

# University College Birmingham

## Guidance on completing Programme Specification Forms (Definitive Documentation for new or re-validating programmes)

Issue 6  
October 2022

**1 Institute/School:**

This is always University College Birmingham followed by the School proposing the programme.

**2 Partner College and School (if any):**

This is for UCB awards only, and should only be completed where a programme is being written for delivery by another institution.

**3 Awarding Institution:**

This should either be University of Warwick or University College Birmingham

**4 Final Qualification:**

This should be the level of award, i.e. MSc/MA, FdA/FdSc/ BA/BSc etc.

**5 Programme Title:**

This requires the programme title (i.e. Sports Therapy, Marketing Management etc). Where there is an optional placement please put both titles in for example: BA (Hons) Events Management; BA (Hons) Events Management with Placement.

**6 Related Qualifications (i.e. PG Cert and PG Dip are available on Masters level programmes).**

**Do you wish these qualifications to be available?**

Please answer YES or NO. Unless there is a particular qualification which would NOT be permitted for any reason, this section should, in most cases, be answered as YES.

**7 Can students directly enrol on the related qualifications? (Although the regulations allow for the award of related qualifications, students cannot, in all cases, enrol on them)**

Please answer YES or NO.

**8 Proposed Start Date:**

The team should specify when the first cohort will commence the programme. This should be either September or January of a given year.

**9 Programme Code/s:**

The programme code is allocated usually following validation, so this will be completed by the Quality Team.

**10 JACS code and/or HECoS code:**

JACS or HECoS codes relate to the subject area of the programme and a list of these is available on-line <https://www.hesa.ac.uk/innovation/hecos> . HECoS has been developed to replace the JACS system from 2019. If in any doubt about this code, please leave blank and the Quality Team will complete this.

**11 Mode of Study:**

Please specify whether one or more of: full-time, part-time, block delivery, on-line delivery, blended learning etc.

**12 Length of programme:**

Please specify the number of years of study required to complete the programme. Where both full-time and part-time modes are available, please specify both - for example: Full-time 3 years (4 years with placement); part-time up to 6 years. This may be expressed by number of semesters if appropriate.

**13 Accreditations:**

**For programmes which are accredited by a professional, statutory or regulatory body:**

If there are any of the above from which you have gained recognition for the programme please note them in this section – for example the *Institute of Hospitality* or *The Society of Sports Therapists*.

**14 Regulatory Requirements/exemptions:**

If recognition by a professional body is dependent upon specific criteria being met, please specify here what the details are.

**15 Where will teaching take place?**

If the programme is written for delivery by UCB, this is most likely to be one of the Main Campuses, please specify. Where the programme is being taught off-site, please give details of the location(s).

**THE RATIONALE:**

**16.1 Why has this programme been developed?**

Please specify in this section any details regarding the demand for the programme, i.e. industry trends, a gap in the market, and external driving forces. Perhaps changes in legislation, or other reasons why demand may have increased. Feed-back from industry, or students as a result of periodic review. It may be that the new programme will be replacing an outdated existing programme, or created from the evolution of ideas from the teaching team.

**16.2 Aims of the Programme:**

This section summarises the development processes that have been planned. It consists of a series of broad statements. It describes the range and type of expected

skills development. It should give an overall thumbnail description of content (it often replicates the information found on UCB's prospectus and the UCAS website).

Any statement on the range of students will reflect UCB's commitment to widening participation in Higher Education.

### **16.3 How does the programme support UCB's Access and Widening Participation Strategy and Learning and Teaching Strategy?**

You will be required to outline how the programme supports widening participation showing that applicants are accepted from varying backgrounds, and outlining the progression routes which potential students might have taken, and will be able to take going forward.

In addition to addressing the expectations of the Learning and Teaching strategy you may wish to refer to the key themes within the strategy document of student support, employability, enhancement and effectiveness.

### **16.4 How does the programme support the Corporate Plan?**

This section will require you to relate the new programme to the current corporate objectives of UCB - for example:

*"Offer high quality, flexible and accessible programmes which facilitate progression to higher levels and meet students' learning needs and study patterns".*

*"Provide leading industry-standard and endorsed learning opportunities that enhance the vocational expertise of our students, giving them lifelong skills that are recognised by professional bodies."*

*"Encourage innovation and the challenging of conventions in the development and delivery of programmes."*

There will be an opportunity further along in the document to expand on this if required.

## **INCLUSIVITY, ACCESS AND STUDENT SUPPORT:**

### **17 Are there any barriers to access?**

You should answer this question YES or NO. However, if the answer is YES you are required to explain briefly, and include any alternative arrangements which have been made for any student(s) who may be affected.

Even if the answer is NO, you should note that whilst there is no barrier as such, additional/alternative provision may be made under certain circumstances for some students, if appropriate.

You should indicate here what support, if any, is offered to students.

### **18.1 How have the comments of current students been taken into account?**

This section gives the opportunity to report on how any feed-back; both good and bad from students (as a result of the questionnaires which they are required to complete) may have influenced the design of the new or re-validated programme.

### **18.2 What impact will the proposal have on any current students?**

It may be the case that the new/re-validated programme will have no effect on current students and you will need to note the fact here.

If, for example, you will be 'phasing in' the introduction of the new programme you will need to give details of that in this section. Also, if the new/re-validated programme is similar to the existing programme which it replaces, you may wish to note here that all current students will be transferred to the new programme (at the appropriate level of study) at the beginning of the next academic year.

## **19 Entry Requirements:**

Clear indication of the level and subjects required e.g. *"For those who have an 'academic' background, the typical offer will be xx points on the UCAS tariff, at least xx of which must come from 6 or 12 unit awards. A wide range of alternative sources of academic achievement will be accepted, such as a National Diploma in a relevant subject, Baccalaureate, International Baccalaureate, etc."*

If the programme provides a clear progression route from any identified Further Education course(s) or a higher level 'feeder' programme(s), this should be indicated here; e.g. *"The programme provides a progression route for students who have completed (for instance) CACHE or NVQ Level 3 awards. The programme also provides a progression route for those who wish to continue onto the final stages of this award from the Higher National Diploma or Foundation Degree."*

Since both the University of Warwick and University College Birmingham have policies for widening participation and encouraging lifelong learning, 'non-standard' entrants should be welcome, and this should be indicated. A sample statement could be: *"The programme is open to all of those working in a relevant industrial setting. Recruitment and selection is the result of a process that involves negotiation between the potential student, their employer and UCB"*

If there is expectation of a number of students with existing experience and skills, a sample statement could be: *"It is expected that considerable use will be made of APA (accreditation for prior achievement). The programme leader will ensure that the University's stringent APA practices and quality measures are adhered to."*

If there is an expectation of a number of students without recent academic experience appropriate to entry, sample statements could be: *"Support in developing/renewing the skills of learning at this level of study will be provided to all participants through a package of measures"* and *"UCB will look for evidence of potential students' ability to benefit from and succeed at a programme of study at HE."*

Any restrictions on application are indicated in this section of the form. These might include a minimum period of relevant industrial experience or the exclusion of applicants who have criminal convictions.

**Please check that the requirements in this section are consistent with requirements for any related existing programmes and confirm with the Deputy Director of Admissions the tariff points and wording of the entry requirement statement for the programme.**

**20 Non-standard programme elements:**

This section highlights the unique features of the programme. It will point out any innovative or unusual features of the programme. It will include details of study abroad or work placements. You will be expected to provide details of how these elements will be managed, e.g. will students be contacted whilst away from campus, how often? What support will be available for them?

**TEACHING/STAFFING REQUIREMENTS:**

**21.1 What are the predicted demands in terms of teaching space and any particular teaching equipment required etc?**

In this section you may wish to note if there are any marked differences in the requirements in terms of teaching space, i.e. type of space, amount of space etc. compared with the programme which the new programme is intended to replace.

You may if you wish provide additional details of specialist equipment required, or any specific type of workspace.

**21.2 Will students study away from the UCB campus?**

**If so what support is in place at the location(s)?**

Please answer the question YES or NO. You will then be required to provide details of the type and frequency of contact with the student at each location. Detail how you may contact them, and how they may contact you in the case of any problem/query arising. Also how UCB supports the students in any other ways.

If not applicable, please note this.

**21.3 If it is planned for UCB IT services (e.g. Canvas, DICE team) to support the delivery of the programme, brief details of which services are to be used should be provided.**

For the majority of programmes this will probably be a case of noting that standard support is provided. However, if it is the case that additional IT services are required for any elements of the new programme, these should be detailed in this section.

**21.4 Are additional staff required to deliver this programme?**

**If so, please provide details.**

Please answer YES or NO.

In many cases programmes will be run using existing staff members, and this should be noted here.

However, in the case of the introduction of more specialist programmes (or specialist modules within the programme), it may be that additional staff will be required with expert knowledge of the subject. If this is the case these additional staff resources will need to be detailed in this section. Alternatively, it may be the case that existing staff will be utilised but will require additional training (Professional Development Activities), and this also should be noted here.

There is an opportunity to provide additional details in Part II of the submission, under the heading of “Additional Resources Required”/“Professional Development Activity”

**21.5 If the delivery of this programme is dependent on key member(s) of staff, how will they be supported?**

If there is one or more members of staff within the programme who is/are relied upon to teach a given subject, details should be given of how the rest of the teaching team can support the key member of staff. This may involve further professional development activity/training which should be noted here, with details to be given in Part II of the submission (as above).

**21.6 Will the programme be delivered via distance learning?**

**If YES, please give details of staff development support.**

Please answer YES or NO.

It is anticipated that staff responsible for the delivery of the programme will have attended the relevant staff development courses. Confirmation of this should be provided. It may be that this is not the case and therefore this section is not applicable. In this case please record this.

If the programme is to be taught via distance learning, you should note this and provide confirmation that staff members are fully able to deal with all aspects of this.

If further staff development is required this should also be noted and further details may be given in Part II of the submission (see above).

However, it should be noted that all staff development should be completed prior to the commencement of delivery of the programme.

## REFERENCE POINTS WHICH HAVE INFORMED THE DESIGN OF THE PROGRAMME:

### 22 QAA Benchmarking statement:

In this section you are referring to the statement within the relevant benchmarking group, i.e. the standard specifications for that subject group. You may wish to include quotes from that statement to illustrate how they have guided your decisions in writing the programme.

### 23 Framework for Higher Education Qualifications (FHEQ)

When answering this question, please refer to the benchmarking group specifications which have informed the writing of the programme. Any guidance you may have sought from these specifications, noting that the programme complies with the QAA's most recent UK Quality Code for Higher Education.

### 24.1 Does the programme comply with UCB regulations?

The response to this should be YES in most cases. However, if the answer is NO you will be required to provide details.

### 24.2 Does the programme comply with UCB's progression rules?

As above, this should be YES in most cases, however if NO, you are required to provide details.

### 24.3 Will the students be subject to Fitness to Practise requirements?

This requires a YES or NO response. Within some subject areas all students will be subject to Fitness to Practise requirements, such as Sports Therapists and Education and Community for instance.

## STUDENT NUMBERS AND NEW MODULES:

### 25 Proposed student intake per annum:

The number here should be the number expected in the first cohort. You may express this in terms of number on BA and number on FdA, or cumulatively, and if additional numbers will be expected as Direct Entry students you may wish to express this number separately.

### 26 Name of New modules (please indicate if they are compulsory or optional and if they are going to be offered on other programmes):

You may wish to head these Compulsory: and do a list, and Optional: and do another list, noting any additional programmes where the modules will appear, or you may wish to list all the titles and at the end of each title place (C) or (O), and then the additional programmes. You may wish to add the level of study also.

## FINANCIAL ARRANGEMENTS:

### 27 Is the proposed award a registered HE qualification?

This should always be YES

**28 Is the programme open to all suitably qualified candidates?**

This should always be YES

**29.1 Is the programme supported by other sources of finance?**

This is usually NO. But if YES, please give details.

**29.2 What fees will be charged?**

Undergraduate            F/T Home: £  
   P/T Home: £  
   Overseas (UG): £

Postgraduate:            F/T Home: £  
   Overseas (PG): £

*(\*For any fees please visit the UCB website)*

*NB: Please submit only those fees which are appropriate to the proposed programme.*

**29.3 Are there any additional fees or deposits?**

**Please answer YES or NO**

If YES please specify the type of charge and the amount, and, if necessary, which students these apply to.

**THE MARKET AND PROGRAMME COSTS:**

**30.1 Has the market research for this programme been carried out?**

This should always be YES

If a summary report is available, please attach this as a separate document rather than trying to fit it into the document. This could include longer responses to the following four questions also.

**30.2 Has the Marketing/Admissions/International Unit been consulted within the research process?**

Again, in most cases this will be YES. If NO a very short explanation could be put here.

If YES, please provide brief details.

**30.3 Is there sufficient evidence that the market will stand the proposed fee for this programme?**

This should always be YES.

**30.4 Does the research indicate that there is sufficient demand for this programme?**

This should always be YES



**30.5 What is the minimum viable cohort?**

Please provide the minimum number of students required to ensure the programme is profitable (or a minimum of break-even).

**ADDITIONAL INFORMATION FOR COLLABORATIVE PROGRAMMES:  
(for UCB awards ONLY)**

Please do not complete the following section if the award is a University of Warwick accredited award.

Only complete for UCB awards where the programme is to be offered by another institution as part of a collaboration arrangement.

**31.1 Name of Collaborative organisation, and form of Collaboration:**

Please provide the name of any and all institutions who will run the programme. For each of these, please specify what type of agreement has been signed (i.e. Franchise, License etc).

Your response to the following questions will depend upon the terms of the Agreement UCB has with the collaborating institute.

**31.2 Will students be registered with UCB or the Collaborative partner?**

Please refer to the terms of the Agreement/Licence before answering this question.

**31.3 Will students have access to UCB resources and/or IT?**

As above, this will be dependent upon the type and terms of the Agreement.

**31.4 Who will manage the applications and admissions procedures?**

As above, this will be dependent upon the type and terms of the Agreement.

**31.5 Please indicate the planned arrangements for delivery and management of the programme:**

See above.

**32 External Comment – please attach External Comment Forms from the advisers who have been consulted during the design of the programme. Please enter your response to the external advisers’ reports.**

The external advisers should be selected as being of recognised standing in the subject area of the programme. They should have suitable experience, and be able to make reasonable, informed judgement about the programme being submitted.

In the boxes below there is provision for you to complete the name and address of two advisers (you may add more below if appropriate). However, the inclusion of the reports at this point in the document is not necessary as there will be provision made in Part II of the submission for their inclusion.

### **33/34 Programme Outcomes and Learning, Teaching and Assessment Strategies:**

This section summarises the learning outcomes of the programme and the means by which they are assessed. It is split into two tables the first related to **Knowledge & Understanding**, the second to **Skills and Other Attributes**.

The tables describe what will be expected of the student at the end of each level of study. The outcomes might be based on QAA subject benchmarks (for example: *“the development and operation of markets for resources, goods and services”*; *“the ability to produce a substantial piece of academic writing”*). They will relate overall to the learning outcomes on the modules studied at each level, and also to skills and knowledge gained through the completion of each level.

Columns describe the Learning and Teaching Methods and Assessment Methods that will be used. The following are suggestions and guidance on completing these two tables:

- how the learning and teaching methods in the programme relate to UCB’s Learning and Teaching strategies
- how the programme actively encourages independent student learning progressively, e.g., through the levels of study
- how the programme gives students the necessary skills for success in employment
- how the programme ensures that all undergraduate students have developed skills in research and information/time management in order to undertake the Research Project at Level 6
- how assessment methods are linked to learning outcomes
- whether the programme embeds elements of teamwork, peer assessment, oral presentation and other skills training alongside more traditional assessment
- the rationale for the choice of assessment methods will provide essential evidence for the Validation event.
- assessment pattern from stage to stage, e.g. which marks will contribute to the final result
- how options and special features such as placements will fit into the assessment structure
- supervision arrangements for level 6 research projects
- in the case of study abroad and work placements how student progress will be monitored

### **35 Programme Specifications:**

The section consists of tables that list the range of modules to be taken at each stage for full time and part time modes of study, including interim awards. If you are writing a programme specification for an existing programme, the programme requirements should be available via the Definitive Documents database on the UCB staff portal.

If new modules are to be included list these as appropriate within the grid and mark as (NEW). Where there is to be some choice between different optional modules, provision is made for these to be listed separately but you will need to indicate the requirement, either by the number of modules the student must choose, or the number of credits they must choose.

"Interim awards available at end of stage" should be used to indicate whether, on successful completion of the stage, the student would be eligible for any interim awards (e.g. Cert HE).

"Other features of stage" might highlight elements within the modules listed, such as field trips, time spent abroad or work placements.

The table should list the correct module title and gives its credit value, its level and the code. A completed **Module Specification Form** for each module will be included in the Definitive Document. The module code will be assigned once a new module is approved.

**36 Assessment Method (% split):**

This will require you to list, by year, the percentage of assessment which is allocated to Examinations, Practical Work and Coursework, noting also any additional features of the year.

Calculation:

Weighted average formula = (percentage of assessment / total number of credits) X credits for the module.

This part of the form concludes with the name of the Programme Proposer, the name of the person within UCB who has the authority to approve the proposal (currently Pro-Vice-Chancellor (HE Curriculum and FE Principal) – Elaine Penn), the date of approval within UCB.

**37 Name of Proposer:**

Please insert the name of the member of staff to whom any questions about the proposal should be referred.

**38 Name of the individual within UCB with authority to approve the proposal:**

This is the name of the Chair of the Validation and Approvals Committee currently Pro-Vice-Chancellor (HE Curriculum and FE Principal) – Elaine Penn.

**39 Date of Validation**

Self-explanatory

## Part II of the submission - Additional Information

Although there is a minimum expectation of information within this document, it will give you, as the proposer the opportunity to include any detailed information which you wish the Validation and Approvals Committee to take into consideration when viewing your proposal.

The standard information required in this part of the submission is:

### **Learning Outcomes Mapping:**

The grid consists of the points listed in the Programme Outcomes and Learning, Teaching and Assessment Strategies section itemised in the vertical axis.

You will need to add each module into the grid along the horizontal axis and indicate which of the learning outcomes is addressed by each of the modules. A typical Learning Outcomes Mapping grid can be provided by the Quality Team, if required.

### **Assessment Mapping:**

This is a similar grid to the one for learning outcomes. Instead of learning outcomes being listed in the vertical, you will now need to list all the possible types of assessment – for example: essay, report, portfolio, written exam (electronic or paper based), practical exam/assessment, presentation, live event, research project, etc.... ending with “other”. (If you use this category you will need to indicate what type of assessment it is). You will then need to add the modules to the horizontal, and then indicate which type of assessment is addressed in each of the modules. For each of the assessments you should also indicate whether this is group work (G) or individual work (I).

When completed this should indicate a balanced range of assessments, and also a balance between group work and individual work.

As above, a typical grid can be made available.

### **Graduate Attributes Mapping:**

There are six key graduate attributes which you will need to address within the programme. The grid you will use lists these 6 horizontally, and you should then add a list of the modules to the vertical. To complete the grid you need to indicate which of the graduate attributes is addressed by each of the modules.

Once completed you should be able to see that all six of the graduate attributes are addressed across the programme in a balanced way appropriate to the programme being taught.

As above, a typical grid can be made available.

### **External Comments:**

The fully completed External Comment Forms should be inserted into this section, (ensuring that your responses are completed also). These are standard forms and can be submitted

either landscape or portrait style as you prefer, but they should be on the standard forms along with your responses and no other format.

### **Marketing Annex:**

The marketing annex can be as detailed as you wish it to be. It tends to be one of the most challenging sections to complete as it brings together information from diverse areas of research and enquiry.

It should include detailed reports of any consultation you may have had with industry experts, or with individuals in industry-appropriate businesses relevant to the programme being considered.

If any endorsements have been obtained these should be noted in this section.

If the programme has incorporated elements in response to External Examiner reports please indicate how these have been taken into consideration.

If you wish to refer further to the QAA benchmarking or other qualification frameworks you should include that.

Within this report you may wish to outline the intended market for this programme, indicating the level and/or type of demand.

You can divide the report into sub-sections as follows:  
(the following points are used only as examples)

The employment market:

- the nature and size of the employment market
- identify trends and specific skill shortages (quoting sources)
- describe the employment prospects for graduating students – locally, nationally and if appropriate internationally.
- give examples of successful alumnus

The student market:

- show how you have determined the demand and employment prospects
- what type and level of enquiry have the marketing department received for this type of programme?
- how many other institutions offer this programme (or similar) – locally, nationally?
- what are the award's unique selling points?
- have you a recruitment strategy?

### **Intended Market:**

The University must be satisfied that there is a demand for the intended programme. This section of the form also tends to be challenging to complete because it brings together information from various specialists in the University. It can be divided into various subsections.

### **The employment market**

- identify the nature and size of the employment market
- identify employment trends and specific skill shortages, e.g.: “The Institute of Hospitality (IOH) predicted the need for 30,000+ new trained supervisors and managers every year up to 2025”
- relate the employment market to the local, national and international patterns of employment with special mention of current developments
- describe the employment prospects of successful graduates
- where possible, identify posts that have been secured by students who have recently graduated in this programme area.

### **The student market**

- what actions have been taken to assess the level of likely student demands and graduate employment prospects?
- what types of prospective students have approached the University’s marketing unit for this type of award?
- how many institutions already offer a comparable qualification?
- which institutions within the University’s catchment area already offer a comparable what will be the unique selling points of the University’s award?
- what will be the recruitment strategy?
- what provision has been made for part-time study and to facilitate widening participation and lifelong learning in line with the University’s policies?
- has there been any consultation with prospective students and potential employers?
- if current students are affected by the proposal, how have they been consulted?
- what is the anticipated impact on current provision?
- will any of the modules, or groups of modules, be made available as short courses for continual professional development activities?

Obviously, the Marketing and Admissions Team and the School Executive Deans are key sources of information; useful information on the labour market is also available.

### **Additional Resources Required:**

If you think that you will require additional resources, i.e. specialist equipment, non-standard software/tests etc. you will need to give details here, with costing wherever possible.

### **Professional Development Activity:**

If you will not require any further staff development, you will need to make a short statement under this heading confirming this.

If you do require additional staff development, please give details of the type of development required with rationale and costing (if appropriate), or research findings you may have as to the training provider (if appropriate).

**Module Proposal Forms:**

The Validations and Approvals Committee require (as standard) Module Proposal Forms for approximately 50% of all modules, which must include all new modules. If you have no new modules to present, you will still need to present a minimum of two Module Proposal Forms from each level of the programme (i.e. 6 modules in total).

**Indicative Assignments:**

As in the previous section the Committee will require the Assignment briefs for all assignments for approximately 50% of all modules on the proposed programme (including all new modules). Again, if you have no new modules to present the assignment briefs should be drawn from a minimum of two modules at each level of the programme (the same 6 modules as you have presented the Module Delivery Schemes for).

**Additional items required:****Staff Curricula Vitae:**

You will need to present a list of all modules on the programme (both compulsory and optional) and the lecturer(s) who is/are most likely to be delivering that module. Along with this list you will need to provide CVs for each person on the list. (CVs can be obtained from the HR Unit if you do not have a copy). Alternatively, you may submit the list to the Quality Administrator to make the request, and the CVs will be sent directly to them.

**Draft Programme Handbook:**

You will need to present a draft Programme Handbook for the programme. It is acceptable to provide a working version. However, it should contain an approximation of what you expect to publish to the students.

In line with the QAA's guidance on external examining (Chapter B7 of the UK Quality Code for HE) the University is required to include the name, position and home institution of all external examiners in the programme information which is made available to students, this can be obtained by contacting the Quality Team. In most cases this will be the programme handbook. All students registered on taught programmes should receive a guidance document to explain the role of external examiners, this can be obtained from Quality Team. In this document the University explains the 'do's and don'ts' of their interactions with external examiners, including an explicit instruction not to contact external examiners directly under any circumstances. External examiners have been instructed to inform the University if they are approached at any point during their appointment either by a student or by a third party on behalf of a student. The University's Code of Practice states that a student may be subject to disciplinary procedures if they are found to have contacted an external examiner.

An example of the contents might be:

**Contents page****Contacts page:**

Executive Dean of School: [name] [email]

Head of Department: [name] [email]

UCB details: University College Birmingham  
Summer Row  
BIRMINGHAM B3 1JB

Year/Programme Manager(s): [name] [email]

You must include the name and home Institution of the current Programmes' External Examiner – this can be obtained from the Assessment & External Examinations Officer or the Quality Team.

You may wish to add further contact details, i.e. telephone numbers etc. to suit your requirements.

You may wish to include contact details of any academic/pastoral support available: CASE, DICE, Health and Well-being Services, University Counselling Service, for example.

You may also wish to add a statement to the contacts page something similar to:

**It is essential that this Programme Handbook is used in conjunction with the Student Handbook. The Handbook is designed for new students starting the programme.**

#### **Overview of the School:**

Please give a brief description of what type of programme portfolio the school offers. You might want to refer to the industry connections etc. You just need to give a half page thumbnail description, including general information to suit your own requirements.

#### **Overview of the programme:**

Continuing from the above section, you should give a brief description of the programme: what type of activities will be undertaken, what type of industries the students may progress into. As with the previous section you should extend the information to suit your programme.

#### **A selection of related websites:**

If you wish you can list key websites (or journals, if appropriate) for students to access as they begin the programme and these may also prove useful for the students throughout the course of their studies, and may be a useful cache of information for them. You can include any information in this section which you feel is appropriate to the programme.

You could note, of course, that there is a wide catalogue of Journals available in the University Library. You may wish to add that there are information sheets available within the Library and their Subject Librarian can also help with this.



**Canvas/Student Portal:**

You might want to include a short description of Canvas and/or the Student Portal, briefly pointing out where the site may be accessed, and an overview of the content.

You might wish to mention DICE and any contact details for them.

**Frequently asked Questions (FAQ):**

If you feel that you can give the student useful information in this format you could include this, using questions you think might be most appropriate.

**Personal Employability Development (PED):**

You might want to include this with a short description and perhaps a link to guide the student.

**Programme Outcomes:**

These can be lifted from Part I of the submission and may be listed as “knowledge and understanding” and “skills and attributes”.

**Programme Levels:**

*“Each academic year of your programme is known as a ‘Level’ of study. In [your programme] there are [2/3/4] levels of study”*

You can then list each level with a short description, i.e.

Level Four (certificate level)

Level Five (intermediate level)

Level Six (honours level)

**Programme Structure:**

This is a list of all compulsory modules (and optional if you wanted to) - an example might be:

	Lecturer(s)	Workshop time (or other to suit)	Module Type
<b>Level ?</b>			
[Module title] ↓	[name(s)] ↓		[Core/Technical/Option]
<i>Plus option module(s)</i>			

But as with everything in this guide you can adapt this suggestion to your own requirements.

**Module Descriptions:**

For each compulsory module you can add in this section (grouped by Level):

Module title

Description

Syllabus/content:

extracts may be taken from the module proposal forms.

You may wish to include/re-arrange/omit information from the above guide – this is just offered as an idea of what you could include.

**Proposed start date:**

Please state the month and year of the first intake to the new programme.

**Programme Proposal Contact Details: Programme Leader:**

Please specify the name and email address of the programme leader.

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