

QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

1. Target Awardⁱ	
2. Programme Titleⁱⁱ	
3. Exit Awardsⁱⁱⁱ	
4. Programme Team Leader(s)^{iv}	
5. Delivery Model Restrictions^v	<p>Online</p> <p>Blended Learning (classroom based delivery plus online)</p> <p>Flexible Learning (mainly online delivery plus some classroom teaching)</p>
6. Start date^{vi}	
7. Programme Accredited by^{vii} <i>(PSRB or other, if applicable)</i>	
8. UCAS Code^{viii} <i>(If applicable)</i>	
9. Relevant QAA subject benchmark statement^{ix}	
10. Programme Aims^x	

11^{xi}. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
A01 A02 A...		
11b. Intellectual (thinking) skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
B01 B02 B...		
11c. Practical skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
C01 C02 C...		
11c. Practical skills	The means by which these outcomes are achieved and demonstrated	
D01 D02 D...		

12. Graduate Attributes and the means by which they are achieved and demonstrated^{xii}

Graduate Attributes

E01 –

E02 –

E... –

The means by which these outcomes are achieved and demonstrated

13. Learning and teaching methods and strategies^{xiii}

14. Assessment methods and strategies^{xiv}

15. Employability^{xv}

16. Entry Requirements^{xvi}

17. Programme Structure^{xvii}

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)

Level 7

Module Code	Module Title	Credits	Module Type (Core/Option)

18. Subject: ^{xviii}

Select from:

<https://www.hesa.ac.uk/component/content/article?id=1787>



Last Updated:

Annex – Mapping of Intended Programme Learning Outcomes and Modules

Programme Learning Outcomes		Module Type (Compulsory (C) or Option (O))	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	
			Modules															
Level																		
Level																		
Level																		

Programme Learning Outcomes		Module Type (Compulsory (C) or Option (O))	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	
Modules																		

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- ⁱ Insert BA, BSc, MBA etc
- ⁱⁱ This is the programme name e.g. BA Business; MBA (Marketing) etc
- ⁱⁱⁱ List all possible exit awards and the credits required. For Undergraduate programmes this will normally be: Certificate of Higher Education in xxx (120 credits); Diploma of Higher Education in xxx (240 credits); BA/BSc (Ordinary) xxx (300 credits). For Postgraduate programmes, the exit will normally be: Postgraduate Certificate in xxx (60 credits); Postgraduate Diploma in xxx (120 credits).
- ^{iv} Where there is no Programme Team Leader identified the name of the relevant Head of School should be inserted.
- ^v Normally programmes will be available in both Online and Online Plus modes. This box will only be used as an exception where the programme is available in only one format or where it has been created for a specific client or geographic market.
- ^{vi} To be agreed with PVC .
- ^{vii} Insert details of any PSRB which is conferring recognition on the programme.
- ^{viii} To be inserted by Quality .
- ^{ix} Reference to all QAA quality documents used should be included here. Writers must satisfy themselves that they are using the most recent versions and should also consider any draft documents in circulation.
- ^x The Programme Aims are intended to provide a brief, but clear, overall impression of the educational purposes of the programme. This is likely to include a short discussion followed by a series of overarching aims. It is expected that these aims will be couched in general terms but teams should be aware that they will be challenged at validation on how they will be met so it must be possible to articulate links between these general aims and the more specific module learning outcomes.
- ^{xi} This section provides an opportunity to list the things that we expect students to achieve. At a programme level these are likely to be more generalised than at the module level but it should be possible to link the two together and a mapping should be undertaken and inserted in the validation document. Programme teams should also consider the requirements of any benchmark statements in setting learning outcomes. It will be seen that this heading breaks the objectives into different sections. It is recommended that there are not more than 20 in total. Teams should consider the vocabulary used to reflect the level of the programme. Beneath each set of learning outcomes a commentary showing how the programme will facilitate these should be provided. This should make reference to the delivery and learning and teaching strategy.
- ^{xii} Students on Arden University courses are expected to gain a set of graduate attributes. These are detailed on the accompanying guidance notes and programme teams should consider how these will be both achieved and evidenced.
- ^{xiii} A generic statement covering the core method will be available but this section should focus on how the specific programme will support students meet learning outcomes. This might, for example, consider issues such as progression through levels; look at how skills are integrated; consider how practical skills (if relevant) are developed; strategy for the final project/dissertation; or work based elements. It is likely that an edited version from the validation document would be used.

^{xiv} The mix of assessments and their relationship to the learning outcomes should be considered here. Any innovative methods should be highlighted. It is likely that an edited version from the validation document would be used.

^{xv} Many Arden University students are in employment but in this section programme teams should discuss how student employment prospects are enhanced. This may be through skills development or accreditation. The extent to which the programme incorporates skills/knowledge demanded by employers should also be included.

^{xvi} The starting point is that Arden University seeks to recruit students likely to benefit from the programme. Reference should be made to standard entry criteria e.g. 'A' levels (or equivalent) for undergraduate, a degree for postgraduate, and the experiential equivalents used. English language criteria will be assumed to be the Arden University standard unless the proposing team wishes to increase the entry criteria. In such a case approval from the Pro Vice Chancellor must be obtained. If specific qualifications are required, e.g. an undergraduate degree in a specified subject to enter a postgraduate course, this must be made clear. Programme teams should also consider what qualifications would be accepted for entry into top-up awards. Other than top-up entry, APL need not be specifically referred to as this is covered through standard admissions processes. Any special requirements, e.g. work experience, must be explicitly and clearly stated.

^{xvii} Tables should be expanded or deleted as appropriate. Module codes will have been provided by Quality

^{xviii} Using the HESA website please identify the most appropriate subject coding. **PLEASE DELETE FOOTNOTES BEFORE SUBMITTING THIS FORM.**