Completing the Programme Specification

1. Introduction

Programme specifications are used to help students to understand the teaching and learning methods that enable their intended learning 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.

Additionally, they form part of, and are designed to facilitate the internal programme approval process, particularly in programme design, approval and review. They are also used as quality assurance documents.

Programme specifications should provide clear information that would enable students to make informed choices, by giving the intended outcomes of a programme of study and identifying potential stopping-off points within it.

QMUL provides a student-facing template for programme specifications and each programme specification must address all of the headings given in the template. The programme specification is the cornerstone of QMUL’s programme approval process and the information required in the template is used to scrutinise the academic proposal, and ensure that the programme is set up correctly on the Student Information System.

The QMUL Programme Organiser / Programme Team should take principal ownership of the programme specification, ensuring that it is accurate and kept up to date (reviewed on an annual basis). For instance, any amendments to a programme, such as structural changes and changes to the diet of modules will necessitate revision to the programme specification and must be accurately documented. Programme specifications are published on the external QMUL webpages.

In the context of audit and review, programme specifications also fulfil an important role as the definitive source of publicly available information on the aims, intended learning outcomes and expected learner achievements of a programme(s) of study. During the approval process they will be examined to ensure that a programme is appropriate for QMUL and students.

2. Summary information

Please complete the basic programme information requested in the form.

Name of final award and programme title

Please indicate the proposed title of the programme as it would appear on the final award certificate.
**Name of interim award(s)**

Please list any interim awards, or stopping off point, within the programme. This might include, for example, the option to exit a Bachelor’s degree with a Certificate of Higher Education.

**Duration of study / period of registration**

Please specify that standard duration of study for the programme.

**QAA Benchmark Group**

Please state which relevant Subject Benchmark Statement this programme comes under. See [http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements) for more details.

If there is no relevant Subject Benchmark Statement for this programme, please state: ‘not applicable’.

**Programme accredited by**

Please list any professional body accrediting the programme. If the programme is not accredited, please state: ‘not applicable’.

**Other Schools / Institutes involved in teaching the programme**

If any elements of the programme are to be delivered by a school / institute other than the owning School / Institute, please list the School / Institute here. If more than one other school / institute is involved, please click the ‘Add School’ button, to list all schools / institutes fully.

**Institutions other than QMUL involved in delivering the programme**

If an institution other than QMUL is responsible for delivering any part of the programme, the name of the institution should be listed here. More information about collaborative provision can be found [here](#).

3. **Programme outline**

Please provide a brief description of the programme, summarising the programme content and the distinctive features it offers students, for the purposes of marketing. This text should be student-facing, and should be consistent with the programme descriptions in the handbooks and the prospectus.

4. **Aims of the programme**

The educational aims of the programme should express the broad purpose for offering the programme. Aims are commonly expressed in terms of goals to work towards. They are usually stated following the introductory words: ‘This programme aims to…’. There can be a multiplicity and diversity of aims, including:

- The meeting of local, regional, or national need;
- Preparation for the prosecution of research;
- Preparation for employment;
• Widening access to higher education;
• Encouraging the pursuit of independent study.

Aims should be justified by their link to the overall academic content of the programme. The aims should also indicate the type of students the programme is intended to attract, and the type of graduates it will produce.

The writing of aims and learning outcomes should:

• Make students aware of what is expected of them;
• Specify the end result of a programme and therefore enable the proposer to select the appropriate content, teaching, learning and assessment methods;
• Help to ensure that the overall programme of study does not become overloaded. Aims and learning outcomes can provide a better measure of the work expected of a student than lists of syllabus topics;
• Enable staff to test the effectiveness of a programme in relation to its goals.

5. What will you be expected to achieve

The programme should provide opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes. Please use this section to outline clearly to students the overall intended outcomes of teaching and learning on this programme. An introductory statement to the learning outcomes may be provided here, for example: ‘Students who successfully complete the programme will be able to…’

It is recommended to use phrases such as the following be avoided as they are open to different interpretations: to know; to understand; to appreciate. Instead, it is recommended that phrases such as the following are used: to identify; to sort; to solve; to construct; to compare.

6. Learning outcomes

Please use this section to list the individual learning outcomes of the programme in each of the following areas:

<table>
<thead>
<tr>
<th>Academic content</th>
<th>Learning outcomes that describe the core academic content developed in the programme. Examples might include data, facts, interpretations, theories, concepts, approaches, and methods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary skills</td>
<td>Learning outcomes that describe the development of higher level cognitive skills (for example: comprehension, application, analysis, synthesis, and evaluation) and skills specific to the discipline (for example: statistical interpretation, clinical diagnosis, digital literacy). Outcomes may also include intellectual, transferable / personal, and practical skills.</td>
</tr>
</tbody>
</table>
Attributes | Learning outcomes that describe a mix of knowledge, skills, values, and behaviours that have application to both academic and non-academic environments. For undergraduate programmes, these learning outcomes should align to one of the thirty two QMUL Graduate Attributes and describe a student’s capability to engage critically with knowledge; have a global perspective; learn continuously in a changing world; to demonstrate rounded intellectual development, clarity of communication, research capacity, and information expertise.

7. How will you learn?

This section should provide students with information about:

*Learning and Teaching Strategies*

Specify the learning and teaching strategies employed on the programme in order for the programme learning outcomes to be met. Each learning outcome (or group of outcomes) should have an associated learning and teaching method. For instance, acquisition of knowledge and understanding, and development of skills, can be achieved through a range of methods (lectures, small group tutorials, projects, coursework, laboratory work, case studies, problem-solving classes, fieldwork, work-related learning, group work, drop-in centres, independent study, etc).

Consideration should be given to the use of learning and teaching methods that contribute to the QM Graduate Attributes, such as collaborative learning, influencing and negotiating skills and use of information and technology.

*Learning Opportunities and Notional Study Time*

Explain the learning opportunities that will be available to students on the programme and any particular characteristics or distinctive features. For example, group work through engagement in online discussions and exercises, the size of small group teaching sessions, expert lectures etc. Include information on any programme specific learning spaces and resources that will be available, such as laboratories or design studios, and how IT and the VLE are utilised.

Include a statement on the expectations for students to use independent/self-directed study time to achieve the learning outcomes, such as preparing for scheduled sessions, follow-up work, wider reading/research, revision etc. Describe any support mechanisms that will be made available to assist students, such as study skills sessions, language skills training etc.

This section might include an indication of the typical number of hours that students should expect to spend studying overall on the programme.

8. How will you be assessed?

This section should provide students with information about the assessment strategies and methods employed on the programme in order for the programme learning outcomes to be met. Each learning outcome (or group of outcomes) should have a corresponding means of
assessment.

For instance, assessment of knowledge, understanding and skills can be through a combination of methods (unseen examinations, open-book examinations, phase tests, in-course assessments, laboratory reports, essay assignments, design exercises, portfolios, project reports, verbal presentations, group presentations, case studies, interview, etc.).

This may include a statement about how assessment strategies support student progression.

Information on the arrangements for providing timely feedback on assessed work can be included here.

9. How is the programme structured?

Please clearly outline the structure of the programme diets for all variants of the programme (e.g. full time and part time, as applicable).

The structure of programme should be described in detail, including the identification of all potential pathways / routes and modes of study available. Precise details of the modules at all levels must can be given in the table below. Where appropriate, additional information can be presented in textual format in the box in order to supplement the table. It may, for example, be necessary to provide information in the box where students are required to select a module from a specific grouping of modules (e.g. take 15 credits from xx, xx, and xx).

For undergraduate programmes only

If the QMUL Model requirements are not already fulfilled within the School, please use this section outline how these will be met for the applicable cohorts of students (2017/18 and 2018/19).

Module table

The module tables should be used to provide specific details of the modules available within the programme. Use the ‘Add year of study’ button to clearly outline the modules within each year of study. Use the ‘Add module’ button to add more modules.

The module table should include details of all core, compulsory, and elective modules within the programme.

Please note that it is a requirement that the table is fully completed, for all levels of study, so that ARCS and Taught Programmes Board can confirm that the structure of the programme complies with the Queen Mary Academic Credit Framework and Academic Regulations. All elective modules available on the programme should be listed in the module table, regardless of whether they will be running each academic year. It is instead recommended that a disclaimer be added to the text in the ‘How is this programme structured?’ section to clarify that the elective modules listed in the module table are not all guaranteed to run in any given year.
The module table does not need to be updated to account for elective modules which are not running in a given year, unless they are being permanently withdrawn from the programme. The module table should be updated to account for elective modules which are being added to the programme.

10. What are the entry requirements?

Please provide the entry requirements for the proposed programme, including the level of English Language proficiency (IELTS / TOEFL) required for International applicants.

Indicate the knowledge and skills required by new entrants in order to complete the programme, e.g. A-levels or other relevant qualification, first degree, etc.

This information should be identical to the information provided on the programme application webpages, UCAS, and prospectus, as approved at the Part 1 proposal stage.

11. How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Please describe local and institutional arrangements for managing and enhancing the quality of the programme. Please also describe arrangements for ensuring appropriate student representation, and mechanisms for listening to, and acting on the student voice. This should include details of SSLC meetings, student feedback mechanisms, programme review and monitoring.

12. What academic support is available?

Please provide details of any mechanisms for the provision of academic support. This should include details of any induction, advice, and supervisory arrangements available for students.

13. How inclusive is the programme for all students, including those with disabilities?

Please describe how you have factored in the needs of all students for this programme, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service’s website.

14. Programme-specific rules and facts

All programmes should comply with QMUL’s Academic Regulations, however if any deviations are proposed for a programme, further information regarding the nature of any deviation from standard regulation should be stipulated in detail here. This may include the Degree Classification Algorithm for the Programme.

15. Links with employers, placement opportunities and transferable skills

Please provide details of any links with employers, for example:

- Details of advisory panels that include current or potential employers;
• Organisations that regularly employ graduates from this programme and the roles that graduates undertake.

• Student prizes donated by organisations that may offer employment to graduates from this programme.

If there are no links with employers, consider the learning outcomes and transferable skills and explain how these might be used to inform employers about the qualities and skills a graduate from this programme might be expected to have.

If there will be placement opportunities for students on the programme such as industrial / business work placements or internships these should be explicitly referred to in this section. Where there will not be specific formal placement arrangements consider including other opportunities such as study abroad.

Where the curriculum includes work-based learning further details may be provided in this section if they have not been covered elsewhere.

This section can also be used to highlight the ways in which the programme contributes to the QMUL Graduates Attributes, where they have not been mentioned elsewhere.