules and either the designated module or a module from elsewhere

STAGE 2

Code	Title	Credits	Status	Pre-Requisites
HIS2001	18th Century English Society	20	Compulsory	Any two level 1 History modules
HIS2006	Victorian Britain	20	Compulsory	Any two level 1 History modules
HIS2002	Colonialism, Slavery and Modernity in Africa and Asia	20	Compulsory	Any two level 1 History modules
HIS2005	South Asia 1650 - 1998	20	Compulsory	Any two level 1 History modules
HIS2003	Methods and Skills for History (Intermediate)	20	Compulsory	Any two level 1 History modules
HIS2004	Religion and Society after 1500	20	Designated	Any two level 1 History modules

Students must take all compulsory modules and either the designated module or a module from elsewhere

STAGE 3

Code	Title	Credits	Status	Pre-Requisites
HIS4001	History Dissertation	40	Compulsory	HIS2003
HIS3004	Heresy, Religious Belief and Conflict in Early Modern Europe	40	Designated	Any two level 2 History modules
HIS3005	Gender and History; England 1600 - 1950	40	Designated	Any two level 2 History modules
HIS3006	Themes in British Social History	40	Designated	Any two level 2 History modules
HIS3007	Colonialism and the Post-Colonial World	40	Designated	Any two level 2 History modules
HIS3008	Themes in Modern German History	40	Designated	Any two level 2 History modules
HIS3009	Nation, Race and War in 20th Century Europe	40	Designated	Any two level 2 History modules

Students must take the compulsory module plus two designated modules

11 Curriculum map for Major, Minor and Joint BA (Hons) awards involving History

STAGE 1

Code	Title	Credits	Status	Pre-Requisites
HIS1003	Early Modern Europe 1500 - 1700	20	Designated	None
HIS1002	Culture and Society in Early Modern Europe ¹	20	Designated	None
HIS1001	Conflict and Stagecraft in the 20th Century	20	Designated	None
HIS1006	Studies in 20th Century World History ²	20	Designated	None
HIS1004	Introduction to Women's History	20	Designated	None

Major, Joint and Minor students must take either HIS1003 and HIS1002 or HIS1001 and HIS1006

STAGE 2

Code	Title	Credits	Status	Pre-Requisites
HIS2003	Methods and Skills for History (Intermediate)	20	Comp: Mj Des: Jt/Mn	None
HIS2006	Victorian Britain	20	Designated	Any two level 1 History modules
HIS2002	Colonialism, Slavery and Modernity in Africa and Asia	20	Designated	Any two level 1 History modules
HIS2005	South Asia 1650 - 1998	20	Designated	Any two level 1 History modules
HIS2001	18th Century English Society	20	Designated	Any two level 1 History modules
HIS2004	Religion and Society after 1500	20	Designated	Any two level 1 History modules

Major students must take the compulsory module HIS2003 plus two or three designated modules

Joint and Minor students take two or three designated modules

STAGE 3

Code	Title	Credits	Status	Pre-Requisites
HIS4001	History Dissertation ³	40	Compulsory for Mj	HIS2003
HIS4002	History Dissertation ⁴	20	Designated for Jt	Any two level 2 History modules
HIS4003	History Interdisciplinary Dissertation ⁵	20	Designated for Jt	HIS2003 or level 2 methods module from other subjects
HIS3004	Heresy, Religious Belief and Conflict in Early Modern Europe	40	Designated	Any two level 2 History modules
HIS3005	Gender and History: England 1600 - 1950	40	Designated	Any two level 2 History modules
HIS3006	Themes in British Social History	40	Designated	Any two level 2 History modules
HIS3007	Colonialism and the Post-Colonial World	40	Designated	Any two level 2 History modules
HIS3008	Themes in Modern German History	40	Designated	Any two level 2 History modules
HIS3009	Nation, Race and War in 20th Century Europe	40	Designated	Any two level 2 History modules
LIT3007	The Condition of England	20	Designated for Joint	
ARC3005	Managing the Industrial Heritage	20	Designated for Joint	
SOC3007	Modernity and Beyond	20	Designated for Joint	
EDU3007	Social History of the Classroom	20	Designated for Joint	

Major students must take the compulsory module HIS4001 plus one 40 credit designated module

Joint students take one 40 credit designated module plus one 20 credit designated module

Minor students take on 40 credit designated module

¹ Must be taken with HIS 1003; ² Must be taken with HIS1001; ³ Cannot be taken with HIS4003 or HIS4002; ⁴ Cannot be taken with HIS4001 or HIS4003

⁵ Cannot be taken with HIS4001 or HIS4002 and must be taken with interdisciplinary dissertation module from a second subject

Curriculum Skills Map for History Modules

	Learning to Learn	Communication	Groupwork	Problem Solving	Self Management	Use of IT	Numeracy
Level 1:							
Conflict and Statecraft in the Twentieth Century	T A	T A	D		D T A	T A	
Studies in Twentieth Century World History	T A	T A	D T A	T	D T A	T A	
Early Modern Europe 1500 - 1700	T A	T A	D T		D T A	T A	D
Culture and Society in Early Modern Europe	T A	T A	D T		D T A	T A	D
Introduction to Women's History	T A	T A	D A	T A	D T	T A	
Methods and Skills for History (Foundation)	T A	T A	T A	D T		T A	
Level 2:							
Eighteenth Century English Society	D A	D T A	T A	D	D A	D	
Victorian Britain	D A	D T A		D	D A		D
Colonialism, Slavery and Modernity in Africa and Asia	D A	D T A		D	D A		
South Asia 1650 - 1998	D A	D T A	T A	D	D A		
Region and Society after 1500	D A	D T A	T A	D	D A		
Methods and Skills for History (Intermediate)		A	T A	T A		D T A	D T A
Level 3:							
Heresy, Religious Belief and Conflict in EM Europe	D	T A	T A	T	D	D	
Gender and History: England 1600 - 1950	D	T A	T A	T	D	D	D
Themes in British Social History	D	T A	T A	T	D	D	D
Colonialism and the Post-Colonial World	D	T A	T A	T	D	D	
Themes in Modern German History	D	T A	T A	T	D	D	
Nation, Race and War in Twentieth Century Europe	D	T A	T A	T	D	D	
Dissertation (40 credit)	D A	D A	A	D A	D A	D	D
Dissertation (20 credit)	D	D A		D A	D A	D	D
Dissertation, interdisciplinary (20 credit)	D A	D A	A	D A	D A	D	D

(T = taught, D = developed, A = assessed)

Example 7 Programme specification (core information) for a curriculum that integrates two subjects

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 he/she takes full advantage of the learning opportunities that are provided. Detailed information on the learning outcomes, curriculum content, teaching, learning and assessment methods for each module can be found in the module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

1 Awarding Institution/Body	Robert Gordon University
2 Teaching Institution	Robert Gordon University
3 Programme Accredited by:	na
4 Final Award	BSc (Hons)
5 Programme Title	Applied Chemistry and Management
6 UCAS Code (or other coding system if relevant)	FN11
7 Relevant QAA Subject Benchmarking Group(s)	1) Chemistry & Business 2) Management Studies <i>(information not used in this example)</i>
8 Date PS produced/ revised	February 2000

9 Educational Aims of the Programme

The main purposes of the programme are to:

- provide rational, flexibly structured and coherent programmes of study which are relevant to the needs of employers, facilitate the professional development of the student and lay the foundations for a successful career to the benefit of the economy and society;
- provide a sound knowledge base in the fields studied and develop the wider process skills of Information Technology, Communication, Problem Solving, Team Working and Time/Task Management;
- foster the development of an enquiring, open-minded and creative attitude, tempered with scientific discipline and social awareness, which encourages lifelong learning.

10 Programme Outcomes - **the programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:**

Knowledge and understanding

A. Knowledge and understanding

- 1 Analytical Chemistry: spectroscopic, thermal and chromatographic techniques of analysis; sampling, statistics and chemometrics.
- 2 Industrial Chemistry: plant design, environmental and economic factors; preparation and properties of polymers, industrial reactors and separation processes, drug design and synthesis.
- 3 Inorganic Chemistry: properties of selected elements, molecular orbital theory, metal complexes and organometallics.
- 4 Organic Chemistry: structures and reactions of aliphatic aromatic and heterocyclic molecules; organic synthesis.
- 5 Physical Chemistry: chemical equilibrium, thermodynamics, kinetics.
- 6 Management: human resource management, business environment, operations management, accounting, business finance, marketing business strategy.

A. Teaching/learning methods and strategies

Acquisition of knowledge is achieved mainly through lectures and directed student-centred learning. Student-centred learning is used where appropriate resource material is available and its role in student learning generally increases as the course progresses. Syllabuses are designed, especially at the higher levels, to permit a degree of student choice and the learning outcomes associated with these student selected topics are achieved through open learning with the student selecting the most appropriate resource material. In all courses understanding is reinforced through tutorial seminar work.

A. Assessment methods and strategies

Assessment methods are specified in each module guide. All learning outcomes in a module are assessed and the mode of assessment is specified for each outcome. In general, apart from practical modules, each module is assessed by a combination of end of semester examination and coursework. The nature of the coursework varies from module to module.

Skills and other attributes

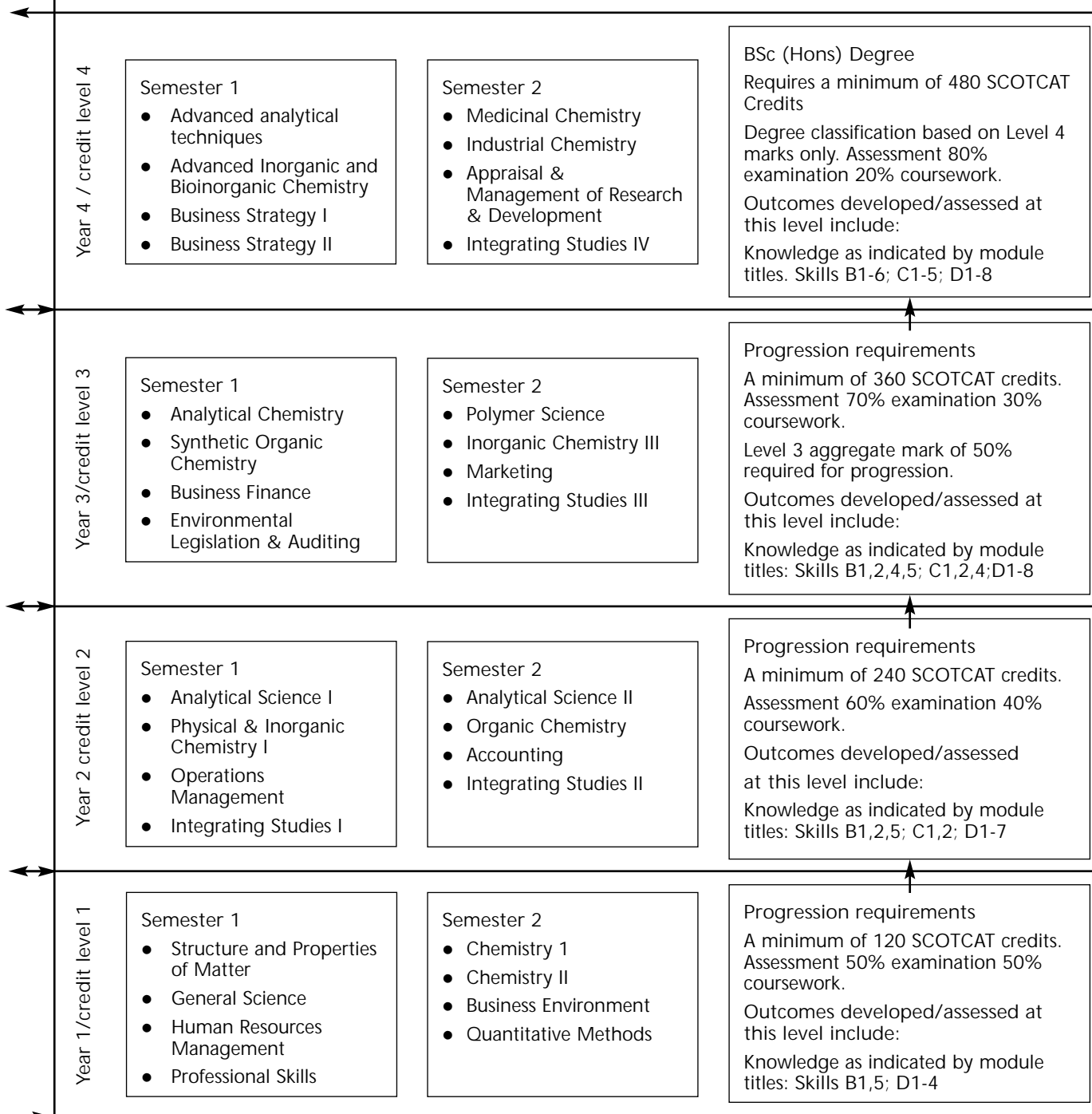
<p>B Intellectual (thinking) skills able to:</p> <ol style="list-style-type: none"> 1 Integrate theory and practice. 2 Synthesise information/data from a variety of sources 3 Formulate and test hypothesis. 4 Apply chemical and management principles to the solution of complex problems. 5 Analyse, evaluate/interpret the results of controlled experiments. 6 Demonstrate the skills necessary to plan, conduct and report a programme of original research. 	<p>B Teaching/learning methods and strategies</p> <p>Intellectual skills are developed through practical project work, tutorial seminar work and coursework assignments. Open-ended practical and project work is designed to permit students to demonstrate achievement of all the learning outcomes in this category.</p> <p>B Assessment methods and strategies</p> <p>Intellectual skills are partly assessed through formal examinations but assessment of coursework and practical project work is the main vehicle for assessment of the higher order skills. A variety of assessment methods are used, including formal reports, essays, oral poster presentations and open-book tests.</p>
<p>C Subject practical skills - able to:</p> <ol style="list-style-type: none"> 1 Manage practical/project work effectively and safely. 2 Apply and critically evaluate the applications/ limitations of modern techniques for chemical analysis. 3 Use advanced theories and concepts to explain chemical processes and business strategies. 4 Propose plausible schemes for chemical syntheses. 5 Assist in the design, implementation and management of chemical processes. 	<p>C Teaching/learning methods and strategies</p> <p>Subject practical skills are developed in a co-ordinated and progressive manner throughout the four levels of the programme. In the lower levels attention is focused on the acquisition of basic skills and safe working practices through prescribed exercises, while at higher levels more advanced techniques and non-prescribed exercises are introduced. The integration of science and management is an important aspect of practical work.</p> <p>C Assessment methods and strategies</p> <p>A variety of assessment methods are used to assess practical skills. These include laboratory diary inspections, oral/poster presentations, formal reports and assessments of accuracy, industry, initiative and professional conduct.</p>
<p>D. Key/Transferable skills</p> <ol style="list-style-type: none"> 1 Capacity to learn in familiar and unfamiliar situations. 2 Communicate effectively by written or verbal means. 3 Numerical and problem solving skills appropriate to a chemist/manager 4 Competent use of Information Technology. 5 Able to work as part of a team. 5 Able to work independently. 7 Project planning and time/task management skills. 8 Enquiring, open minded and creative attitude tempered with scientific discipline and social awareness. 	<p>D Teaching/learning methods and strategies</p> <p>A formal course in Professional Skills, which includes IT, Communication, Study and Information Retrieval Skills is provided at level 1. These skills are further developed in a contextual manner throughout the programme via tutorial/seminar work and coursework assignments.</p> <p>D. Assessment methods and strategies</p> <p>The Professional Skills module is assessed through a number of coursework assignments at Level 1. At higher levels assessment is contextualised through A, B and C above.</p>
<p>Reference Points - The following reference points were used in designing the programme:</p> <ul style="list-style-type: none"> ● University teaching and learning policies ● University Level Descriptors <p>The programme specification has not been referenced to Subject Benchmark statements</p>	

11 Programme structures and features, curriculum units (modules), credit and award requirements

The course is offered in full-time mode (1 Year per Level) and part-time mode for Levels 3 and 4 (2 Years per Level). Students may enter or interrupt their study (with the credits they have accumulated) at the points indicated by arrows. The course forms one route through a multidisciplinary modular scheme with each route leading to a different named award. Transfer between routes is possible during Level 1. Courses are based on a 2 Semester Academic Year with 4 modules being delivered and assessed in each Semester. Each module is rated as 15 SCOTCAT credits (equivalent to 150 hours of student effort). An optional paid 1Year Placement is available between Levels 3 and 4. Students successfully completing the assessments associated with the placement are eligible for a Sandwich Award. Practical aspects of Chemistry and Management are integrated through a series of Integrating Studies Modules. Requirements for progression and the award are indicated for each stage of the course.

Distinctive features:

- Advanced entry possible for suitably qualified applicants.
- Flexible structure enables students to change routes during Level 1.
- Part-time mode of study available for Levels 3 and 4.
- Optional paid 1 Year Industrial placement available between Levels 3 and 4.
- Integrating Studies programme develops a range of transferable skills.
- Honours projects may be carried out in local industry.



Example 8 Programme specification (core information) for a negotiated work-based learning programme

The outcomes listed are general outcomes for the programme. The learners' outcomes are referenced to institutional Level Descriptors. There are no Subject Benchmarking Statements for this type of programme.

<p>1 Awarding Institution / Body</p> <p>2 Supervising institution</p> <p>3 Final Award</p> <p>4 Field of Learning</p> <p>5 Programme Title</p> <p>6 Location of work-based learning</p> <p>7 Date of production/revision</p>	<p>Leeds Metropolitan University</p> <p>Leeds Metropolitan University</p> <p>MA</p> <p>Training and Development</p> <p>Negotiated reflecting field of learning</p> <p>Learner specific (about 80% learning work-related)</p> <p>January 2000</p>
<p>8 Programme Aims</p> <p>The programme aims to develop a broad knowledge and conceptual base in the field of training and development which will enhance the student's ability to make strategic decisions relating to the professional development needs of individuals and organisations.</p>	
<p>9 Programme Outcomes - <i>the programme provides opportunities for students to develop and demonstrate the general outcomes listed below. These will be contextualised with each students Learning Contract</i></p> <p>Formulation of the problem</p> <p>Developed from the initial learning contracts, the problem is identified through the formulation of a detailed learning contract in which a work based learning project is planned. The project will define the knowledge and skills which the student will be capable of mapping against the learning outcomes for the award.</p> <p>Generation and design of possible solutions</p> <p>This will be formulated in the learning contract and will focus on a critical discussion of alternative methodologies including analysis of recent literature, and a justification of the specific method/methodologies chosen to support the design of the possible solutions.</p> <p>Implementation of solutions or responses</p> <p>The implementation of the solution will, in quantitative terms, form the bulk of the student's work. It could take many forms eg the writing of a business plan, the design and implementation of a training needs analysis etc. It would have to:</p> <ul style="list-style-type: none"> a) be of value within the work place and b) have necessitated the development and implementation of the knowledge and skills identified within the learning contract. <p>Evaluation of outcomes</p> <p>In qualitative terms this will be the most important part of the project. The student will demonstrate the ability to reflect not merely on the value of the product, but on the process that led to its production. The student should be able to identify their own learning, be able to demonstrate ways in which they have developed professional practice as a result, and be able to identify future CPD needs.</p> <p>Organisation and presentation of all activities</p> <p>Both the form and timing of the organisation and presentation of all activities will form an important part of the learning contract. Vital elements include the relevance of the activities in the workplace, creativity, the ability to synthesise theory and practice and the ability to be reflexive.</p>	

10 Type of learning activity to enable outcomes to be achieved

Learning activities will be specified in the Learning Contract. They are likely to include:

- Learning how to learn;
- Development of research skills;
- Selecting, reading and reflecting on literature;
- Designing, conducting and evaluating relevant work based learning projects.

Learning sets will facilitate:

- Exploration of self and context, including experience, skills, qualities and knowledge;
- Exploration of personal, vocational, professional and academic aspirations and possible implications for the programme of study;
- Understanding of learning cultures at work and in the university and of different learning styles
- Exploration of the work-based Learning Programme requirements, limitations and opportunities;
- How to put a learning programme together;
- Sharing experiences and support with other students.

University tutors will provide support for:

- An initial exploration of the wider contexts in which their problem-based programme can be set;
- Introduction to sources, resources;
- Appropriate reading and assignments to explore starting level and personal potential;
- Assistance with planning the details of the programme;
- Facets of university based learning.

Employer mentors, where appropriate, will assist in the exploration of:

- Previous learning experience;
- Potential problem areas which could support learning opportunities at work;
- Resources available at work;
- Other support available;
- Relevance of proposed programme to the work-place and the learner's own development.

11 Evidence of the achievement of outcomes.

- 1 Submission of a portfolio which evidences prior certificated and experiential learning and outlines an appropriate programme of work for learning
 - 2 submission of a final Learning Contract which details the programme of learning and the ways in which it will be assessed.
 - 3 The production of artefacts/products and other results of learning identified in the final Learning Contract accompanied by a reflection on the process leading to their production and a discussion of personal CPD needs
- 1 and 2 above are assessed by an approvals board. 3 assessed by an examination board.

Detailed information on the specific learning outcomes, learning activities, and the means of assessment are provided in each Learning Contract.

The records of learning and achievement is included in the credit transcript

12 Programme requirements

The programme is studied in part-time mode typically over three years. Students are required to achieve 120 credit points at M level for Masters degree (up to 60 points allowed for prior learning) and 72 M level credit points for Postgraduate Certificate (up to 36 points allowed for prior learning).

Claims for credit must be prepared, assessed and approved with reference to a specific learning target award. Guidelines are provided to assist learners in preparing their claims.

On admission to the programme each student completes the Work-based Learning Module. This results in the production of a Learning Contract which is submitted to the Approvals Board or Committee in the appropriate Faculty. Learning Contracts follow a standard format and are supported by detailed guidelines and institutional level descriptors.

The programme of each individual is detailed in the transcript.