Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	BEng Engineering (Top Up)
Teaching Institution	South West College
Awarding Institution	The Open University (OU)
Date of first OU validation	June 2019
Date of latest OU (re)validation	March 2024
Next revalidation	March 2029
Credit points for the award	120
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	Engineering
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Northern Ireland Skills Barometer 2021 10x Economy - an economic vision for a decade of innovation Engineering Council Accreditation of Higher Education Programmes: UK Standard for Professional Engineering Competence
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time and Part Time
Duration of the programme for each mode of study	1 Year Full Time 2 Years Part Time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	March 2024

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

The aim of this programme is to produce graduates who can apply their understanding, knowledge, experience, skills and know-how to create social and economic value within the context of the Northern Ireland and UK economy.

It aims to produce graduates who use the scientific and mathematical underlying principles which underpin engineering, to conceive, design and implement solutions to problems, creating something new which adds value to an organisation and society, within the boundaries of organisational strategy and societal ethics.

The objective is to develop graduates who:

- Work pragmatically to develop solutions to problems and have strategies for being creative, innovative and overcoming difficulties by employing their skills, knowledge and understanding in a flexible manner
- Are skilled at solving problems by applying their numerical, computational, analytical and technical skills, using appropriate tools
- Are risk, cost and value-conscious, and aware of their ethical, social, cultural, environmental, health and safety, and wider professional responsibilities
- Are familiar with the nature of business and enterprise in the creation of economic and social value
- Appreciate the global dimensions of engineering, commerce and communication
- Are able to formulate and operate within appropriate codes of conduct, when faced with an ethical issue
- Are professional in their outlook, capable of team working, effective communicators, and able to exercise responsibility and sound management approaches.

2.2 Relationship to other programmes and awards (Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)
South West College currently delivers a successful Foundation Degree in Engineering (with specialisms in Manufacturing and Mechatronics) and a HNC in Engineering. These are currently delivered on two campuses, Dungannon and Omagh, in two modes of delivery – Full time, (over 2 years) and Part Time, (over 3 years), The course will continue to act as a progression route for successful students on these programmes, allowing them to complete an Honours Degree in Engineering by acquiring a further 120 credits of learning at Level 6. The College also delivers a very successful Level 3 Engineering programme on all main campuses, with students studying full time or in a combination of apprenticeship options, with very high success rates. This proposed course will enable students to progress from Level 3 right through to Level 6 at South West College, whilst maintaining strong links to the employers and local industry, ensuring a more work ready graduate, to meet the needs of the thriving local engineering economy.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A

2.4 List of all exit awards
B.Eng Engineering (Ordinary Bachelors Degree on completion of 60 credits at Level 6)

Programme Structure - LEVEL 6						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	
					FT	PT
Innovation through Engineering Design	20	None		Yes	1	1&2
Industrial Automation and Robotics	20			Yes	1	1
Operations Management	20			Yes	1	2
Business and Management	20			Yes	2	1&2
Research Skills and Ethics	10			Yes	2	1
Dissertation	30			No	2	1&2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Know the underlying mathematical and scientific principles and the core underlying engineering concepts. **A2** Be familiar with the nature of business and enterprise in the creation of social and economic enterprise.	These learning outcomes will be developed through a diverse range of learning, teaching and assessment methods to enhance and reinforce the student learning experience. This diversity of practice is a strength of the programme. Lecturers will introduce the course content using notes, textbooks/eBooks and other TEL, as well as discussion, error analysis or project-based scenarios. Students will be provided with access to the teaching and learning content, prior to class commencement and this

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A3 Have a knowledge of the environmental, social, cultural, health and safety, ethical, and wider professional responsibilities of an engineer, with insight into cost, risk and value. **A4** Appreciate the global dimension of engineering, commerce and communication.	pedagogical approach will actively encourage them to embrace individual work, peer and small group work, plenaries, independent study and other flipped classroom strategies. Tutorials will be used to promote and deepen students' understanding and application of knowledge by performing calculations and investigations into various aspects of the course content. Students will be directed to use selected material from the required textbooks and/or online sources to reinforce and extend their learning and test conceptual and procedural understanding. They will also be expected to attempt all tutorial questions and to complete any unfinished class work outside of lecture time before their next class commences. The course is delivered by blended learning through face-to-face and asynchronous activities, using a standard VLE as a comprehensive learning, teaching and assessment platform. Assessment will follow a range of methods, specifically written exams, project work, class tests, lab based practicals and essay based assignments and reports.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Apply a pragmatic and systematic approach utilising logical and practical steps to take often complex concepts to reality. **B2** Coherently employ engineering skills, knowledge and understanding in a flexible manner to achieve sustainable solutions	These learning outcomes will be developed through a diverse range of learning, teaching and assessment methods to enhance and reinforce the student learning experience. This diversity of practice is a strength of the programme.

3B. Cognitive skills	
B3 Employ and demonstrate a creative and innovative approach to design systems, products or processes in the engineering field. **B4** Critically evaluate appropriate data, numerical, computational, technical etc in order to select and justify appropriate engineering solutions.	Lecturers will introduce the course content using notes, textbooks/eBooks and other TEL, as well as discussion, error analysis or project-based scenarios. Students will be provided with access to the teaching and learning content, prior to class commencement and this pedagogical approach will actively encourage them to embrace individual work, peer and small group work, plenaries, independent study and other flipped classroom strategies. Tutorials will be used to promote and deepen students' understanding and application of knowledge by performing calculations and investigations into various aspects of the course content. Students will be directed to use selected material from the required textbooks and/or online sources to reinforce and extend their learning and test conceptual and procedural understanding. They will also be expected to attempt all tutorial questions and to complete any unfinished class work outside of lecture time before their next class commences. The course is delivered by blended learning through face-to-face and asynchronous activities, using a standard VLE as a comprehensive learning, teaching and assessment platform. Assessment will follow a range of methods, specifically written exams, project work, class tests, lab based practicals and essay based assignments and reports.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Employ strategies which seek to achieve sustainable solutions to problems, overcoming difficulties by employing their skills knowledge and understanding in a coherent manner.	Lecturers will introduce the course content using notes, textbooks/eBooks and other TEL, as well as discussion, error analysis or project-based scenarios. Students will be provided with access to the teaching and learning content, prior to class commencement and this pedagogical approach will actively encourage them to embrace individual work, peer and small group work, plenaries, independent study and other flipped classroom strategies.

3C. Practical and professional skills	
C2 Apply numerical, computational, analytical and technical skills, using appropriate tools to solve engineering problems. **C3** Operate within appropriate codes of conduct when faced with ethical issues. **C4** Adopt a professional outlook, encompassing teamwork, effective communication, exercising responsibility and sound management approaches.	Tutorials will be used to promote and deepen students' understanding and application of knowledge by performing calculations and investigations into various aspects of the course content. Students will be directed to use selected material from the required textbooks and/or online sources to reinforce and extend their learning and test conceptual and procedural understanding. They will also be expected to attempt all tutorial questions and to complete any unfinished class work outside of lecture time before their next class commences. The course is delivered by blended learning through face-to-face and asynchronous activities, using a standard VLE as a comprehensive learning, teaching and assessment platform. Assessment will follow a range of methods, specifically written exams, project work, class tests, lab based practicals and essay based assignments and reports.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Demonstrate appreciation of the professional outlook, participating in team work, utilising effective communication skills, exercising responsibilty and sound management approaches. **D2** Understand the nature of business and enterprise in the engineering sector and the contribution thereof to the creation of economic and social value.	Tutorials will be used to promote and deepen students' understanding and application of knowledge by performing calculations and investigations into various aspects of the course content. Students will be directed to use selected material from the required textbooks and/or online sources to reinforce and extend their learning and test conceptual and procedural understanding. They will also be expected to attempt all tutorial questions and to complete any unfinished class work outside of lecture time before their next class commences.

3D. Key/transferable skills	
D3 Consolidate knowledge in relation to, and critically evaluate ethical, social, cultural, environmental, sustainability, health and safety and wider professional responsibilities demonstrating risk, cost and value consciousness. **D4** Utilise a range of IT tools and applications for the communication of ideas and information.	The course is delivered by blended learning through face-to-face and asynchronous activities, using a standard VLE as a comprehensive learning, teaching and assessment platform. Assessment will follow a range of methods, specifically written exams, project work, class tests, lab based practicals and essay based assignments and reports.

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4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
- how the delivery of the academic award fits in with the wider apprenticeship
- the integration of the 'on the job' and 'off the job' training
- how the academic award fits within the assessment of the apprenticeship

The course has been designed with industry objectives at its core through advisory panels, feedback from close links to large local employers, industry engagement in modular review at design stage, and aims to provide a work ready graduate.

The course follows a simple structure, being a Top Up on existing level 5 engineering qualifications. There are no optional modules, students will complete all modules as compulsory.

Students will have the opportunity on the part time mode of study to complete their programme as a higher level apprentice.

Assessment elements have also been designed to align to industry needs, and to the standards set out in the subject benchmark statement, ensuring a graduate who has developed a sense of independent enquiry, integrity, and resilience in order to meet the demands of high-level managerial posts.

The course will benefit from a large potential number of applicants from a successful Foundation degree programme, and has been designed to consolidate the knowledge and skills developed through these programmes in order to create opportunities for learners to take their education further, without there being a recognisable change, it should be a natural and seamless progression, albeit to a higher level.

The course will enjoy the benefit of being aligned to the Engineering Hub NI, a driver of Engineering curriculum for the entire region.

The graduates will benefit from a complement of staff educated up to and including Doctorate level, who are continuing through various mechanisms to be industry focussed, and research informed.

The College boasts excellent facilities in terms of innovation and creativity, and learners will be exposed where possible to advances in the field.

Course staff are very much student centred, students can expect an open door policy, and clear lines of communication formally and informally throughout the duration of their studies. Students will be taught in small groups, in most cases in familiar settings.

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5. Support for students and their learning
(For apprenticeships this should include details of how student learning is supported in the workplace)

Students and their learning are supported in a number of ways:

- **Induction process**

  The Higher Education Coordinator carries out an induction with all new Higher Education students at each campus; Course Induction is then delivered by Course Director and members of staff from the Course Team and the College Student Support staff (Student\Finance\Careers\ Learning Resource Centre). (Students returning to year 2/3 undertake refresher induction).

  Student Induction includes:

  - Introduction to the teaching team (meet and greet). Who's who (Course director, Curriculum Manager, Head of Department, Head of Curriculum etc.).
  - A tour of the campus facilities.
  - Access and contact information for students to the Course Director and academic staff, Student, Finance.
  - Introduction to the Course, Course Outline, Structure, Content, and Policies.
  - A College Higher Education Handbook provides a guide to life as a student within the College. It welcomes students to the College, gives detailed information on College structure, staff contact information, teaching and learning resources, health and safety, student support and details on the college environment. It also provides advice concerning assessment and how to approach study in higher education. Printed versions are distributed to each student and also available electronically from the VLE.
  - A Course Handbook provides necessary information about the course. It includes information on the teaching staff, outline information on modules studied and the course calendar. It contains the course specification and the current course. Printed versions are distributed to each student and are also available electronically from the VLE.
  - Module Handbooks describe the content of each module delivered in a particular year. These provide students with the module teaching and assessment schedules and a list of the recommended texts. Printed versions are distributed to each student and are also available electronically from the VLE.
  - Academic demands of the course. Requirements from students\ staff.
  - Past students experiences. Where are they now?

- An outline of how students will be assessed for the duration of their course and what assessment methods will be used.
- Outline opportunities for students to gain tutor feedback.
- Outline course regulations: Assessment Policy, Plagiarism Policy, and Internal Moderation Policy.
- Academic Appeals Policy, Complaints Procedure, Submission of Course Work, Examination Process and 1st Sits/ Resits, Extenuating Circumstances.
- The role of the Open University Link Tutor and External Examiner
- Opportunities for students to give feedback (Post Induction Surveys, Module Evaluations, SWC and Open University Students Staff Consultative Meetings, Annual Course Reviews).
- Outline Students and Support Available – including information of Further Education Award (Full-time and Part-time), Hardship Fund, and SWC Bursaries).
- Outline of the Tutorial support system - Pathways and HEAR.
- The role and nomination of class representatives.
- Outline of the VLE to support teaching, learning and assessment, Library and Learning Resource Centre.
  Progression Routes.

- **Study Skills**

  The college has a HE Academic Support programme where designated members of staff carry out workshops and give one to one assistance to students on study skills, in particular in year one with a focus on report writing, Harvard referencing, and exam and study techniques. In year two the focus of the HE academic support would shift to support the completion of effective dissertation completion.

- **Course Director**

  The Course Director is an experienced member of staff with the responsibility of overseeing the effective running of the course. The Course Director provides a single first point of reference for both new, continuing, full time and part time students. The Course Director will monitor student achievement in all modules, conduct staff/student meetings and document the teaching team response to all matters raised by students. Course Directors also inform students of their grades and if required prepare plan of action for failed modules in line with Open University regulations.

- **Advisers of Studies**

  Each Course has a tutorial programme as part of the programme of study. Through this , a member of staff acts as adviser of studies, as they regularly meet each student throughout the academic year to discuss progress, attendance, performance, learning needs, any arising issues, pastoral care, referrals to student or other relevant agencies, referrals to Higher Education Academic Support Team for advice on study skills, revision techniques and to set targets and goals.

- **Dissertation Supervisor**

  Each student will be assigned a supervisor who will act as their main point of contact for the module. They will guide the student when choosing projects to ensure suitability, viability, and assure that they are satisfied that the Learning Outcomes of the module can be met within the scope of the potential project. Where possible the supervisor will have no more than 4 students to supervise, in order to ensure a quality of experience for the student. Supervisors will meet their candidates regularly by various means and guide them through the challenges of the module. Other members of staff will also be utilised with specialist skills for specific elements of a project or, for example, to aid with manufacturing processes. This will all be with oversight of the dissertation supervisor.

- **Career Development Centre**

  A centralised Careers Service is available through the student support unit to help students determine their future career and support their applications for employment and UCAS applications. Students will discuss career options during meetings with their class tutor and course director. This provides advice and direction to students and enables them to make meaningful use of the careers service during the year.

- **HEAR (Higher Education Academic Record)**

  SWC operate a Higher Education Academic Record (HEAR) system. Each student will complete the HEAR online documentation in which achievement targets will be set and course progress formally monitored through an individual tutorial with the Course Director. The HEAR is monitored and maintained by the course tutor and the module tutors record progress notes. The students record details of targets and set goals of achievement. Reports are printed and discussed between the student and the Course Director each semester or when issues may arise.

- **Library**

  The Learning Resource Centres (one at each campus) exist to support the information needs of all members of the College including students, lecturers, managers and support staff. The LRC's offer an excellent range of facilities designed to provide access to both the latest technology and traditional learning resources. Experienced staff are available to answer enquiries, to help users' access information and resources.

  To support Higher Education students in their research all centers provide a range of mentoring either in 'group sessions' or 'one to one' including the following:

- **Getting ready for academic study:**
  - Student Inductions-introduction to College Systems.
  - Referencing- 'how to reference' and referencing tools.
  - Researching projects/assignments - using Discovery.

- Understanding plagiarism and copyright.
- Microsoft Office Suite: email, Word, PowerPoint, Excel, Publisher.

- **Library Resources:**
  - Books, Journals and Magazines.
  - E-books.
  - Databases.
  - Newspapers.
  - Reports.
  - Heritage Online Library Service.
  - Inter Campus Loans Service.

- **I.T. Facilities:**
  - Computer Suites are equipped with a wide range of software (on all campus')
  - High Speed Internet access and Wi-Fi.
  - Web based learning resources.
  - Blackboard learning environment.
  - Printing, Photocopying and Scanning.
  - Laptop loans for use in the Learning Resource Centre.

- **Information Technology Department**

  SWC has a dedicated technical team based on each campus. This team is responsible for the day-to-day running, maintenance and troubleshooting all IT and Technical Support, including support for off campus access to software and VLE systems.

- **Student Support Department**

  A dedicated student support team who support both academic staff and students, available on every campus. The student support team support students through personal or academic difficulties through the implementation of college induction, class representative training, organising of ad hoc training and information events, learning support, careers, enrolment, health, finance and pastoral care.

- **Counselling Service**

  A centralised Counselling Service is based on each campus and can be accessed confidently via Course Director (self-referral) following one to one student tutorial on academic progress. The counselling service is carried out weekly in a supportive, caring and non-judgmental way. It is available for all students regardless of study path. The counsellors are fully qualified in a range of issues that affect students and have extensive expertise on a wide range of issues that may be affecting their wellbeing.

- **Student representation**

  Student reps attend student/staff consultative committee week 6 each semester during which they have the opportunity to address general

programme concerns that have been raised by their fellow classmates. The meeting is chaired, and minutes taken by Course Director.

- **Module Feedback opportunities**

  Fifteen working days following the submission of each module assessment and at the end of each semester on academic progress.

- **Student Email**

  Email accounts and full access to the internet and VLE. Remote student login to gain access to all module software and resources.

- **Student Tutorial**

  Tutorial classes are timetabled on a weekly basis with the Course Director. During these sessions the Course Director will meet with the student group and individually to discuss progress, any issues that may be affecting progress, arrange for additional support (if required) and update the electronic individual learning plan (e-ILP) monitoring and auctioning during tutorial sessions and one to one with the Course Director.

- **Equality and Diversity**

  The College Disability Policy for Students sets out the College's commitment to both potential and existing students with a disability and those whose disability worsens during their studies. The College will seek to encourage students to disclose a disability and to ensure that students with a disability are protected from discrimination and have equal access, where appropriate, to the full range of College facilities. The College will treat all students with respect and dignity and seek to provide a positive learning environment free from disability discrimination, harassment or victimisation. SWC recognises its obligations under the Disability Discrimination Act (DDA) 1995 (as amended by Article 5 of the Disability Discrimination Order 2006), Special Educational Needs Disability (Northern Ireland) Order 2005 and its statutory obligations.

  In accordance with SENDO (NI) 2005 and the College's ethos of inclusion, the facilitation of 'special' arrangements for students with disabilities will be applied in relation to these assessment schemes. A flexible approach will always be taken using the guidelines from both the Examinations Office and/or Student Support to ensure that disabled students have the same opportunity as their peers to demonstrate the achievement of learning outcomes.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The Honours Degree Top Up top up will be available to any candidate who satisfies the criteria below:

- a University of Ulster or Queens University Belfast Foundation Degree with a pass mark of 55% or above in L5 modules. (or other relevant L5 qualification such as a Pearsons Higher National Certificate/Diploma) in an engineering related discipline.
- Candidates presenting with FDs or HNC/Ds from other awarding bodies will be considered under RPL procedures
- GCSE English language and Maths at grade 4 (grade C) or above. (or equivalent, - for example, Level 2 literacy and numeracy Essential Skills qualifications are also accepted).

have reached the age of 18 years on admission

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA)
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning

There are a number of methods for evaluating and improving the quality and standards of teaching and learning utilised by the course team:

- End of year course reviews
- Module evaluations (students)
- Staff Student consultative committee meetings
- Student surveys
- SWC student focus groups
- Class representatives
- Staff observations
- Periodic staff evaluations and CPD planning
- National Student Survey
- Post induction survey
- Module review (tutors)
- EE Reports

The College has devised a 'Student Voice' which has been specifically designed to collate feedback gathered from students so that course teams and college management can then use them in self-evaluation reports, periodic, validation and revalidation processes.
The College has a very strong tradition of promoting and disseminating good practice at events such as the annual curriculum conference. Areas of concern are identified and addressed through the annual course review and action planning processes. Heads of Department and course teams then use this information in course redesign, resource planning, and/or staff training.

11. Changes made to the programme since last (re)validation

The programme has been running successfully for 5 years, with minor adjustment considered through module and course reflection each year. The feedback from students and staff, and wider stakeholders such as the apprentice employers, remains positive. The main content of 4 of the 5 units will be largely similar, with updates in relation to any specific recent developments.
A 10 credit Research and Ethics module, which will extract some of the research techniques, theory and practical skills from Dissertation to allow Dissertation module to be fully allocated to the main body of the research project has been introduced. Students within Engineering have previously completed projects which are practical in nature, and the separation of the research techniques completed prior to dissertation should support this research methodology. Dissertation is then reduced to 30 credits, so 40 credits in total still allocated to research and dissertation, but broken up into two elements to support delivery.
Assessment will remain broadly the same, as there is an appropriate mix of assessment types, all deemed by the team to be appropriate at this level and specific to

the module content, whilst developing the appropriate skills to work productively in a manufacturing environment.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
6	Innovation through Engineering Design	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
	Industrial Automation and Robotics	x				x	x	x		x	x					x	x
	Operations Management	x	x			x	x	x	x	x	x		x		x	x	x
	Business and Management	x	x	x	x			x	x			x	x	x	x	x	x
	Research Skills and Ethics	x			x	x	x	x	x							x	x
	Dissertation	x		x		x	x	x	x	x	x		x				x

Annexe 2 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behavious.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
5																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
6																										

Annexe 3: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.