

QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

*Guidance for the completion of this template is at the end of this document.*



<b>1. Programme Code</b>					
<b>2. Programme Title</b>					
<b>3. Target Award Title</b>					
<b>4. Exit Award Title(s)</b>					
<b>5. Subject area</b>					
<b>6. School</b>					
<b>7. Programme Team Leader(s)</b>					
<b>8. Programme Type</b>					
<b>9. Delivery Model</b>	DL F/T		BL F/T		Apprenticeship
	DL P/T		BL P/T		Other
<b>Where delivery model is identified as 'Other' please provide details</b>					
<b>10. Location of delivery</b>					
<b>11. Proposed Start date</b>					
<b>12. Reference points</b>	<i>To include consideration of professional body requirements and QAA Subject Benchmarks and any other national reference points.</i>				
<b>13. Professional, Statutory &amp; Regulatory Bodies (PSRB)</b>	<i>As appropriate, provide the name of PSRB, outline the level of accreditation and any specific details relating to the implications of Professional requirements; or state NONE.</i>				

<b>14. Programme aims</b>			
<i>Provide a brief outline of the educational aims of the Programme.</i>			
<b>15. Programme Entry Requirements</b>			
<b>16. Graduate Attributes</b>			
<b>17. Learning, teaching and assessment methods and strategies</b>			
Description			
<b>Level</b>	<b>Scheduled</b>	<b>Independent</b>	<b>Assessment</b>
	%	%	%

	%	%	%
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<b>18. Intended programme learning outcomes and the means by which they are achieved and demonstrated</b>		
<b>18a. Knowledge and understanding</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are assessed</b>
A01 A02 A...		Indicate if this is coursework or examination
<b>18b. Intellectual (thinking) skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are assessed</b>
B01 B02 B...		Indicate if this is coursework or examination
<b>18c. Practical skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are assessed</b>
C01 C02 C...		Indicate if this is coursework or examination
<b>18d. Graduate Attributes</b>	<b>The means by which these outcomes are achieved and demonstrated</b>	<b>The means by which these outcomes are assessed</b>
D01 D02 D...		Indicate if this is coursework or examination

19. Programme Structure				
Module Code	Module Title	Credits	Module Type (Core/Option)	Programme Learning Outcomes
<b>Level 4</b>				
<b>Level 5</b>				
<b>Level 6</b>				
<b>Level 7</b>				





## Guidance notes for completing the Programme Specification Form (PSF)

1. **Programme Code** - to be generated by the Registry Team
2. **Programme Title** - the module title must reflect the key aims and content of the module.
3. **Target Award Title** - insert BA (Hons), BSc (Hons), MBA etc
4. **Exit Award Title(s)** - include all exit awards available aligned to the target award.  
For undergraduate programmes the exit will normally be:: Certificate of Higher Education in xxx (120 credits); Diploma of Higher Education in xxx (240 credits); BA/BSc (Ordinary – non-honours) xxx (300 credits).  
For Postgraduate programmes the exit will normally be: Postgraduate Certificate in xxx (60 credits); Postgraduate Diploma in xxx (120 credits).
5. **Subject area** - Identify the subject area that will manage this programme and the subject that reflects external reporting requirements. (Guidance to be provided.)
6. **School** – identify the School that will take responsibility for the quality management of this programme
7. **Programme Leader(s)** – name the member of staff who will take responsibility for the quality management of this module. Where there is no Programme Leader identified the name of the relevant Head of School should be inserted.
8. **Programme Type** - Specialist / Joint
9. **Delivery Model** – identify all delivery models for this programme. Tick all appropriate boxes. **Where delivery model is identified as ‘Other’ please provide details** of how the programme will delivered to include maximum registration period to complete a programme, where there is a prescribed framework and pace of study etc.
10. **Location of BL delivery** – note all locations to be used for delivery
11. **Start date** – note the proposed start date for the delivery of this programme

### 12. Reference points

To include consideration of professional body requirements and [QAA Subject Benchmarks](#) and any other national reference points. Reference to 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.

### 13. Professional, Statutory & Regulatory Bodies (PSRB)

As appropriate, provide the name of PSRB, outline the level of accreditation and any specific details relating to the implications of Professional requirements; or state NONE.

### 14. Programme aims

Provide a brief outline of the educational aims of the Programme and 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.

### 15. Programme Entry Requirements

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 and Admissions

*Committee 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.*

#### **16. Graduate Attributes**

*Students on Arden University courses are expected to gain a set of graduate attributes and programme teams should consider how these will be both achieved and evidenced.*

#### **17. Learning, teaching and assessment methods and strategies**

*This should make reference to the University's learning, teaching and assessment strategy.*

- *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.*
- *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.*

#### **18. Programme Learning Outcomes**

*On successful completion of this module students will be able to achieve.*

- *At programme level learning outcomes 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 provided within this specification. 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.*
- *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.*

**PLEASE DELETE FOOTNOTES BEFORE SUBMITTING THIS FORM.**