Last updated: November 2018

POSTGRADUATE PROGRAMME SPECIFICATION

Collaborative Partners

Refer to the guidance on writing the programme and module specifications.

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| **Academic year** |  |

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| --- | --- |
| 1. **Awarding Institution**
 | University of Roehampton |
| 1. **Teaching Institution**
 |  |
| 1. **Final award** (including FHEQ level and credits.
 | *E.g. MA, level 7, 180 credits*  |
| 1. **Programme title**
 | *E.g. Journalism* |
| 1. **Exit award(s)** (including FHEQ level(s) and credits)
 | *E.g. PG Dip, level 7, 120 credits* |
| 1. **Programme title(s)** (for exit award(s))
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| 1. **Previous programme title** (if different from new programme)
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| 1. **Location of programme delivery**
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| 1. **Sponsoring academic department**
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| 1. **Programme Convener**
 |  |
| 1. **Professional Accreditation**
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| 1. **Awards students can apply to**
 | *E.g. PG Dip* |
| 1. **Entry point** (month)
 |  |
| 1. **First date of delivery** (month and year)
 |  |
| 1. **Relevant QAA Benchmarking Statement** (if applicable)
 |  |
| 1. **Mode of study** (FT/PT)
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| 1. **Planned duration of programme** (include FT and PT, where applicable)
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| 1. **Pattern of delivery** (daytime, evening, weekends)
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| 1. **Date of production/revision of programme specification**
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| 1. **Academic rationale**

Explain why the programme is offered, along with the identity of the market and fit with your institutional / departmental strategies. Describe the particular distinctiveness of the programme along with its particular features |
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| 1. **Programme aims**

Describe the ways in which the programme intends to meet the personal, academic and professional needs of the student |
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1. **Programme learning outcomes by level**

Specify what knowledge/skills students should possess on completion of the level. Refer to [SEEC credit level descriptors](http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf) for guidance on level of programme learning outcomes and the [QAA subject benchmark statement](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements) (if applicable).

(Also include learning outcomes for any lower level awards students can apply to as identified in section 12 above)

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| --- |
| **Level 7** |
| [Insert programme learning outcome] |
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### Map of programme learning outcomes against [QAA subject benchmark statement](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements) \*

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| **Programme Learning Outcome** | **Subject Benchmark Skill** |
| [Insert programme learning outcome] | [Insert corresponding letter from the list of Subject Benchmark Skills below] |
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\* *Complete this section if applicable, i.e. if there is a UK Benchmark Statement for the degree proposed in this document.*

**Subject Benchmark Skills**

a) [Insert Subject Benchmark Skill]

b)

c)

d)

e)

f)

g)

h)

i)

j)

k)

l)

1. **Map of programme learning outcomes against modules**

|  |  |
| --- | --- |
| **Programme learning outcome**  | **Modules** |
| **Level 7** |
| [Insert programme learning outcome] | [Insert module title(s)] |
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| EmployabilityState how the programme will prepare students for employment |
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### Curriculum Map

(Also include curriculum map(s) for any lower level awards students can apply to as identified in section 12 above)

**Full-time mode**

Where applicable, please identify with an **asterisk (\*)** those modules which are cross-listed

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Level** | **Credits** | **Status** (Compulsory/ optional | **Pre-requisites** |
| [E.g.RBP020L020S] |  |  |  |  |  |
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**Part-time mode** (where applicable)

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| --- | --- | --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Level** | **Credits** | **Status**(Compulsory/ optional | **Pre-requisites** |
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**Staff resources for the programme are detailed in Annex A**

### Delivery pattern

**Full-time mode**

**Year 1**

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| --- | --- |
| **Semester 1** | **Semester 2** |
| [Insert module code and module title] | [Insert module code and module title] |
|  |  |
|  |  |

**Year 2**

|  |  |
| --- | --- |
| **Semester 1** | **Semester 2** |
|  |  |
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**Part-time mode** (where applicable)

**Year 1**

|  |  |
| --- | --- |
| **Semester 1** | **Semester 2** |
| [Insert module code and module title] | [Insert module code and module title] |
|  |  |
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**Year 2**

|  |  |
| --- | --- |
| **Semester 1** | **Semester 2** |
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**Year 3**

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| --- | --- |
| **Semester 1** | **Semester 2** |
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| 1. **Learning, teaching and assessment**

Describe the approach to learning and teaching, and how assessment is used to measure learning. (Include reference to digital skills and the development of digital literacy, guest speakers, lecture capture/blended learning and field trips, if applicable) |
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| 1. **Placement learning (if applicable)**

Provide further information regarding the structure and delivery of the placement element(s) of the programme |
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###### **Learning and teaching contact hours**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Lecture** | **Practical** | **Fieldwork/****placement** | **Seminar/****workshop** | **Tutorial** | **Other (specify)** | **Total**  |
| [Insert module title] |  |  |  |  |  |  |  |
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Include in the table below additional contact hours which are programme rather than module specific e.g. extended induction

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| **Activity** | **Hours** |
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The notional hours of learning required to achieve the module credits do not only include the contact hours, but also independent study such as reading, preparation for classes or revision and completion of coursework. One credit represents 10 notional hours of learning. Therefore, a 20 credit module represents 200 notional hours of learning.

###### **Assessment weighting**

Include the weightings for the component (assessment) type at module level. Do not include sub-components separately.

|  |  |  |
| --- | --- | --- |
|  | **Component (assessment) type**  |  |
| **Module title** | **Coursework** | **Presentation** | **Practical** | **Examination** | **Test** | **Requirements for passing module** |
| [Insert module title] |  |  |  |  |  | E.g. Overall module pass |
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1. **Assessment criteria**
2. **Entry requirements**
3. **General entry requirements**

*Provide below the general entry requirements agreed for this programme.*

**[INSERT]**

|  |
| --- |
| ***Roehampton University general entry requirements for postgraduate programmes are shown below for information.**** A second-class honours degree (certain programmes may require a 2:1) from a recognised British or overseas university.
* Non-graduates with appropriate professional qualifications will be considered on an individual basis by Programme Conveners; contact details can be found on the individual programme page. Applicants will be expected to apply and register for the full master's award.
* The University also requires applicants to satisfy the [University's English Language requirement.](https://www.roehampton.ac.uk/international/entry-requirements/)
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| 1. **Programme specific entry requirements (if applicable)**
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1. **Quality Assurance**

Quality assurance takes place through a number of internal and external procedures. Operational responsibility for the management of the programme at [insert your institution] rests with the Programme Board and the Roehampton Link Tutor.

A Programme board is established for each programme of study or group of cognate programmes. Collaborative partners may wish to utilise any existing equivalent bodies to carry out the functions of the programme board. Programme boards meet to discuss and monitor academic standards, the quality of delivery of the programme, the overall student experience, and to share any issues with the Roehampton Link Tutor and the relevant department at the University. Its membership is composed of the Programme Convener, module conveners, module tutors, elected student representatives and the specialist Subject Librarian, The Programme Board will monitor the delivery of the programmes on the basis of formal evaluation of each module by students, the result of which will be reported to the Board together with any observations by the module convener, reports from the student representatives and feedback from the External Examiner.

All programmes are subject to annual monitoring through the Programme Annual Review process. This is includes a Standards, Quality and Enhancement Plan that should be considered at each meeting of the Programme Board. Reports are scrutinised by the Learning, Teaching and Quality Group (LTQG or subgroup) within the academic department at Roehampton. The LTQG is responsible for overseeing quality within the academic department.

The Programme Examinations Board is responsible for the assessment of all modules within the programme. It approves marks and makes recommendations to the Awards and Progression Board of the University. The membership includes the Roehampton Link Tutor, the Programme Coordinator at [**your institution**] and External Examiner(s).

Internal periodic review is by revalidation, which take place every five years. Programme teams resubmit the programme specification for consideration by the University Review Panel.

At programme level, the evaluation is carried out through the Programme Annual Review (PAR) which comments upon student progression and achievement, the curriculum and teaching, learning and assessment matters.

1. **Programme regulations and requirements**

This programme adheres to the University’s [Taught Degree Regulations](https://www.roehampton.ac.uk/corporate-information/quality-and-standards/academic-regulations/).

1. **Equality and Diversity Policy**

The programme complies with [your institution’s Equality and Diversity Policy (or equivalent)] that sets out the institution’s aims in this area

**[INSERT POLICY]**

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| --- |
| ***The University’s Equality Act statement is shown below for information purposes.***Equality Act statementThe University is committed and proactive in supporting the needs of disabled students and those with specific learning differences in accordance with the requirements of the Equality Act (2010). All aspects of teaching and learning are designed to be inclusive, anticipate the needs of students and allow equity of access to learning, teaching and assessment, all student services, access to the campus and off campus experiences such as field trips. Where it is not possible to meet all of a student’s needs through taking an inclusive approach, individual reasonable adjustments may still need to be made. Such adjustments may include, but should not be limited to, adjustments to assessment conditions, provision of additional support/equipment, or adjustments to the physical environment. Any reasonable adjustments should not compromise the competency or standards of a programme but will ensure that learning, teaching and assessment within the programme are accessible to the student and enable them to participate equally in order to achieve success. The University makes decisions about individual reasonable adjustments in the context of the information provided by the student regarding their disability, the context of their studies, and the need to ensure parity of experience for all students at the university. |

1. [**Student Support and Guidance**](https://portal.roehampton.ac.uk/information/student-support/Pages/default.aspx)

Students have access to a number of student support and guidance services at [insert your institution]. These include:

**[LIST SERVICES]**

|  |
| --- |
| ***The University’s student support and guidance services are shown below for information purposes.*** * Financial support
* Disability support
* Counselling and mental health support
* Wellbeing services
* Welfare and health advice
* Accommodation support
* Study support including access to academic achievement advisers
* Academic guidance tutors
* Chaplaincy service
* English language support
* Careers services

Information about these services can be accessed through the [student portal](https://portal.roehampton.ac.uk/student/Pages/Home.aspx) |

1. **Ethics approval**

Staff and/ or students should ensure that they are aware of ethical issues involved in the work/ research and observe [your institution’s] and the University's Ethical Guidelines

**[INSERT YOUR INSTITUTION’S ETHICAL GUIDELINES]**

|  |
| --- |
| ***The University’s Ethical Guidelines***Staff and/ or students should ensure that they are aware of ethical issues involved in the work/ research and observe the University's Ethical Guidelines, particularly if the work falls into one of the following categories:- any research projects using people as participants or personal data relating to individuals;* any research projects using animals, or human or animal tissue;
* any form of interviewing or recording;
* any other activities any form of clinical practice, treatment or counselling;
* any form of human remains, including archaeological remains;
* sources and conditions of research funding.

<https://www.roehampton.ac.uk/research/ethics/>Staff and Research student ethics applications (including MRes) are dealt with by the central Ethics Process – see website for details. <http://www.roehampton.ac.uk/Research/Ethics/>Ethics applications for undergraduate, MA and MSc students are not generally dealt with via the central ethics process but by the course Programme Convener. <https://www.roehampton.ac.uk/research/ethics/students/>However, if an Undergraduate/ MA/ MSc project is worth 50% or more of the total credits required to obtain the award, students should submit an Ethics application via the central ethics process. Projects that also require NHS approval should go via the central ethics process (the NHS Application form is used in place of the Roehampton form). |

###### **Resources**

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| 1. **General and programme specific resources**

Include reference to academic space, support staff, staff development, specialist equipment, learning resources, recurrent expenditure and additional programme costs.  |
|  |

1. **Library resources**

*Provide a list of library resources available at your institution.*

**[INSERT]**

|  |
| --- |
| ***The University’s library resources are shown below for information purposes.***The Library has the following resources* 1,218 seats offering a variety of study spaces:
	+ 13 bookable study rooms
	+ Open access flexi learning spaces
	+ An entire floor for silent study
	+ Dedicated postgraduate space
	+ Dedicated researcher space
	+ Choice of collaborative spaces, sofas and browsing chairs
* Library advisers available throughout the Library to provide support on general use of the Library and its systems.
* A range of online self-help Library skills’ resources providing guidance on using the library’s print and electronic collections.
* [Library Catalogue](https://capitadiscovery.co.uk/roehampton/home) - search for books, e-books and audio-visual resources as well as full text journal articles
* Online account - manage renewals and reservations
* Contactless self-service system for book withdrawal and returns.
* [Library subject guides](https://portal.roehampton.ac.uk/information/library/subject-resources/Pages/default.aspx) - these include details of specialist academic databases the University subscribes to
* [Online reading lists](https://roehampton.rl.talis.com/index.html) - the Library works with academic departments to provide the library resources students need for their studies, Resource lists are linked to each module in Moodle. Further detail is provided in each module specification.
* [Archives and Special Collections](https://portal.roehampton.ac.uk/information/library/archives-and-special-collections/Pages/default.aspx)  of rare books, original documents and artefacts supports various teaching and research fields
* Academic Engagement team - works in partnership with academic colleagues to ensure the Library is meeting teaching and research needs
* Academic Achievement Team - comprises Academic Achievement Advisers and Librarians. The team works closely with the Academic Engagement Team to better understand and respond to students’ changing requirements.
* [Learning Skills Hub](https://moodle.roehampton.ac.uk/course/view.php?id=3700) on Moodle provides online interactive advice, resources and ReCap workshop recordings on academic and library skills. These resources cover key topics such as academic writing, referencing and avoiding plagiarism, literature searching, understanding feedback, SPSS, statistics. The Learning Skills Hub also provides information and regular updates about other channels of academic skills guidance delivery, such as quick query drop-ins, workshop programmes, pop-up skills, tutorials and other events that run throughout the academic year.
* IT Services
* Specialist IT technology support
* Specialist digital media support
* AV resources
* Digital learning - supports staff and students with technology embedded in the curriculum for teaching and learning and for research including: Moodle; Turnitin; ePortfolios; ReCap (Lecture Capture) and educational technology
 |

**Appendix A**

**Staff resources**

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| **Module title** | **Academic staff members able to teach module** | **Employment status** (Full time, visiting lecturer etc.) |
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