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**GUIDANCE ON WRITING THE POSTGRADUATE PROGRAMME AND MODULE SPECIFICATION FOR COLLABORATIVE PARTNERS**

**PROGRAMME SPECIFICATION**

The programme specification is a public document which provides a comprehensive overview of the programme and is the principal document for new programme approval or periodic review.

This guidance has been designed to assist programme teams with completing the document in such a way as to allow the panel to undertake an informed analysis of the paperwork before deciding on the outcomes. The guidance follows the structure of the programme specification template with accompanying notes for most of the sections (others are self-explanatory) but programme teams are welcome to address any requests for further clarification to the Academic Office.

The programme specification should be updated annually to incorporate any minor modifications that may have been made.

For undergraduate programmes, when drafting or updating the programme specification, programme teams should incorporate the principles of the Design and Delivery Framework, the Assessment and Feedback Framework and the Roehampton Graduate Attributes. Collaborative partners preparing a programme specification for a validated programme should consult the equivalent documents for their own institutions. The starting point should be the programme aims and learning outcomes: all modules should be designed to meet the learning outcomes of the programme.

Determining the programme learning outcomes

There are various sources of information that programme teams should refer to when developing programme learning outcomes, such as:

* institutional policies on, for example, graduate attributes, personal development planning, enhancing employability
* the UK QAA Subject Benchmark Statements, The Benchmark Statement should be used as a point of comparison, a stimulus to reflection and a reference against which individual programme specifications may be justified
* information provided by Professional, Statutory and Regulatory Bodies (where applicable);
* information about occupational standards in fields where this is relevant;
* the QAA FHEQ qualification and the SEEC level descriptors. The SEEC Credit Level Descriptors should be used as a more detailed supplement to the FHEQ qualification descriptors when writing learning outcomes at module level. The FHEQ qualification descriptors are for guidance on learning outcomes at programme level; the SEEC descriptors do however give good advice on the separation of learning outcomes into the knowledge and understanding / cognitive / transferable / key skill areas. (http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf)

Completion of the programme specification

**Teaching Institution (2.):** where a programme is taught by a collaborative partner.

**Final award and programme title, FHEQ level, credits** **(3.)** e.g. BSc, Level 6, 360 credits

**Exit awards (5.):** these cannot be applied for but may be awarded in cases where a student has failed to complete a programme but has met the criteria for a lower level (exit) award, e.g. Certificate of Higher Education, level 4, 120 credits, Postgraduate Certificate, level 7, 60 credits

**Programme title for exit awards (6.):** where the title differs from the main title.

**Location of delivery of the programme (8.):** University site or address(es) of collaborative partner

**Awards students can apply to (12.):** e.g. Certificate of Higher Education, Postgraduate Certificate

**Relevant UK QAA Benchmarking Statement (15.):** name subject area that the programme will draw on (if applicable)

**Planned duration of programme (17):** include full-time and part-time, as appropriate. (Please include the definition of the terms “part time” and “full time” at your institution.)

**Academic rationale (20.):** Explain why the programme is offered, along with the identity of the market and fit with your institutional and departmental strategies. Describe the particular distinctiveness of the programme along with its particular features. Make reference to how the programme team involves students as partners in the development and enhancement of the programme.

**Programme aims (21.):** The programme aims set out what the programme intends to achieve. Some considerations might be:

1. does the programme particularly support students in fulfilling their personal goals, their intellectual or creative potential?
2. does the programme aim to prepare students for a particular profession / vocation?
3. does it prepare students for a range of professions/ careers, which can be identified?
4. are any groups of students who have been under-represented in traditional HE provision particularly welcomed / well represented / supported by the programme?
5. what areas of research / independent work does the programme particularly prepare students for pursuing after their programme is complete?
6. are there any specific local / national / international needs which students who successfully complete the programme will meet?

**Programme learning outcomes by level (22-24):** the knowledge/skills students should possess on completion of each level. Where relevant, they should be informed by the UK [QAA subject benchmark statement](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements)/PSRB requirements and guidance may be sought from the [SEEC credit level descriptors](http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf) (http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf). If there are interim awards, for example, a postgraduate diploma, the learning outcomes should be divided to reflect which of the outcomes students will achieve. It is very important that the learning outcomes are expressed clearly and consistently. Programme teams may find it helpful to articulate the outcomes by preceding them with the following clause: *By the end of the programme students will have successfully achieved…*

**Employability (25.):** state how the programme will prepare students for employment.

**Curriculum map (26.):** list all module information including code, title, credit rating, pre-requisites, compulsory or optional, appropriate suffix depending on whether a module will be delivered in the autumn (A), the spring (S) or if it will be year-long (Y) etc. List by level, for single and combined honours, as appropriate. For undergraduate programmes, your institution’s Design and Delivery Framework (or equivalent where applicable) should inform the design of the curriculum.

Any new module(s) proposed by the programme will require a discrete module code which should be obtained from the Academic Office in the initial stages of drafting of the specification.

Also identify:

1. modules cross-listed into the programme
2. the delivery structure of the programme if it does not fit the normal daytime undergraduate structure: e.g. part-time postgraduate programme taught in the evenings and weekends. An indicative structure should be completed showing when modules are taught over the usual completion period for an average student. If a programme is offered in both full-time and part-time mode, there should be a map for each of them.

Ensure that module titles are referred to consistently throughout the document

**Delivery pattern (27.):** describe a typical student’s route through the programme and include full-time and part-time modes, as appropriate.

**Learning, teaching and assessment (28.):** 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](https://roehamptonprod.sharepoint.com/teams/learningservices/SitePages/Home.aspx), guest speakers, lecture capture/blended learning and field trips, if applicable.

**Placement learning (if applicable) (29.):** Provide further information regarding the structure and delivery of the placement element of the programme

**Learning and teaching contact hours (30.):** this table should list the number of contact hours for each activity. 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. Please ensure that the totals consistently reflect the accurate sums across all categories.

**Assessment weighting (31.):** list the assessment weightings for each module. Where assessments have multiple components, state the requirements for passing the module: indicate whether i) all components must be attempted (but not all must be passed), ii) all components must be passed, or iii) whether an overall pass is sufficient.

**Assessment criteria (32.):** describe what is required to achieve marks within each band, using the full range of marks, and the classification. Also include the condonable range (30-39% for undergraduate programmes, 40-49% for postgraduate programmes).

**Entry requirements (33.):** These were agreed for the programme at Validation and should be included here. Roehampton University has general entry requirements for undergraduate and for postgraduate programmes and these are shown in the template for information purposes. A programme may need specific entry requirements as specified by a Professional Statutory Regulatory Body. Any variations to the general entry requirements must be approved separately by Roehampton’s Recruitment and Admissions Subcommittee (RASC), a subcommittee of the Curriculum Strategy Committee. In such cases programme-specific entry requirement must be included in the programme specification

**Quality Assurance** **(34.):** retain the pre-populated text in the template.

**Programme regulations and requirements (35.):** the expectation is that programmes will adhere to the University’s [Taught Degree Regulations](https://www.roehampton.ac.uk/corporate-information/quality-and-standards/academic-regulations/). However, for accreditation, some Professional Statutory Regulatory Bodies might require variations to aspects of the regulations, for example, not permitting the condoned failure of modules. Therefore, where such exceptions exist, they should be listed. Any requests for a variation to the academic regulations should be approved by Roehampton’s Learning, Teaching and Quality Committee (LTQC) and the Deputy Vice-Chancellor.

**Equality and Diversity Policy (36.):** State that the programmecomplies with your institution’s Equality and Diversity Policy (or equivalent) which was approved by the University of Roehampton during the partnership approval process. . Insert your institution’s Equality and Diversity Policy (or equivalent) as indicated in the template. The University’s Equality Act statement is shown in the template for information purposes.

**Student Support and Guidance (37):** List the student support and guidance services at your institution. The University’s student support and guidance services are shown in the template for information purposes.

**Ethics approval (38):** Staff and/or students should ensure that they are aware of the ethical issues involved in the work/research and observe your institution’s and the University’s Ethical Guidelines. The University’s Ethical Guidelines are shown in the template for reference purposes.

**Resources (39.):** general and programme specific resources should include reference to academic space, support staff, specialist equipment, learning resources, staff development, recurrent expenditure and additional programme costs. Library resources: provide a list of resources available at your institution. The University’s library resources are shown in the template for information purposes.

**Appendix A: Staff resources:** this table should list all members of academic staff who are able to teach each module and whether they are full-time, part-time, visiting lecturer or research student. Please note this information is not linked to staff workloads and is only gathered in order to assist with any cover requirements, for example, unplanned long-term staff absence.

**MODULE SPECIFICATION**

**Teaching Institution (2.):**  The name of your institution, with the campus or campuses where the module will be taught.

**Module code (4.):** new codes should be sought from the Academic Office.

**Programme title(s) (5.):** all programmes to which the module is attached should be listed.

**Excluded combinations (14.):** a list of any other modules that may not be taken with this module

**Module description and context (17.):** state the rationale for this module, linking it to the rationale, aims and outcomes for the programme as a whole. It should explain why the module has been included in the programme.

**Module learning outcomes (18.):** state the learning outcomes of the module and identify which of the programme learning outcomes they relate to. Learning Outcomes should begin with the phrase: *'Students who successfully complete this module will…'*

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**Teaching and Learning Methods (20.):** state the main teaching and learning methods. Any special features of the module (fieldwork, placements, etc.) should be described, together with an indication of whether or not they form a compulsory element of the module. These statements must match with the listing provided in the programme specification.

**Assessment (21.):** Indicate which assessment method is employed to demonstrate achievement of the learning outcome. Assessment table - state the method and lengths (duration and/or words) of the assessment. If more than one method is used, the weighting between components should be stated. It should also be made clear whether all the components must i) attempted (but not all passed), ii) all components must be passed, or iii) whether an overall pass is sufficient. The table should include details of the specific forms of assessment, e.g. coursework: essay 1500 words, data analysis (30 minutes). These statements must match with the listing provided in the programme specification.

**Reading and Resource List (22.):** The ‘Resource List’ refers to the University’s online reading list software, which enables real-time information about library holdings at the University and allows easy access to online resources. A variety of resources can be recommended, e.g. books, journals, audio-visual, and online resources. These lists are linked to the module’s Moodle site. For existing modules, the URL for the module's reading list should be inserted. It is possible to generate a bibliography from the online resource list. Help may be sought from the Library’s Academic Engagement Team. For new modules an essential list of resources should be included. Programme teams should discuss requirements with the Library.

All lists are created using the online reading list tool and will follow the guidelines set out in the [University Reading List Framework](https://portal.roehampton.ac.uk/information/library/Documents/Documents-for-Reading-List-Support/FINAL%20Library%20Committtee%20February%202016%20Reading%20List%20framework%20draft%20V%205%20for%20LTQC%20%285%29%20-%202018%20update.pdf). Lists should provide a clear week-to-week or topic guide for students about what they should read, when and why. This reading should be directly related to the work they are doing on a module during any one week or over a period of time studying a specific topic, whatever is appropriate to the discipline. Programme teams should reflect on how to embed the principles of inclusivity through the choice of resource list material and content, e.g. to create opportunities to discuss different perspectives within and outside the UK related to ethnic diversity.

Directed reading should be provided in advance of the class and clearly indicate the importance of the items listed by using the following headings (if appropriate for the programme):

\* Essential Reading

\* Further Reading

\* Further independent study \*(for independent study/assignments)

The library will base purchasing decisions, on the information provided in the Resource lists and in line with Collection Development Policy

The Library Services Requirements form should be completed by the academic department, to identify what is required to support new or revised academic provision.

The form should be completed in conjunction with the Academic Engagement Team and included as part of the programme approval/periodic review documentation. Library Services will be able to advise on a wider range of resources when a programme has been validated. Materials will be ordered according to the guidelines set out in the Library’s [Collection Development Policy](https://portal.roehampton.ac.uk/information/library/Documents/Documents-for-Reading-List-Support/Collection%20Development%20Policy%20-%20Approved%20version.docx).