

QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

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

1. Programme Code					
2. Programme Title					
3. Target Award Title					
4. Exit Award Title(s)					
5. Subject area					
6. School					
7. Programme Team Leader(s)					
8. Programme Type					
9. Delivery Model	DL F/T		BL F/T		Apprenticeship
	DL P/T		BL P/T		Other
Where delivery model identified as 'Other' please provide details					
10. Location of delivery					
11. Proposed Start date					
12. Reference points					
13. Professional, Statutory & Regulatory Bodies (PSRB)					

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

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18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to: <i>(No more than 10 programme learning outcomes are permitted per programme.)</i>		
1.		Indicate if this is coursework or examination
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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 points 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 points 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 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.*
- *There is to be no more than 10 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.*
- *To note, whilst there must be a relationship between programme learning outcomes and module learning outcomes, these do not need to be like-for-like as this would add additional restraints.*

19. Summary of modules and mapped programme learning outcomes and graduate attributes

List each of the modules that make up the proposed programme and for each module identify the learning outcome and graduate attribute assessed. Note whether the module is core or optional within the programme structure and identify the pinned modules at each level as appropriate.

Graduate Attributes

The Graduate Attributes are the same across all programmes and for both UG and PG and are listed below. These should be mapped against each module within the above table.

GA1. Discipline Expertise: Knowledge and understanding of chosen field

Students will possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice and be well positioned to respond to change.

GA2. Effective Communication

Students will communicate effectively both verbally and in writing, using a range of media widely used in relevant professional context. They will be IT, digitally and information literate.

GA3. Responsible Global Citizenship

Students will understand global issues and their place in a globalised economy, ethical

decision-making and accountability. They will adopt self-awareness, openness and sensitivity to diversity in culture.

GA4. Professional Skills

Students will perform effectively within the professional environment. They will work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. They will be flexible and adaptable to changes within the professional environment.

GA5. Reflective Practitioner

Students will undertake critical analysis and reach reasoned and evidenced decisions. They will contribute problem-solving skills to find innovative solutions.

GA6. Lifelong Learning

Students will manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.

PLEASE DELETE FOOTNOTES BEFORE SUBMITTING THIS FORM.