



Programme Specification (Postgraduate)

Date created/amended: **[Insert date]**

Programme specifications are the way that teaching teams integrate the expectations of their subject's benchmarking statement, the University's Learning and Teaching Strategy, and other indicators of programme quality, with their own expertise and teaching philosophy in order to detail:

- the intended learning outcomes of a specific degree programme;
- the teaching and learning methods that enable learners to achieve these outcomes; and
- the assessment methods used to demonstrate their achievement.

1. Programme title(s):

[Specify all available awards; identify any awards that are interim/exit only]

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time/Part-time **[insert as appropriate]**

b) Type of study

Campus-based/Distance learning **[insert as appropriate]**

4. Registration periods:

Each programme has a normal and a maximum period of registration. The normal period of registration is the period of time after first registration in which a programme of study and assessment has been designed to be completed and includes no additional periods of time. The maximum period of registration is inclusive of all periods of study, any additional periods of time permitted for reassessment or delayed assessment, and any periods of agreed suspension of study. This includes any periods of suspension due to accepted mitigating circumstances agreed before the maximum period of registration is reached.

For example, the normal period of registration for a masters degree programme is 12 months full-time or 27 months part-time and the maximum is 24 months full-time or 48 months part-time (see [Senate Regulation 2](#): Regulations governing admission and registration for taught programmes – 2.26-2.27). Exceptions to the periods defined in regulations require approval from the Academic Policy Committee (APC). Contact your College Academic Advisor in the Quality Office for guidance on making a request to APC.

Give the normal and maximum periods of registration separately for all awards listed in section 1.

- The normal period of registration for the **[award name]** is **[...complete as appropriate]**
- The maximum period of registration for the **[award name]** is **[...complete as appropriate]**

5. Typical entry requirements:

[Give details of the standard first degree grades or equivalent and English Language requirements]

6. Accreditation of Prior Learning:

Accreditation of Prior Learning (APL) is the term used for the award of credits on the basis of demonstrated learning which has taken place prior to a student's admission to the programme of study at Leicester. Where APL is accepted, exemptions may be granted for specific modules of the programme. The decision to grant any exemptions will be made by departments on the basis of evidence of prior achievement of the learning outcomes associated with the relevant module(s) from which exemption is sought. Normally the prior learning must have been achieved within the last five years. The maximum amount of APL permitted by regulations is half of the taught components of a degree programme. (See [Senate Regulation 2](#): Regulations governing admission and registration for taught programmes – 2.46-2.57). **Departments are not obliged to accept APL for a programme and may determine the number of credits up to the maximum.**

[Define the arrangements if exemption is allowed on the basis of APL]**7. Programme aims:**

Programme aims are the broad purpose aspirational goals or intentions for the degree programme. They should be expressed in achievable terms that address the Attributes of a Leicester postgraduate student.

The programme aims to **[...complete as appropriate]**

8. Reference points used to inform the programme specification:

These should include references and web-links, where available, to any relevant external and University reference points used to inform the programme outcomes. For example:

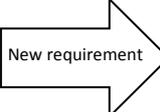
- External accreditation (e.g. reports from professional or regulatory bodies)
- QAA Benchmarking Statement
- University of Leicester Learning and Teaching Strategy <http://www.le.ac.uk/sas/quality/learnteach>
- University of Leicester Periodic Developmental Review Report of the Department of **[insert as appropriate]**
- External Examiners' reports
- First Destination Survey

[Specify relevant reference points]**9. Programme Outcomes:**

To be mapped against each of the knowledge/skills categories listed in (a) and (b) below. Programme outcomes are statements of what a typical Level 7 student will have learnt/be able to do at the end of a particular degree programme. Programme outcomes are usually expressed as over-arching statements that encompass the more specific learning outcomes from individual modules. They include the discipline specific competencies and transferable skills developed during the programme.

Identify next to the relevant intended learning outcome/teaching and learning method/assessment any that apply only to a particular award [e.g. insert '(MA only)'/ '(MSc only)'] if it applies only to the dissertation/project]

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).



New requirement

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Provide in this column discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge:</p> <p>The best words to describe Programme Outcomes are action verbs. Avoid words that describe a state rather than an action, such as 'be familiar with' and 'appreciate', since these are not easily measured or demonstrated. Refer to the Guide to Writing ILOs for help.</p> <p>Identify any intended learning outcomes that apply only to a particular award [e.g. insert '(MA only)'/ '(MSc only)'] for ILOs related only to the dissertation/project study]</p>	<p>Specify in this column the teaching and learning methods used to address the corresponding learning outcome(s):</p> <p>The descriptions of teaching methods should be sufficiently detailed to indicate how they address the programme learning outcomes in the different knowledge and skill areas.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Lectures • Tutorials • Seminars • Surgeries • Directed reading • Problem solving classes • Laboratory practical classes • Masterclasses • Computer practical classes • Demonstrations • Computer-aided learning • Field courses/visits • Project supervision • Example sheets • Resource-based learning • Career development programmes • Induction programmes • Independent research. <p>Identify any teaching and learning methods that apply only a particular award [e.g. insert '(MA only)'/ '(MSc only)'] for any teaching and learning methods that apply only to the dissertation/project study]</p>	<p>Indicate in this column the assessment techniques used to demonstrate attainment of this/these learning outcome(s):</p> <p>Sufficient detail should be provided to indicate the range of assessment techniques used in the programme and how these demonstrate attainment of learning outcomes in each of the different knowledge and skills areas.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Essays • Written reports • Writing tasks • Reviews • Individual research projects • Dissertations • Research papers • Portfolios • Learning logs • Annotated bibliographies • Seminar presentations • Oral reports • Contributions to discussions • Poster presentations/productions • Interviews • Role plays • Simulations • Objective tests • Short-answer examinations • Essay examinations • Problem-based examinations • Vivas • Practical demonstrations • Computer demonstrations • Computer-based exercises • Laboratory reports • Laboratory notebooks • Field reports/notebooks • Observation of working methods • Competency-based assessment • Problem-based exercises • Exhibitions/demonstrations

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
		• Web pages • Video • Artefacts/ products • Computer programmes • Patient histories.
(a) Subject and Professional skills		
Knowledge		
[Insert discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.]	[Specify the teaching and learning methods are used to address this/these learning outcome(s).]	[Specify the assessment techniques used to demonstrate attainment of this/these learning outcome(s).]
Concepts		
[as above]	[as above]	[as above]
Techniques		
[as above]	[as above]	[as above]
Critical analysis		
[as above]	[as above]	[as above]
Presentation		
[as above]	[as above]	[as above]
Appraisal of evidence		
[as above]	[as above]	[as above]
(b) Transferable skills		
Research skills		
[as above]	[as above]	[as above]
Communication skills		
[as above]	[as above]	[as above]
Data presentation		
[as above]	[as above]	[as above]
Information technology		
[as above]	[as above]	[as above]
Problem solving		
[as above]	[as above]	[as above]
Working relationships		
[as above]	[as above]	[as above]
Managing learning		
[as above]	[as above]	[as above]
Career management		
[as above]	[as above]	[as above]

10.Special features:

[Insert here any special features of the programme, e.g. fieldwork, study visits, study abroad opportunities]

11.Indications of programme quality:

[Insert here any information about external assessment of programme quality (such as quotes from external examiner reports, etc)]

12.Scheme of Assessment

As defined in [Senate Regulation 6](#): Regulations governing taught postgraduate programmes of study.

[Define any stricter award requirements that have been approved by Academic Policy Committee for the programme]

[Note: Senate Regulation 6, approved by Senate in July 2015, applies for all new entry students from August 2015. These regulations replace the University's previous Senate Regulation 6, which applied to students between August 2012 and July 2015. A programme may be approved with stricter award

requirements than those set out in Senate Regulation 6 where there is demonstrable requirement from a professional or regulatory body. In such cases any variation must be approved by the Academic Policy Committee – following consideration by the relevant Programme Approval Panel (for new programmes) – and the additional requirements stated in this section of the programme specification]

13. Progression points

A progression point defines the number of modules and level of attainment which a student must achieve in a specified time to progress to the next stage of their studies, e.g. a requirement for a student to obtain x credits from taught modules within x months of commencing the course. **Progression points may be particularly helpful for distance learning programmes.**

[Note: Senate Regulation 6, approved by Senate in July 2015, applies for all new entry students from August 2015. These regulations replace the University's previous Senate Regulation 6, which applied to students between August 2012 and July 2015. A programme may be approved with stricter award requirements than those set out in Senate Regulation 6 where there is demonstrable requirement from a professional or regulatory body. In such cases any variation must be approved by the Academic Policy Committee – following consideration by the relevant Programme Approval Panel (for new programmes) – and the additional requirements stated in this section of the programme specification]

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study (www.le.ac.uk/senate-regulation6)

[Define any progression points that have been approved to apply to the programme in addition to those listed Senate Regulation 6]

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

14. Rules relating to re-sits or re-submissions:

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study (www.le.ac.uk/senate-regulation6)

[Note: Senate Regulation 6, approved by Senate in July 2015, applies for all new entry students from August 2015. These regulations replace the University's previous Senate Regulation 6, which applied to students between August 2012 and July 2015. A programme may be approved with stricter award requirements than those set out in Senate Regulation 6 where there is demonstrable requirement from a professional or regulatory body. In such cases any variation must be approved by the Academic Policy Committee – following consideration by the relevant Programme Approval Panel (for new programmes) – and the additional requirements stated in this section of the programme specification]

[Define any additional/alternative rules applying to the programme about re-sits or re-submissions where these have been approved by Academic Policy Committee]

15. External Examiners reports

This will include a link to the external examiners reports for the programme once a cycle has been completed.

For the purposes of programme approval, this section should state:

'To be included following receipt of first report.'

16. Additional information [e.g. timetable for admissions]

[Insert any relevant additional information about the programme or if none insert 'n/a']

Appendix 1: Programme structure (programme regulations)

Specifies the codes, titles and credit value of all core and approved option modules. Indicates any different routes available through a given degree pathway.

[Insert details of programme structure]

Appendix 2: Module Specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>