

PROGRAMME AND MODULE DEVELOPMENT

Last Updated: September 2012

ADVICE ON THE WORDING OF PROGRAMME AIMS AND LEARNING OUTCOMES

1) Programme Aims

Programme aims should reflect QAA, OfSTED, TDA or PSRB recommendations and/or requirements and University of Roehampton Mission Statement, Strategic Plan and the Department Operational Plan.

They should refer 'outwards' from the programme, for example, to the longer term needs of the student, and to society's local, national or international needs. They may be extended to include personal and ethical considerations.

The aims should start with the phrase: "*The Programme aims to:*"

A numbered list of no more than five or six items should follow. In preparing the programme aims, it may be helpful to consider the following questions:

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

2) Learning Outcomes

Programmes and modules should have identifiable learning outcomes, which should be grouped to acknowledge their varying levels of sophistication. The wording of the outcomes should reflect the qualification descriptors as set down by the QAA. Outcomes *may* be separated into different sections under Knowledge and Understanding, Cognitive, Transferable and Key.

The learning outcomes should start with the phrase: "*Students who successfully complete this programme will:*"