



Programme Specification (Undergraduate)

Date amended: **Insert date last amended/created**

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) and UCAS code(s):

[Insert relevant programme details]

2. Awarding body or institution:

University of Leicester

New

3. a) Mode of study

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

b) Type of study

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

New

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, for 2011/12 entry, the normal period of registration for a full-time bachelors degree is three years and the maximum period is five years (see [General Regulations for Taught Programmes Section 3 Registration procedures](#)). **Exceptions to the periods defined in regulations require approval from the Academic Policy Committee.**

The normal period of registration is three years

The maximum period of registration is five years

5. Typical entry requirements:

[Give details of the standard A2 level grades and points, and International Baccalaureate requirements]

New

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 modules(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 [General Regulations for Taught Programmes - Section 3 Accreditation of Prior Learning](#)). **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
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports
- First Destination Survey

[Insert relevant reference point details]

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 (i.e. a 2:1/2:2) 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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<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.</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 • Masterclasses • Laboratory practical classes • 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>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 • Contributions to discussions • Oral reports • Poster presentations • 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 • Field notebooks • Observation of working methods • Competency-based assessment • Problem-based exercises • Exhibitions/ demonstrations • Video • Web pages • Artefacts/products • Computer programmes • Poster productions • Patient histories

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(ii) Understanding and application of key concepts and techniques		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(iii) Critical analysis of key issues		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(iv) Clear and concise presentation of material		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(v) Critical appraisal of evidence with appropriate insight		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(vi) Other discipline specific competencies		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(b) Transferable skills		
(i) Oral communication		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(ii) Written communication		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(iii) Information technology		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(iv) Numeracy		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(v) Team working		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(vi) Problem solving		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(vii) Information handling		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).
(viii) Skills for lifelong learning		
Provide discipline specific learning outcome(s) addressing mastery of an appropriate body of knowledge.	Indicate what teaching and learning methods are used to address this/these learning outcome(s).	Indicate what assessment techniques are used to demonstrate attainment of this/these learning outcome(s).

New

10. 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.

[Define any progression points that apply to the programme]

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course **[Delete if not applicable]**

11. Special features:

[Insert here any special features of the programme (e.g. fieldwork, study visits, industry year and study abroad opportunities).]

12. Indications of programme quality

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

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.

Appendix 2: Module specifications

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

Appendix 3: Skills matrix

The skills matrix provides a look-up-table for the degree programme to show in which modules the different discipline specific competencies and transferable skills are developed. It also helps departments confirm that all potential routes through the degree pathway enable students to develop all the discipline specific competencies and transferable skills identified in the programme specification.