

Programme Specification Guidance

Programme specifications and other curriculum documents should be developed in partnership with a Business Partner from the Curriculum Approvals and Advisory Team.

**Section A. Basic Information**

**Qualification**

**A1b. Title**

BSc, MSc, PhD etc

These will appear on students’ degree certificates and transcripts in this form. In the case of bachelors' degrees, please specify whether the qualification is with honours or ordinary.

For 2 year Masters The title should include (2yr) appearing on the end of the title to make a clear distinction between other variations of Masters course. This will only appear on programmes of 240 credits. Where programmes are of this duration as a result of non-credit bearing placements this identifier will not appear.

**A3. School Responsible for Management of the Course**

Please state the one School which will have overall responsibility for the management, administration, and quality assurance of the programme. If operational responsibility for any of these matters is being delegated to any other Schools, please state these Schools and the percentage of their contribution.

**A5. Annual Start Date**

**Standard Start:** Starts at the beginning of the academic year

**Non-Standard Start:** Please state the start date(s) if the programme is to have start date which is anything other than the start of the academic year. If there is more than one start date, please state all of them.

**Duration**

Please confirm the duration of the programme (if available both full-time and part-time please provide the duration for both modes of delivery.

**Bachelors:** 3 years

**Integrated Masters:** 4 years

**Postgraduate Masters:** 12 months full-time 24 months part-time

**Postgraduate 2 year Masters:** 21 months full-time 22 months part-time

**A6. Accrediting body**

Please state the following:

* The name of any professional body which will, or is expected to, recognise or accredit the programme and the level and type of that accreditation.
* The manner in which accreditation or recognition is necessary to practise a profession.

The status of any application for accreditation or recognition and the timescale involved, including dates of professional body visits for accreditation or re-accreditation. REGBODY Code – Regulatory Body for health and social care students

**A7 Relevant QAA Subject Benchmark(s):**

Please state the Quality Assurance Agency for Higher Education (QAA) subject benchmarks which are most relevant to the programme. As there are few benchmarks for postgraduate study, it may not be possible to identify a relevant benchmark for postgraduate programmes – though it could still be helpful to list a benchmark for a corresponding undergraduate programme which would normally provide entry to the postgraduate programme.

**Fees:**

Please state the fee band for home and international students.

**Section B. General Information**

**B1. Educational Aims**

Where the educational aims of the programme are not specifically stated in the prospectus entry, these should be given here.

Information for students once they are at Nottingham – and not covered in Sections C, D, and E of the programme specification – should appear in the School’s own Student Handbook rather than being included in this section.

**B2. Outline Description of the Programme**

Please provide any information you think would be of interest to applicants for this programme.

As a minimum, this should be an outline of the programme.

**Section C. Supplementary Regulations**

**C1. Admission Requirements**

Please provide a summary of the minimum qualifications necessary to be considered for entry to the programme (including English language requirements), along with other skills or experience applicants must have. English Language requirements should be set at one of the five levels designated by the University, details of which are available from the Admissions Office.

If the programme is only available by internal transfer from another University of Nottingham programme and is therefore not open to external applicants, then this should also be indicated.

Please also include the requirement for DBS if applicable, and any other requirements.

**C2. Course Structure**

For each stage of the programme, please state:

* The compulsory modules a student must take.
* Where students are choosing modules from a list, how many modules they must choose and which modules. Each list should not contain active modules totalling over a maximum of 150 credits.
* Whether students have any unrestricted choices of modules. Where a Course Structure includes modules offered by another School, that School must be consulted with to ensure the appropriateness of offering those modules, that requisites are amended to ensure students can choose the module and whether there will be sufficient capacity to accommodate the additional students.

Modules should be assigned to one of three group types:

* Compulsory Group: all students on programme must take all modules in this group.
* Restricted Group/s: students must take a minimum of XX credits and a maximum of XX credits from this group. Where multiple restricted groups are in use students choose from group one AND group two.
* Alternative Group/s: students must take a minimum of XX credits and a maximum of XX credits from this group. Where multiple alternative groups are in use students choose from group one OR group two.

In all cases:

* Please state the credit value and level of modules and [semester](https://www.nottingham.ac.uk/about/keydates/index.aspx) in which they are being delivered.  All new programmes should be constituted by modules with values of 10, 20, 30, 40, or 60 credits only; but that the majority of modules will have a value of 20 credits or more. 10 credit modules should remain in the minority for all schools. No more than 50% of credits in a stage (including the taught stage of a taught master's programme) should be comprised of 10 credit modules. Please note there must be a max of 80 credits in each semester. Dissertations must be set as SUM offering.
* In defining the course structure of the programme, schools should consider the balance between directed and self-directed learning in the programme as a whole and note the requirements in the University policy on minimum expectations for levels of teaching and learning activity.

#### Non-compensatable modules

Please indicate for each module whether it can be compensated (Compensatable with a Y) or not (Non-compensatable with an N) under the University’s regulations for the compensation of fail marks. For more information about the University's assessment and marking policies, please consult the following:

Please be aware of the following:

* A non-compensatable module is one which must be passed at the relevant level (40% for honours degrees, 50% for masters' degrees, PG Certificates and PG Diplomas).  A student does have the opportunity to resit the module for progression purposes (unless they are in their final year of study as an undergraduate), but they must achieve over the minimum level in one of their attempts to be awarded the credits associated with that module.
* In contrast, for compensatable modules a fail mark can be compensated by a better performance in other modules if the student meets the requirements set out in the relevant study regulations. For example, a poor performance of 35% in a compensatable module can be balanced out by a good performance of 60% in another module.

#### Additional components

Please ensure Additional Groups are added where a programme allows students to have free choice for a module(s). For additional groups, students must take XX credits from this group

**C3. Assessment**

#### Assessment

It is an established principle of the University, endorsed by University Executive Board (UEB) and Education and Student Experience Committee (ESEC), that when registered for a University of Nottingham qualification all teaching and assessment must be in English. The only exception is where the subject of study is a language or literature other than English.

**C4. Degree Information**

Please provide here details of any additional awards made by the University, e.g. ‘Distinction in Spoken French’ and/or any named Pathways\* that may be awarded.

\*Pathways are the purpose of the **award title**, not for managing programme structures or enrolments. Pathways allow for a ‘specialism’ to be added to the title on the degree certificate at the end of the programme, and thus where the inclusion of a Pathway(s) has been approved, the School is then responsible for updating the programme specification of the existing programme to state what criteria would need to be met to have a specialism added. The award title will take the format: Subject (Pathway), for example *BSc Hons Animal Science (Physiology)*.

Please note that pathways would NOT result in:

* Having different codes from the current programme for each specialism
* Being able to recruit to programmes individually by specialism, i.e. applications must be to the main title
* Having different programme specifications for each specialism
* Being able to search for students by specialism
* Being able to list certain modules as ‘core’ for a specialism

**Designated Fall-back Award:**

Please state here the title of the award which may be given to students who fail to meet the requirements of this degree. Where the title differs from that of the main award specific approval will be required.

**C5. Other Regulations**

Please state any other requirements on students which are in addition to those stated in the University’s regulations and the University of Nottingham Qualifications Framework (UNQF).  If the programme has a total absolute maximum that is less than those defined on the Maximum period from initial registration for completion of studies page, this should be stated. For more information, please consult the following:

**Section D. Learning Outcomes**

#### Definition

Learning outcomes are (relatively) general statements of what a student is expected to know, understand and/or be able to demonstrate at the end of a period of learning. They are phrases which complete a sentence of the form "A student who completes this programme successfully should be expected to …", or "… should be able to …".

It is good practice for learning outcomes to comprise a verb, object and context. An example (from Human Development) would be "Critically examine (verb) theoretical frameworks (object) relevant to neonatal development and adaption (context)". All three parts are needed to make the learning outcome workable.

Learning outcomes are an essential part of programme and module design and should be clearly related to the content and aims of a programme or module. It is the purpose of assessment to allow students to demonstrate the extent to which they have achieved the intended learning outcomes.

Programme learning outcomes should address in an appropriate manner the Quality Assurance Agency (QAA) Subject Benchmark Statement, the level descriptors in the University of Nottingham Qualifications Framework (UNQF) and any professional or statutory body requirements. For more information, please consult the following:

#### Categories of learning outcomes

Up to six learning outcomes are reasonable for a module with fewer learning outcomes expected for modules of a smaller credit size, and between 12 and 16 are reasonable for a programme. In some cases, more learning outcomes may be necessary (for example due to PSRB requirements).

The reoccurrence of the same learning outcome in a large number of modules should be avoided. This is with a view to minimising the number of learning outcomes in each module and thus restricting the amount of assessment that needs to take place to test those learning outcomes.

Overassessment of learning outcomes will be checked through the approval of the curriculum map.

Learning outcomes for both programmes and modules should be written under one or both of the following two categories (other categorisations may be used where there are PSRB requirements):

#### 1.   Knowledge and understanding

These are outcomes which broadly describe the subject matter of the programme or module.

#### 2.   Skills

These are outcomes which can come under one or more of the following three sub-headings:

* 1. Intellectual skills – the abilities required to process the subject matter
	2. Professional or practical skills – those skills specific to a particular subject area, such as laboratory or field work, or the requirements of a specific professional or regulatory body
	3. Transferable or key skills – more specific skills which will commonly comprise most of the following:
* Oral and written communication
* Team work
* Self management
* Problem solving
* Critical thinking
* Professionalism
* Information technology literacy
* Numeracy

#### Assessing and attaining learning outcomes within modules

To attain a learning outcome within a module, it is a minimum expectation that a student will have had the opportunity to acquire the knowledge and develop the skills, and have passed the module overall.

#### Attaining learning outcomes within programmes

The learning outcomes listed for a programme should be reflective of the modules on which a student can expect to enrol as part of that programme.

In some cases, a student will be required to attain all the learning outcomes listed for a programme (for example, due to Professional, Statutory and Regulatory Bodies (PSRB) requirements).

Please also give a brief summary of the teaching, learning and assessment methods used to enable these learning outcomes to be achieved and demonstrated. For example:

* Teaching and learning: Lectures; tutor-led tutorials; student and tutor led seminars; on-line tutorials; problem-based learning scenarios.
* Assessment: coursework: written seen or unseen examinations; poster presentation.

These statements should demonstrate how the programme has been organised to enable students to achieve the intended learning outcomes in terms of student workload, volume and nature of assessment, progression through the programme and increasing intellectual demand.

**Section E. Curriculum Map**

Please map the learning outcomes of the programme against the modules comprising the programme.

The curriculum map should show that a student cannot successfully complete the programme without having acquired all the learning outcomes listed in Section D. This can be demonstrated by ensuring that for each learning outcome there is at least one compulsory, non-compensatable module which delivers that outcome; or that the outcome features in a range of modules, such that it would not be possible for the student to complete the programme without passing at least one of those modules.

**Section F. Delivery Plan**

In this section we require a full plan mapping out the timelines for the programme.