

LTC14D019

Title: *Programme Specification Template and Guidance*
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Issue

Revised Programme Specification Template and Guidance Document

Recommendation

Recipients are invited to consider the documents.

Resource Implications

N/A

Risk Implications

N/A

Equality and Diversity

N/A with respect to the revisions. The Programme Specification Template specifically addresses issues of Equality and Widening Participation.

Timing of decisions

N/A

Further Information

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Background

Template and Guidance have been revised to ensure compliance with QAA requirements.

Discussion

N/A



Guidance & Notes
for completing

Programme Specifications

(Taught Programmes only)

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A Context & Background

1. The Regulatory Framework

The Award Regulations are published in the Calendar:

[http://www.uea.ac.uk/calendar/section3/regs\(awards\)](http://www.uea.ac.uk/calendar/section3/regs(awards))

Please ensure that you refer to the correct Regulations when preparing your Programme Specification. There is one set of regulations for the new Bachelors and Integrated Masters Awards, for commencement of study from 2013/4 onwards; there are separate sets of regulations for the Common Masters Framework and Common Course Structure Regulations.

It is a requirement of Part A of the Quality Assurance Agency (QAA) Quality Code that the Programme Specification has been informed by the relevant Subject Benchmark Statement which sets out what achievement is expected according to level and subject.

Details on the Quality Code Part A are available at:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Quality-Code-Part-A.aspx>

Subject Benchmark Statements are available at:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

2. Overview - The Programme Specification

The Programme Specification document comprises a course summary, key course management information, the core programme specification (including course profile) and KIS (Key Information Set) data.

Programme Specifications are the definitive publicly-available information on the aims, intended learning outcomes and expected learning achievements of programmes of study. The audience of the information includes prospective and current students, teachers, parents, professional bodies, external examiners and employers as well as the University and the QAA.

QAA's guidance on for the preparation of Programme Specifications is available at:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Guidelines-for-preparing-programme-specifications.aspx>

All taught courses (Bachelor Degree or Honours Degree, MBBS, Integrated Master's, and Postgraduate Taught) require a Programme Specification. A flexible approach allows Schools to prepare one programme specification to cover a number of related courses, provided that a statement about how and where the other courses fit in is included and that learning outcomes are clarified with regard to related pathways. Where there are dual degree courses/minor subjects, the School(s) concerned would need to agree whether there should be a combined programme specification or two or more separate ones. If the latter, a statement showing how the subjects complement

each other would be required which explains the contribution to the outcomes made by each constituent subject(s). Whatever approach is taken, the Programme Specification should be easily understood.

New courses will have a Programme Specification written as part of the new course approval documentation as detailed below.

Part	Ref paragraphs	Section	New Course Document	Programme Specification
Part 1	S1 – S12	Summary	Included	Included
	S13	Rationale for proposal	Included	N/A
Part 2	BC1 – BC9	Business Case	Included	N/A
Part 3	AC1 – AC3	Academic Case	Included	Included
	PS1 – PS6	Programme Specification	Included	Included
	AC4 – AC11	Academic Case cont.	Included	N/A
Part 4	KIS 1 – KIS2	Key Information Set data	Included	Included
Part 5	AP1- AP2.4	Approvals	Included	N/A
		Notification of approval	Included	N/A

Programme Specifications are published at:

<http://www.uea.ac.uk/learningandteaching/courses-and-modules/specs/home>.

Schools are also strongly encouraged to incorporate Programme Specification(s) in Course Handbooks or give a reference as to where/how they may be consulted or make them available on request. If the Programme Specification itself is not made available, then relevant information including learning outcomes, course profiles and module information must be made available in order that students can make informed choices about their programmes of study. The summary of the course (course highlights) in Part S12 of the form will also be made available to the Admissions, Recruitment and Marketing service (ARM) for use in publicity documents and be published in Students' Higher Education Achievement Records (HEAR).

B Guidance notes

Notes on completing the Programme Specification (please note that some of the guidance relates to Programme Specifications when first written as part of a New Course Approval, and is not relevant for *updating* Programme Specifications)

note	
PS	<ul style="list-style-type: none"> • This section of the document, along with the course summary section, may be used for publicity purposes and may be made publicly available. • One Programme Specification may be used for all courses in the proposal. Please indicate where there are any differences (including any course-specific learning outcomes) between courses. • If amending an existing Programme Specification, please track changes. • Please insert the Academic Year to which this Programme Specification relates • Please delete any sections that are not applicable
S1c	Joint courses must have a Course Director and a Deputy Director, one from each participating school of study
S2c & S2d	<p>The 'award' means the type of degree qualification e.g. BA, BSc, MA, MSc, MMath, held in SITS, or indicates that a new award type is requested. Recognised awards for taught programmes are listed in Appendix 2.</p> <p>Please specify the level of award that students register for. For example, if students can register for a Postgraduate Certificate, a Postgraduate Diploma as well as an MA, you need to complete a new course summary for each award (although only one programme specification is required). If you envisage that a lower award than the one aimed for is possible for those students who either choose to finish earlier than expected or whose academic performance requires it, (but who meet the learning outcomes and award regulations for the lower award) then please enter these awards as "exit" awards in S2d. (For Bachelors Degrees, this is normally a Dip or CertHE and for Integrated Masters degrees, this may also be a Bachelors Degree).</p>
S3a	Please indicate whether successful candidates may also receive a professional award or status (e.g. Qualified Teaching Status for students registered for an MA with QTS or Diploma in Management Consulting awarded by the Chartered Management Institute available to MBA students) in addition to the UEA award.
S3b	<p>Give details of relevant Professional, Statutory and/or Regulatory Body recognition of the course (e.g. course leads to registration with the Nursing and Midwifery Council or course gives exemption(s) from certain professional examinations).</p> <p>Where possible, please give the URL for the webpage describing the accreditation.</p> <p>Please give an indication of when any accreditation or validation is likely to take place - if Professional Body (PSRB) accreditation/validation is required, it is crucial that the University is aware of the deadline by which such approval will be required.</p>
S4a	<p>The level descriptors and their associated award are:</p> <p>Level 4: Certificate of Higher Education;</p> <p>Level 5: Diploma of Higher Education, Foundation Degrees;</p> <p>Level 6: Honours degree;</p> <p>Level 7: Masters degree (including four-year integrated Masters degrees); Postgraduate Certificate; Postgraduate Diploma.</p>

S4b	<p>1) qualifications leading to the award of an MChem, for example, would be placed at level 7 (Masters level) of the Qualifications Framework provided that students can demonstrate achievement of learning outcomes at level 7;</p> <p>2) the Qualifications Framework is used to assist in making judgements about academic standards, with reference to how well the intended learning outcomes reflect the qualification descriptors;</p> <p>3) exit awards below the final award may be awarded to candidates who withdraw prior to achievement of the qualification aimed for and who satisfy the requirements for the lower award and to candidates who fail to satisfy the requirement for the final award but who have clearly satisfied the requirements for a lower award.</p>
S5a	Duration of the course should be specified normally in Years (undergraduate provision) or months (postgraduate taught).
S5b	Other modes of attendance may include part-time but via 'block release' (rather than on a weekly basis, for example).
S6	If a work or study placement is a required element of the course, please state here and specify the type of placement, e.g. work place in business/industry; study at another University (abroad or in the UK); voluntary work placement in a non-governmental organisation; clinical/professional placement.
S7	Add details of the key ways in which the PS aligns with the Subject Benchmark Statement
S8	These should be the standard offer typically set by the School/University for the type of course. Please refer to Faculty Associate Dean (Admissions) or the Admissions, Recruitment and Marketing service (ARM).
S11	You may wish to direct applicants/students to other sources of relevant information about the course and/or School by, for example, inserting appropriate web links to the School's web pages.
S12	This is an opportunity to include a short overview of the course and to draw attention to main and/or any special features (or requirements) that you consider may make the course 'stand out', attract attention and interest and/or are particularly relevant from perspectives such as the development of skills attractive to prospective employers. This text will be used for publication purposes, by Admissions and on the student's Higher Education Achievement Report (HEAR). Therefore, in addition to a brief overview of the course as outlined above, you should include comments about employability, key skills and other attributes that students will acquire through completing this course. Be aware that such features should be available to all students; if they are not because of certain requirements (academic and/or professional/statutory/regulatory body), then indicate this is the case to avoid the possibility of misrepresentation.
AC2.1	This applies to undergraduate/integrated masters provision only. The weightings and progressions requirements must conform to the Regulations for Undergraduate Programmes and Integrated Masters.

AC2.2	<table border="1"> <thead> <tr> <th>Stage</th> <th>Level</th> <th>Year of course</th> </tr> </thead> <tbody> <tr> <td>This refers to the UEA's stages where 0 represents a Foundation (pre-University level) stage and 3 a final year undergraduate stage.</td> <td>This refers to the HEQF (Higher Education Qualifications Framework) where level 3 is equivalent to A levels, levels 4, 5 and 6 are the 1st, 2nd and 3rd year of an undergraduate degree and level 7 is Master's level.</td> <td>This refers to the actual number (and sequence) of years offered within this particular course.</td> </tr> </tbody> </table>	Stage	Level	Year of course	This refers to the UEA's stages where 0 represents a Foundation (pre-University level) stage and 3 a final year undergraduate stage.	This refers to the HEQF (Higher Education Qualifications Framework) where level 3 is equivalent to A levels, levels 4, 5 and 6 are the 1st, 2nd and 3rd year of an undergraduate degree and level 7 is Master's level.	This refers to the actual number (and sequence) of years offered within this particular course.
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Please edit the table in AC2 to accurately reflect the structure and sequencing of the particular course being proposed, especially with regard to the placing of a Year Abroad / in Industry where appropriate.							
AC3.4	Chapter B7 of the QAA Quality Code requires that: <i>Institutions include the name, position and institution of their external examiners in module or programme information provided to students.</i> Please include web link to the External Examiner information.						
PS1	<p>FOR UPDATING EXISTING PROGRAMME SPECIFICATIONS Please copy and paste in the correct course profile from eVision</p> <p>Where the course has pathways and you feel the profile is more clearly presented in diagrammatic form, please attach your diagram to this proposal as a separate document.</p>						
PS2	<p>Please delete superfluous tables or copy and paste additional tables depending on the length (in years) of this course.</p> <p>This section allows you to indicate what the learning outcomes are which are associated with each stage of study and how these will be assessed in relation to each of the modules associated with the stage in question. Students should be able to demonstrate achievement of learning outcomes in the assessments set, so there should be a clear/explicit link between outcomes and mode of assessment. For example, in a module which has a learning outcome “Students should be able to present arguments orally and defend their views in an open question and answer session with fellow students”, it would not be unreasonable to expect that this skill is reflected in a summative assessment of some kind – normally a class-based oral presentation.</p> <p>Please use acronyms for modules rather than the SITS module codes if you prefer, but if doing so please be sure the acronyms have all been listed against the module names in the Course Profile (PS1).</p> <p>If you are using types of assessment that fall outside of the narrow list of types provided for in this template, please indicate this using the ‘Other’ column. If using this column, please give additional information in the ‘Other’ box at the base of this table.</p>						
PS3	Constructive critical feedback is central to effective learning and the development of student skills and confidence. Please clarify how often and in what format feedback will be provided on both formative and summative work						
PS3.1	This section of the form provides Schools with an opportunity to indicate how the structure of the programme promotes the learning progression of students from one						

	<p>level of study to the next. For example, how does the 1st year (Level 4) of the programme build a sound 'foundation' for students' learning such that they are well-equipped to make the transition to 'honours level' study (in UG degrees) in their 2nd, 3rd or subsequent years and levels of study? To what extent are skills, knowledge and capacities developed in the 2nd year (Level 5) a prerequisite for successful progression and achievement in the 3rd year (Level 6)? With regard to Masters programmes, how is learning embedded in the 1st semester built-upon in the 2nd (or 3rd) semester(s)?</p> <p>QAA subject/discipline 'benchmarking statements' will normally provide a clear indication of how 'progression' of student learning is facilitated in the subject/discipline in question and course proposers may wish to reflect this in the way they articulate 'progression' in this section of the form. In some subjects, the emphasis within a stage of study is likely to be on developing knowledge and understanding of core themes, concepts, and subject-specific knowledge, whilst in others, where there is no 'core content' as such, the emphasis may be on developing different approaches, skills and capacities in interpreting evidence.</p>
PS3.2	<p>The 'feedback cycle' should describe the way in which feedback functions on the programme in question. It should articulate, for example, key points at which feedback is likely to be provided to students, how this feedback is linked to subsequent assessments (i.e. feed-forwards), and the opportunities that students will have to receive (and act upon) feedback provided on formative as well as summative assessments. Feedback is critical to student learning and research demonstrates that its effectiveness is largely influenced by timing, format and relevance – that is the extent to which it is diagnostic and useful in highlighting where and how students might enhance their performance in subsequent assignments. Schools should feel free to indicate in this section those opportunities that exist for 'peer-to-peer' (i.e. student-student) feedback, as well as tutor-led feedback. Please note that all Exams should include generic cohort-level feedback from 2012/13 onwards.</p>
PS4	<p>This question is designed to encourage careful thinking about the number of examinations included in your proposed course, and to allow the assessments office to approximate the resources required to service this. Please include practical examinations such as Objective Structured Clinical Examinations (OSCEs) and Objective Structured Pharmacy Examinations (OSPEs) separately, as indicated.</p>
PS5	<p>Is there a demand for this course across a diverse range of communities or a wide age range? If there is a potential to attract mature applicants has any flexibility in study arrangements been considered?</p> <p>Is there evidence, either internally or externally that particular minority or other under-represented groups may be attracted to the course? If so, state how the course will accommodate such groups and whether particular outreach work will be undertaken.</p> <p>Is there evidence either internally or externally that the course may have a particular 'polarisation' – for example, very low percentages of women or men, very high numbers of a particular international group or a low proportion of mature students, or those from lower socio-economic or less advantaged backgrounds. If so, how will the course be promoted to attract more of the minority group/what support measures will be put in place to ensure good retention amongst minority group members. Is there any evidence via degree attainment statistics of similar courses that additional support courses need to be flagged/linked to the course (e.g. English language courses to support international students).</p>

	<p>If students are anticipated from cultures with very different approaches to study how will this be embedded in the course or in support/first year work around it?</p> <p>If the course entails field work/placements/lab work have you considered how outcomes may be met through other avenues/a different arrangement as a range of issues may affect student's ability to participate – some of these may be pregnancy/maternity, paternity, disability, temporary health conditions, caring responsibilities, religious practice (course structure/timings may be important to consider here).</p> <p>How will course materials be made available? Will there be a variety of accessible formats for handouts? For example, is there the capacity to provide podcasts or other e-learning materials as routine?</p> <p>More generally, how will the School promote an inclusive atmosphere for students across the range of protected characteristics and from other under-represented groups? For example, will the students receive any teaching materials on equality during their first term/first year that will help them understand their rights and responsibilities in a diverse environment? Will information be provided via induction?</p>								
PS6	Please give examples, such as CV preparation, skills acquisition and practice, reflective worksheets, workplace scenarios etc. Give details of who will be involved in each of these components/ activities and whether they will be assessed.								
KIS	There is a HEFCE funding requirement to publish a Key Information Set (KIS) for every undergraduate programme that is open for general applications, including part-time courses but only if there is no full-time variant of this course on offer. In order to avoid duplication of effort, this data is requested as part of the Annual Course Update process and hence has been incorporated into this form. Further information is available at https://intranet.uea.ac.uk/planning/kis								
KIS1	For all percentage time calculations, the assumption is that a 120 credit course is equivalent to 1,200 hours.								
KIS2	See note S3b. You may already have supplied this information in S3. Please cut and paste into section KIS2 as appropriate.								
UP1	The update record is for the Course Director to sign off the updated version, and confirm whether or not the KIS data has changed. It is acceptable to type in the name of the signatory, rather than have a long-hand signature.								
IM1	<p>The implementation actions is for Admin use, to record that the actions have taken place, and allocate a unique reference number to the Programme Specification, to map against the complete route list and HEAR information.</p> <p>The convention for coding the Programme Spec is:</p> <table> <tr> <td>School</td> <td>3-letter acronym</td> </tr> <tr> <td>Academic year</td> <td>2-character date of start of academic year the PS is for.</td> </tr> <tr> <td>Level</td> <td>UG or PG (UG covers IM courses)</td> </tr> <tr> <td>Sequence</td> <td>unique sequence number for the School, starting at 001</td> </tr> </table> <p>For example, MTH14UG001</p>	School	3-letter acronym	Academic year	2-character date of start of academic year the PS is for.	Level	UG or PG (UG covers IM courses)	Sequence	unique sequence number for the School, starting at 001
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Sequence	unique sequence number for the School, starting at 001								

C Appendices

Appendix 1 – List of acronyms and abbreviations

AD LTQ	Associate Dean, Learning & Teaching Quality
ARM	Admissions, Recruitment and Marketing
ARTS	Arts Building (housing LTS Arts Hub)
BIU	Business Intelligence Unit (includes Market Research team)
CCEN	Careers Centre
DOS	Dean of Students
DT	Director of Teaching
E&D	Equality & Diversity
ECB	Edith Cavell Building (housing LTS Hub for Nursing Sciences)
EFB	Elizabeth Fry Building (housing LTS EFB Hub for undergraduate students in some SSF and FMH Schools, and SCI)
FFM	Faculty Finance Manager
FLTQC	Faculty Learning & Teaching Quality Committee
HEFCE	Higher Education Funding Council for England
HOS	Head of School
ISD	Information Services Directorate
ITCS	IT Services
KIS	Key Information Set
LIB	Library Services
LTC	Learning & Teaching Committee
LTS	Learning & Teaching Service
OSCES	Objective Structured Clinical Examinations
OSPES	Objective Structured Pharmacy Examinations
PGR	Postgraduate (research)
PGT	Postgraduate (taught)
PLN	Planning Office
PSRB	Professional, Statutory or Regulatory Body
QAA	Quality Assurance Agency
QTS	Qualified Teacher Status
ROU	Route (course) code
SITS	Student Information System
UG	Undergraduate
UUEAS	Union of UEA Students
ZICER	ZICER Building (housing LTS ZICER Hub for postgraduate students in some SSF Schools, FMH and SCI)

Appendix 2 - Recognised awards for taught programmes

Bachelor of Arts with Honours (BA (Hons))

Bachelor of Engineering (Honours) (BEng)

Bachelor of Laws (LLB)

Bachelor of Medicine, Bachelor of Surgery (MBBS)

Bachelor of Science with Honours (BSc (Hons))

Bachelor of Science with Honours (Pre- and Post-Registration) (BSc (Hons))

Bachelor of Science (BSc)

Certificate in Continuing Education (CertCE)

Certificate of Higher Education (CertHE)

Diploma in Continuing Education (DipCE)

Diploma of Higher Education (DipHE)

Diplomas of Higher Education (Pre-Registration and Post-Registration)

Foundation Degree in Arts (FDA)

Foundation Degree in Science (FDSc)

Graduate Diplomas

Master of Arts (MA)

Master of Business Administration (MBA)

Master of Chemistry (MChem)

Master of Clinical Education (MClinEd)

Master of Computing Science (MComp)

Master of Engineering (MEng)

Master of Laws (LLM)

Master of Mathematics (MMath)

Master of Medical Science (MMedSci)

Master of Natural Science (MNatSci)

Master of Pharmacy (MPharm)

Master of Research (MRes)

Master of Science (MSc)

Master of Sciences (MSCI)

Master of Social Work (MSW)

Master of Surgery (MS)

Masters in Teaching and Learning (MTL)

Postgraduate Certificate (PgCert)

Postgraduate Certificate of Clinical Education (PgCertClinEd)

Postgraduate Certificate in Education (PGCE)

Postgraduate Diploma (PgDip)

Postgraduate Diploma of Clinical Education (PgDipClinEd)

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code <i>note PS</i>	Year

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.

COURSE SUMMARY

S1	a	SCHOOL(S) OF STUDY	
<i>note S1c</i>	b	FACULTY or FACULTIES	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES
			NO
	d	NAME OF COURSE DIRECTOR (Home School)	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	
S2	a	COURSE TITLE	
	b	COURSE CODE	
<i>note S2c & S2d</i>	c	AWARD	
	d	EXIT AWARD(S) AND TITLE(S)	
	e	FULL/PART-TIME (please specify)	
	f	LOCATION (UEA Norwich, Distance Learning)	
	g	AVAILABLE FROM:	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	
	b	ACCREDITING/VALIDATING BODY (if relevant)	
		Website (URL)	
		Date when accreditation/validation may take place	
S4a <i>note S4a</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	
		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	
S4b <i>note S4b</i>	FHEQ STATEMENT	Please detail how the programme meets the relevant qualification descriptor from the Framework for Higher Education Qualifications (FHEQ)	

S5 <i>note</i> S5a	a	DURATION (years or months)				
<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)				
S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES		NO	
			If YES, does this conform with the UEA's code of practice on placements?			
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these					
S8 <i>note</i> S8	ENTRY REQUIREMENTS					
S9	JACS Subject Level Code(s) Consult Planning Office					
S10	UCAS ADMISSION CODE / COURSE CODE Consult Planning Office					
S11 <i>note</i> S11	FURTHER INFORMATION (web link to further information)					
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes					
<i>note</i> S12						

****Please copy and paste the above table for additional (related) courses****

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 <i>note</i> AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
	Please select only from the permitted options - see UG/PGT regulations				
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.4	EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners)				
	(For Admin use only – to be added by LTS Web Administrator)				

PS1 COURSE PROFILE *For updates to Programme Specifications, copy and paste course profile from eVision*

note PS1

PS2 MAPPING LEARNING OUTCOMES	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Develop coherent arguments using a range of conflicting evidence	EDU 0B02								
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 2 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Deliver an oral presentation using appropriate audio-visual aids						EDU 1B03			
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 3 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Contrast and compare contemporary perspectives on the Second World War	HIS 2C07				HIS 2B05				
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 4 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Examine the evidence for below-ground archaeology using aerial photographic evidence				ENV 3B08	ENV 3C09				
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES - continued note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 5 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Explore a clinical problem in depth within the context of private and publicly-funded settings					MED 5M06				
Other: please give details									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note
PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note
PS3.1***PS3.2 feedback cycle**

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note
PS3.2*

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?			
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?			

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		

PS6	EMPLOYABILITY		<i>note PS6</i>
	How is employability embedded into the delivery of the course?		

KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)							<i>Note KIS</i>
KIS1	Quantitative KIS data							<i>Note KIS1</i>
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams							
1.2	Percentage of assessment by practical exams							
1.3	Percentage of assessment by coursework							
1.4	Percentage of time in scheduled learning and teaching activities							
1.5	Percentage of time in guided independent study							
1.6	Percentage of time on placements							
KIS2	Professional Accreditation							<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)							
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.							
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.							

UP1 Programme Specification Update Record						
Faculty			School			
Academic Year	2014/5	2015/6	2016/7	2017/8	2018/9	2019/0
Degree Award (e.g. BSc/MA)						
Course Title(s)						
Course Code(s)						
Has the KIS data been changed?	Yes/No					
Course Director sign off	Name					
	Date					

IM1 IMPLEMENTATION ACTIONS – ADMIN USE ONLY		
ACTION	DATE	Name
Course Profile updated in Evison (LTS Team Leader)		
Course code and S12 text copied into spreadsheet to be picked up by HEAR process (LTS Team Leader)		
Programme Specification placed in shared drive folder (LTS Team Leader)		
Web link to External Examiner information added (LTS Web Administrator)		
Programme Specification uploaded onto website (LTS Web Administrator)		
Planning Office informed of upload of Programme Specification onto website (copy of this page to cams.records@uea.ac.uk) (LTS Team Leader)		
Programme Specification Code (LTS Team Leader) (SCH/YEAR/Level/Sequence)	Eg MTH14UG001	
Full route code(s) covered by this Programme Specification (LTS Team Leader)		