

# Guidance CG(vi)

## Completing the Programme Specification

### Section A – Nature of the Award

<b>Awarding Institution:</b>	Kingston University
<b>Programme Accredited by:</b>	Specify any accrediting bodies eg. Royal Institute of Chartered Surveyors (no abbreviations)
<b>Final Award:</b>	Specify all awards to which prospective students can apply directly. Please note that a separate programme specification is normally required for each separate award title
<b>Intermediate Awards:</b>	Indicate the awards available to those students who exit the programme before completion of the award for which they are registered eg. Cert HE, Dip HE or Ordinary degree
<b>Field Title:</b>	Record the title only eg. 'Neurobiology' or 'Politics'
<b>FHEQ level for the final award:</b>	This is the Framework for HE Qualifications. The University offers qualifications at the following higher education levels:  Certificate, Intermediate (eg. HND, Foundation Degree, Ordinary Degree)  Honours (eg. PGCE, Graduate Certificate/Diploma),  Master's and Doctorate
<b>Credit rating by level:</b>	Indicate the credit value for each level of the award ie. 120 @ level 4, 120 @ level 5 etc.
<b>JACS Code:</b>	This is the Joint Academic Coding System (JACS) agreed jointly by UCAS and HESA. Enter up to three JACS codes for multidisciplinary courses
<b>QAA Subject Benchmark</b>	QAA has published Foundation, Honours and Masters degree subject benchmark statements that make explicit the standards of an award in a given subject area and the knowledge, attributes and capabilities that holders of the award should be able to demonstrate. Any relevant subject benchmark standards should be considered when producing the programme specification. See the <a href="#">QAA website</a> for more information.

# Guidance CG(vi)

## Completing the Programme Specification

<b>Minimum Period of Registration:</b>	Indicate for full-time and part-time routes the minimum periods in which the award can be achieved (UMS/PCF regulations)
<b>Maximum Period of Registration:</b>	Indicate for full-time and part-time routes the maximum periods in which the award can be achieved (UMS/PCF regulations)
<b>Faculty(s):</b>	Specify which faculties are involved in the delivery of the field and indicate the managing faculty
<b>School(s):</b>	Specify the school(s) which are principally involved with the delivery of the field and indicate which School is responsible for managing the field
<b>Location(s):</b>	Indicate where the field is delivered ( <i>ie.</i> Penrhyn Road, KLM, Kingston College). For franchise fields all delivery sites should be listed
<b>Date programme specification produced:</b>	Enter the date that the programme specification was first produced
<b>Date programme specification revised:</b>	Enter the date of the last revision to the programme specification

### Section B – Features of the Field

<b>Title:</b>	Indicate here whether the field is available as full, major, half and/or minor field
<b>Modes of Delivery:</b>	Indicate the modes in which the field will be available <i>ie.</i> full-time, part-time, sandwich or distance learning. Where fields combine distance learning with “conventional” methods of delivery, the elements that are delivered through distance learning should be identified
<b>Features of the Field:</b>	<p>Describe here the distinctive features and philosophy behind the field. This might include the opportunity to study abroad, multiple entry and exit points, possible combinations with other fields, any particular links the field has with related industries/professions, etc.</p> <p><i>Note: The purpose of this section is to introduce validation panel members (initially) and other stakeholders (ultimately) to the field, and to give them a sense of what the field is all about. It is important that this section fully describes the features and aspirations of the field, as it provides the context for the rest of the information in the programme specification.</i></p>

# Guidance CG(vi)

## Completing the Programme Specification

### Section C – Educational Aims of the Field

List the main educational aims of the field in bullet point form.

Aims should be presented separately for full, major, half and minor fields at undergraduate level. At postgraduate level the aims should be presented separately for Postgraduate Certificates, Postgraduate Diplomas and Masters if the intermediate awards are to be offered as ones to which students can apply directly. If, however, the PGCert or PGDip are only available as exit awards, it is not necessary to present the aims separately.

If appropriate, use sub-headings such as: 'The aims of the minor field are', 'the additional aims of the half field are', 'the additional aims for the major field are' and 'the additional aims for the full field are' and/or 'The aims of the postgraduate certificate are', 'the aims of the additional postgraduate diploma are' and the 'additional full masters award are'.

### Section D – Learning Outcomes (Objectives) of the Field

As for the aims, learning outcomes should be presented separately for minor, major, half and full undergraduate fields and for PgCert, PgDip and Masters if the PGCert or PGDip are offered as awards to which students can apply directly. Learning outcomes for exit awards do not have to be separately listed.

The field's learning outcomes should be fully specified and consistent with its aims.

Learning outcomes should be phrased to indicate the level of the final award (except in the case of practical skills (which are subject related) and generic key skills which may in some instances be more appropriately specified to reflect an intermediate level for the field/subject concerned). If a field does not have a significant practical element it may be agreed at validation that this category may be omitted.

The learning outcomes should be categorised under the following headings:

*Knowledge and Understanding*

*Cognitive Skills*

*Practical Skills*

*Key Skills*

The Key Skills fall within the seven categories defined in the University's 'KEYS' Skills framework for undergraduate and postgraduate courses. Courses will normally be expected to incorporate all categories of skills within the programme specification, together with evidence relating to where they are facilitated and how they are to be assessed. Skills should be progressed as appropriate for the discipline and level of the student. (It will be for a course team to provide justification for omissions at validation).

# Guidance CG(vi)

## Completing the Programme Specification

*For further guidance on learning outcomes see guidance CG(ix)*

*For further guidance on Key Skills see guidance (xiv)*

### Section E – Field Structure

Where the programme falls within either the Undergraduate Modular Scheme (UMS) or Postgraduate Credit Framework (PCF) the following text should be included at the beginning of this section.

For undergraduate programmes:

*“The field is part of the University’s Undergraduate Modular Scheme (UMS). Fields in the UMS are made up of modules which are assigned to levels. Levels are progressively more challenging as a student progresses through the field. Each level is normally made up of 8 modules each worth 15 credits (or an equivalent combination of half and multiple modules in some cases). Typically, a student must complete 120 credits at each level. Where the field culminates in an honours degree it is the higher levels that contribute to the classification of the degree. Intermediate awards are normally available after completion of a level. Some students may exit with an intermediate award. All students will be provided with access to the UMS regulations. Specific variations to the UMS that are required for professional accreditation are outlined in section L and will be provided in detail for students in field handbooks.”*

For postgraduate programmes:

*“This field is part of the University’s Postgraduate Credit Framework (PCF). Fields in the PCF are made up of modules which are designated at level 7 (a small amount of level 6 credit may occasionally contribute to a postgraduate field). Single modules in the framework are valued at 15 credits and the field may contain a number of multiple modules. The minimum requirement for a Postgraduate Certificate is 60 credits, for a Postgraduate Diploma is 120 credits and for a Masters degree is 180 credits. In some instances the Postgraduate Certificate or Postgraduate Diploma may be the final award and Postgraduate Certificates and Postgraduate Diplomas may be offered to students who only complete specified parts of a Masters degree. The awards available are detailed in section A and the requirements are outlined in this section. All students will be provided with access to the PCF regulations. Specific variations to the PCF that are required for accreditation by outside bodies are outlined below and will be provided in detail for students in field handbooks.”*

If the programme is not part of the UMS or PCF, a customised opening statement should be included in this section.

This section should clearly describe the structure and content of the field. This must include:

- the duration of the programme in academic or calendar years
- the structure of the academic/calendar year
- the modules titles and codes included at each level

# Guidance CG(vi)

## Completing the Programme Specification

- the status of each module (core or optional)
- the credit value and level of each module
- major progression points
- points at which students become eligible for intermediate awards
- explanation of what students are required to achieve to fulfil the requirements of subsets of the full field/award (eg. half, major or minor fields or PgCert/PgDip)
- diagrams to aid the understanding of programme structures
- Course requirements in respect of progression regulations and any consequences of failure to meet these requirements
- Any modules which are delivered entirely by 'Flexible and Distributed Learning' (FDL)

### Section F – Field Reference Points

Possible reference points in the design of the programme are:

- relevant QAA subject benchmark statements
- QAA Codes of practice for Higher Education
- the Framework for Higher Education Qualifications
- professional or statutory body requirements (please consider if there may be any potential exclusions for disabled learners which may affect their ability to acquire a license to practice)
- occupational standards in fields where this is relevant (please consider if there may be any potential exclusions for disabled learners which may affect their ability to acquire a license to practice)
- current research or other advanced scholarship carried out by academic staff (please note the University's strategy is to increase the proportion of staff research input to the curriculum and for all PGT courses to be informed by staff research)
- links between the field team and the relevant profession/industry, and how these have informed the curriculum

Add others as appropriate.

### Section G – Teaching and Learning Strategies

Include a brief statement (no more than 500 words) explaining the inclusive approach to teaching and learning making reference to, where relevant:

- how students are helped to bridge the gap between prior experience and the field
- the range of teaching strategies to be used (including the use of technologies) to enhance a blended learning approach
- the balance between lectures, seminars, tutorials and the way in which the balance might shift as the student progresses through the programme
- any elements of the field that are delivered through distance learning
- special features (eg. language laboratories, equipment, field courses, placements etc.)
- self managed student study time

# Guidance CG(vi)

## Completing the Programme Specification

- how the programme develops the students' capacity for independent learning
- student support and guidance methods
- employer input
- opportunities for work experience
- brief summary of the range of options available, the nature of projects, dissertations etc.
- the relevance of School/Faculty/University Learning and Teaching Strategies to the programme
- how the programme addresses opportunities for students to engage in planning for, and reflection on, their personal development
- how formative assessment is used in the field
- how consideration has been given to the needs of different protected equality groups (in relation to race, disability, gender, age, sexual orientation, religion or belief, gender reassignment and socio economic status)

Please be aware that disability legislation includes an anticipatory duty for HEIs to meet the needs of disabled learners. This should be considered when designing learning and teaching strategies. See the ADC Learning and Teaching pages for further guidance:

<http://staff.kingston.ac.uk/C12/Learning%20and%20Teaching%20Developm/default.aspx>

An outline of disability legislation is available at:

<http://staff.kingston.ac.uk/C10/C5/Supporting%20Students%202/default.aspx>

and disability good practice guides at:

<http://staff.kingston.ac.uk/C11/C5/Resources/default.aspx>

A separate heading has been included for teaching and learning strategies for work based learning. This should be completed for all fields containing an element of work based learning and should include how work based learning is organised, delivered and assessed and how students are supported in the workplace.

### Section H – Assessment Strategies

Include a brief statement (not more than 500 words) explaining the general approach to assessment. This section should make reference to the range of assessment used, both formative (*ie.* not contributing to the grade of a module) and summative, and the relevance of those methods to the learning and teaching strategies and to the learning outcomes of the programme. Due consideration should be given to ensure disabled students are not disadvantaged by assessment strategies and, unless otherwise stated due to professional standards or equivalent, appropriate adjustments should be made to assessment requirements on a case by case basis.

A map of where programme learning outcomes are delivered in a field, and whether these are summatively or formatively assessed, should be included, either in this section or as an appendix at the end of the programme specification.

The mapping diagram should include the mapping of key skills learning outcomes to modules.

# Guidance CG(vi)

## Completing the Programme Specification

In the example grid below, “F” indicates where a formative assessment/feedback occurs and “S” indicates where a summative assessment occurs. Where an “F” or and “S” are found, the module concerned will have an associated learning outcomes. Normally all of the field/course learning outcomes will have an “S” associated with a core module so that all students reach the expected minimum standards.

*Note: the diagram below is an example only and does not relate to a real field where there will be more learning outcomes and modules.*

	HB1101	HB1102	HB1104	HB2101	HB1106	HB2102	LS2101		
<b>Programme learning outcomes</b>									
1)...	FS	FS	FS	S	S	FS			
2)...	F	F	F		S	S	F		
3)...	F		F	F	F		FS		
(etc)	FS	S		F	S	F	S		
<b>Key skills learning outcomes</b>									
1).....									
2).....									
(etc)									

(Further advice and guidance is available from the Academic Development Centre and from guidance CG(ix))

### Section I – Entry Qualifications

There are two sections to complete here:

- (i) The minimum entry qualifications for the field – indicate here the minimum entry requirements for the field including GSCE and A level requirements. It is helpful to indicate the types of subjects that will be considered. Care should be taken to indicate that ‘non standard’ qualifications are accepted.
- (ii) The typical entry qualifications for the field – this section should give applicants an idea of the kinds of grades/points and the subjects they would normally need to achieve for entry to the field (the asking price). It would be helpful to include a range of actual examples to encourage ‘non standard’ applicants.

# **Guidance CG(vi)**

## Completing the Programme Specification

### **Section J – Career Opportunities**

Indicate the sorts of employment it is anticipated that graduates will take up after completing the course. It may also be helpful in this section to highlight any particular links the field has with related industries/professions.

Where a field already has graduates give some indication of the sorts of employment that they have taken up upon completion. The following information could be expressed as percentages:

- permanent employment
- research or postgraduate study
- unemployed six months after graduation

### **Section K – Indicators of Quality**

The following may be cited as indicators of quality:

- relevant QAA review reports
- relevant ISR reports
- professional body accreditation reports
- student evaluation
- professional or statutory body accreditation reports
- external examiner reports

### **Section L – Approved Variants from the UMS/PCF**

Indicate here any variants to the UMS or PCF including any limits to the compensation regulations - these must have been approved by the Academic Regulations Committee (ARC).