# Template C4



# Programme Specification

# Title of Course:

|  |  |
| --- | --- |
| Date first produced |  |
| Date last revised |  |
| Date of implementation of current version |  |
| Version number |  |
| Faculty (or faculties for cross-disciplinary courses) |  |
| If cross disciplinary, state % of course within each faculty |  |
| School |  |
| Department |  |
| Delivery Institution |  |

THIS TEMPLATE CONTAINS GUIDANCE AND PROMPTS THROUGHOUT IN RED – PLEASE OVERTYPE/DELETE ALL THE RED TEXT AS APPROPRIATE. ONLY THE BLACK TEXT SHOULD REMAIN IN THE FINISHED DOCUMENT.

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## **SECTION 1: GENERAL INFORMATION**

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| Award(s) and Title(s): | *Enter title of course including the award – e.g., BA (Hons) Music* |
| Exit Awards(s) and Title(s): | *Indicate those awards available to students who exit the programme before completion of the award which they are registered on e.g., Cert HE, Ordinary degree, PgCert* |
| Awarding Institution: | Kingston University |
| Teaching Institution: | *Where the course is delivered by a collaborative partner - specify* |
| Location: | *Indicate where the course is delivered* |
| Language of Delivery: | English |
| Learning Modes: | *Full time, Part time, Apprenticeship* |
| Delivery Modes: | *Primarily campus based, mainly campus based, mainly online, fully online* |
| Standard period of registration: | *Include for all modes of study (FT, PT, and with Professional Placement)* |
| Maximum period of registration: | *Include for all modes of study (FT, PT and with Professional Placement)* |
| Entry Requirements: | *The text below is fixed – please do not change. Please delete the version that does not apply.*  *[UG courses]*  Kingston University typically uses a range of entry requirements to assess an applicant’s suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant’s suitability for the course. We recognise that every person’s journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.  Additionally, all non-UK applicants must meet our English language requirements.  Please see our course pages on the Kingston University website for the most up to date entry requirements.  *[PG courses]*  Kingston University typically uses a range of entry requirements to assess an applicant’s suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person’s suitability for some courses. We recognise that every person’s journey to a postgraduate taught education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.  Additionally, all non-UK applicants must meet our English language requirements.  Please see our course pages on the Kingston University website for the most up to date entry requirements. |
| Course Accredited by: | *Specify any accrediting bodies and confirm those collaborative partners to whom accreditation has been given (to ensure accurate recording of PSRB accreditation against each partner)* |
| Regulated by: | The University and its courses are regulated by the Office for Students. |
| Approved Variants: |  |
| UCAS Code: |  |

For Higher or Degree Apprenticeship proposals only (delete if not applicable)

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| --- | --- |
| Higher or Degree Apprenticeship standard: |  |
| Recruitment, Selection and Admission process: | *Information on the recruitment, selection and admission processes that will need to be followed, including an initial assessment of apprentices prior learning.* |
| End Point Assessment Organisation(s): |  |

## **SECTION 2: THE COURSE**

### **Aims of the Course (Maximum 200 words)**

The aims should be expressed as the broad intentions of the course. They can be written as text, as bullet points or numbered.

### **Programme Learning Outcomes**

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in [‘Sector Recognised Standards in England’](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf) (OFS 2022).

Programme learning outcomes should be expressed as an action verb that clearly describes what the student will be able to do on completion of the course. Further guidance on writing learning outcomes can be found in the [University Level and Outcome Classification Descriptors](https://www.kingston.ac.uk/documents/user-upload/kingston-university-812898f7854-kingston-university-653c502ca93.pdf)*.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to |  | **Subject Practical Skills**  On completion of the course students will be able to |
| A1 | You are not restricted to 4 outcomes per heading – add as appropriate. However, course teams should avoid, the proliferation of learning outcomes | B1 |  | C1 |  |
| A2 |  | B2 |  | C2 |  |
| A3 |  | B3 |  | C3 |  |
| A4 |  | B4 |  | C4 |  |

**Future Skills Graduate Attributes**

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### **Outline Programme Structure**

Insert a course structure diagram for the course.

Full details of each module will be provided in module descriptors and in the module canvas pages.

Delete the paragraph below if there are no option modules.

Note: As per [GR5](https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/#blockid21000) within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. Students will be informed of the availability of option modules through the Online Module Selection process.

**Please note:** Course teams should carefully consider the impact pre-requisites may have on students progressing with trailing credits, i.e. if a student is trailing a level 4 module which is a pre-requisite for a level 5 module then that student would not be able to commence the level 5 module until they have passed the level 4 module.

Modify as appropriate

*Remove/amend the tables below as appropriate to the level of the course presented.*

### **Level 3 (all core)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block  (TB1, TB2, TB1 and TB2, Year long) | Year taught on course (provide year for each mode of attendance) |
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### **Level 4 (all core)**

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| --- | --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block  (TB1, TB2, TB1 and TB2, Year long) | Year taught on course (provide year for each mode of attendance) |
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**Exit Awards at Level 4**

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education.

### **Level 5 (at least 60 credits = core)**

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| --- | --- | --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block  (TB1, TB2, TB1 and TB2, Year long) | Year taught on course (provide year for each mode of attendance) |  |
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**Exit Awards at Level 5**

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

### **Level 6 (at least 60 credits = core)**

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| --- | --- | --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block  (TB1, TB2, TB1 and TB2, Year long) | Year taught on course (provide year for each mode of attendance) |  |
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**Exit Awards at Level 6**

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

### **Level 7**

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| --- | --- | --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block  (TB1, TB2, TB1 and TB2, Year long) | Year taught on course (provide year for each mode of attendance) |  |
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|  |  |  |  |  |  |  |
| Option modules |  |  |  |  |  | Pre-requisites |
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**Exit Awards at Level 7**

Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.

Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma*.*

(Where appropriate – specify if there are any core modules that students must achieve for either of the exit awards)

**Please note** pre-requisite requirements for master’s courses should only be set where there are defined progression points in the course where assessment boards have ratified module outcomes.

## **Teaching, Learning and Assessment (maximum 250 words)**

You may edit the wording below, but only if absolutely necessary, and additional information inserted in this section should be succinct and factual, avoid referencing any practices which may be subject to regular change.

This course uses a range of teaching and assessment methods which have been designed to support students’ learning and achievement of the learning outcomes. The course has been developed with reference to the Kingston University Academic Framework which sets-out core principles relating to Course and Credit Structure (including Module delivery Structure and Pattern, and Learning Hours and Learning Formats); Curriculum Design (inclusion Learning Design Principles and Inclusive Curriculum); and Future Skills.

Teaching and Learning on the course consist of Scheduled Learning and Teaching and Guided Independent Study (self-managed time). Scheduled Learning and Teaching includes the following, and the format for each module is set out in the module specification:

* Laboratory Sessions
* Lectures
* Seminars
* Tutorials
* Workshops
* Placements

Guidance for students on the use of independent study time is communicated through the ‘Succeed in your module’ section on the Canvas Virtual Learning Environment and through other communications during the course.

In addition to the core Scheduled Learning and Teaching activities for the course, the University may offer students additional optional opportunities for learning. Examples of these include Study abroad and Work-based learning.

The course will provide students with the opportunity to develop their knowledge and skills relating to at least two United Nations Sustainable Development Goals (UN SDGs). We are committed to empowering students with the knowledge, skills and opportunities to understand and address the UN SDGs: each course is thus also required to prepare students for at least two of the SDGs (not including Quality Education, which all courses must deliver).

## **Support for Students and their Learning**

Students are supported through a range of services that provide academic and wider support. These include:

* A Module Leader for each module
* A Course Leader to help students understand the course structure
* Personal Tutors to provide academic and personal support
* Technical support to advise students on IT and the use of software
* Student Voice Committee – to ensure the views of students are heard
* Canvas – Kingston University’s Virtual Learning Environment
* Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
* Disabled student support
* The Kingston Students’ Union
* Student Development and Graduate Success

## (Add any other services applicable to the course which is available to all students and is core to the delivery of the course.)

## **Ensuring and Enhancing the Quality of the Course**

The University has policies and procedures for evaluating and improving the quality and standards of its provision. These include:

* Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
* Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
* Internal and external moderation of graded assignments

(Add any other methods applicable to the course i.e., professional body requirements)

## **External reference points**

*External reference points which have informed the design of the course. These could include:*

* PSRB standards
* QAA Subject benchmarks
* Apprenticeship standards
* Other subject or industry standards

## **Development of Programme Learning Outcomes in Modules**

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

When completing this table carefully consider the differences between modules and levels of study. Students should not be repeatedly assessed against the same learning outcomes but instead should be learning new and different skills in each module and at each level.

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|  |  | **L4** |  |  |  | **L5** |  |  |  | **L6** |  |  |  | **L7** |  |  |  |
|  | **Module code** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Knowledge & Understanding** | A1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Intellectual Skills** | B1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | B2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | B3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Practical Skills** | C1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | C2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | C3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |