*Complete using the input screens in the Curriculum Management System. A PDF version is automatically generated. (Faculty and School information are recorded in the CMS but do not appear in the PDF.)*

*INSTRUCTIONS OR GUIDANCE IN ITALIC TEXT SHOULD BE DELETED. OTHER ITALIC TEXT SHOULD BE ACCEPTED, DELETED OR AMENDED AS APPLICABLE.*

*The Quality Assurance Agency published Guidelines for preparing Programme Specifications in 2006. For Single Honours/Major/Main/Minor Subject Strands, an integrated specification should be completed, distinguishing between strands, as appropriate.*

**PROGRAMME SPECIFICATION**

**COURSE OR HONOURS SUBJECT TITLE:**

**ASSOCIATE AWARD(S):** *[select from list]*

**EXIT AWARD(S):** *[select from list]*

PLEASE NOTE: This specification provides a concise summary of the main features of the course *[or provision*\**]* and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he or she takes full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the learning and teaching and assessment methods of each module can be found *[*\**at www.../in course/subject/student handbook]*.

*\*indicate as appropriate.*

1. **AWARDING BODY: University of Ulster**
2. **TEACHING INSTITUTION: *[University of Ulster / Partner Institution]***
3. **LOCATION: *[Campus/Place/Distance Learning]***
4. **ACCREDITED BY: *[Professional/Statutory/Regulatory Bodies]***
5. **FINAL AWARD: *[Select from Schedule to Ordinance XXIX]***
6. **MODE OF ATTENDANCE: *[Full-time/Part-time]***
7. **SPECIALISMS:**

**8 EFFECTIVE FROM: *[Month and Year* *for this version of specification]***

**9 EDUCATIONAL AIMS OF THE COURSE**

*[Broad statement of the overall purpose of the course or subject strand(s). Specify for any exit award.]*

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| **10** **MAIN LEARNING OUTCOMES**  The following reference points were used to inform the development of the programme and its learning outcomes:  *[add partner institution’s references]*   * the University’s Strategic Plan, Learning and Teaching Strategy and academic policies; * current research or other advanced scholarship carried out by academic staff; * subject benchmark statement *[specify; possibly cross-reference to learning outcomes];* * requirements of professional, statutory or regulatory bodies *[specify name(s) of PSRB(s)], [as applicable];* * occupational standards in fields where these are relevant *[as applicable];* * national and University qualifications and credit frameworks; * Foundation Degree award benchmark statement *[if applicable];* * relevant European or international reference points *[if applicable]*. |

The course provides opportunities for students to achieve and demonstrate the following learning.

Successful students will be able to:

*[The outcomes in K, I, P and T below must relate to subject benchmarks and graduate qualities, and be expressed at the level of the final award. (Exceptionally, a final outcome may be met at a lower level than the award level.) Outcomes should be expressed in general terms with the detailed outcomes stated within the module description. The number of outcomes is not restricted and further outcomes may be added. All programme-level learning outcomes must be assessed. For an exit award, outcomes must be identified. Consideration must be given to whether learning outcomes are equally achievable by disabled students. Where a Course/Subject Committee decides to vary the learning and teaching and assessment methods for students with disabilities they must ensure that the new methods enable the student to demonstrate the achievement of the learning outcomes by means which are fair, valid, reliable, rigorous and academically discriminating.]*

**10K** **KNOWLEDGE AND UNDERSTANDING OF SUBJECT**

**K1**

**K2**

**K3**

**K4**

**K5**

**10I** **INTELLECTUAL QUALITIES**

**I1**

**I2**

**I3**

**I4**

**I5**

**10P** **PROFESSIONAL/PRACTICAL SKILLS**

**P1**

**P2**

**P3**

**P4**

**P5**

**10T** **TRANSFERABLE SKILLS**

**T1**

**T2**

**T3**

**T4**

**T5**

*[Add learning outcomes for exit awards]*

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| **10** | **PROGRAMME LEARNING OUTCOME MAP: *[Title]*** *[This table is automatically generated through the CMS.]* |
| **Please Note:** The matrix displays only the measurable programme outcomes and where these are developed within the modules offered in the programme. *[All modules are listed. It would be unusual for every programme learning outcome to be met by all modules. Due consideration should be given to modules specified as compulsory or optional to ensure that all programme learning outcomes are achievable.]* | |

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| **MODULE CODE** | **MODULE TITLE** | OUTCOMES | | | | | | | | | | | | | | | |
| Year: Level: | | K1 | K2 | K3 | K4 | I1 | I2 | I3 | I4 | P1 | P2 | P3 | P4 | T1 | T2 | T3 | T4 |
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*[Insert/delete columns as required]*

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| **11** | **STRUCTURE AND REQUIREMENTS FOR THE AWARD** |
| Language of instruction: English *[and language of study]* | |
| *[Provide a summary statement of the requirements for the award to clarify as needed the structure table which follows, with reference to academic progressions and internal coherence and opportunities for student choice, including requirements of named pathways, duration, credit requirements at each level and any particular, distinctive features.]*  *[Table is automatically generated in a table format here through the CMS.]*  **Semester Level Credit Module Title Module code Status**  **Value [Compulsory / Optional]**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  | **Level** | **Credit Value** | **Module Title** | **Module Code** | **Status**  **[compulsory/optional]** | |  |  |  |  |  |  |  | | |  |  | | --- | --- | | **12** | **SUPPORT FOR STUDENTS AND THEIR LEARNING** | | **Students and their learning are supported in a number of ways:**  *[LIST]*   * *Induction process* * *Course/Subject Director* * *Advisers of Studies* * *Career Development Centre* * *Information Services Department* * *Library* * *Student Support Department* * *Sports Services Department* * *International Department* * *Students’ Union* * *Chaplaincy* | | |  |  |  |  |  |  |  |  |  | | --- | --- | | **13** | **CRITERIA FOR ADMISSION** | | *For undergraduate programmes state*Applicants must satisfy the University’s general entry requirements as set out in the prospectus or demonstrate their ability to undertake the course through the accreditation of prior experiential learning (APEL). The initial offer standard may vary from year to year. See prospectus entry.  *For postgraduate courses state* Applicants must hold a degree [with at least 2ii Honours standard *for* *Master’s only courses*] or equivalent or demonstrate their ability to undertake the course through the accreditation of prior experiential learning.  *Any additional specific* *academic subject* *requirements for admission* *and/or other requirements e.g. medical or level of fitness, practical skill/ability.*  *[Reasons for particular standards as distinct from general entry requirements should be articulated in section A3 (standards) of validation documents. Consider the University’s guidance on SENDO and competences standards, available from Equality, Diversity and Inclusion’s website.]* | | | |

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| **14** | **EVALUATING AND IMPROVING THE QUALITY AND STANDARD OF LEARNING AND TEACHING** |
| *[List the processes used referring to]*   * External benchmark standards *[identify UK Quality Code Subject Benchmark and PSRB benchmarks unless stated in section 10]* * Views of students as expressed through staff/student consultation *and the University Module Feedback Survey* * Views of graduates in the National Student Survey * Views of employers * Views of external examiners * Student performance data and career progression * University processes for initial approval, periodic re-approval and annual monitoring.   In addition, there are University/*institution*/Faculty/School strategies for learning and teaching. | |

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| **15** | **REGULATION OF STANDARDS** |
| **Assessment rules**   * *Pass mark for modules is [40% or 50%]* * *Performance levels for [degree classification/Pass/Commendation/Distinction]* * *Honours classification derives 70% from Level 6 and 30% from Level 5 [or 50% from Level 7, 30% from Level 6 and 20% from Level 5]*   **External examiners**  *[There are x external examiners]*  External examiners are academic subject or professional experts appointed from outside the University. Their key functions are to contribute to the assurance of the standards of the award and the fair treatment of students. They are involved in the moderation and approval of assessments and the moderation of the marking undertaken by internal examiners. | |

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| **16** | **INDICATORS OF QUALITY RELATING TO LEARNING AND TEACHING** |
| *Examples are:*   * *The course is accredited by [professional body: date]* * *Proportion of teaching staff with fellowship of the Higher Education Academy* * *x staff have received the University’s Distinguished Teaching Award Fellowship* * *Members, Fellows of the University’s Centre for Higher Education Research and Practice* * *Outcomes from external inspection [date]* * *Outcomes in Research Excellence Framework [2014]* * *External funding for learning and teaching initiatives* | |

Academic Office

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