##### **PROGRAMME SPECIFICATION [TEMPLATE]**

*Please note: the following information will be displayed in the publicly available programme catalogue*

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| **ORGANISATION** |
| Programme title |  |
| Final award |  |
| Programme director |  |
| Department/School(s) |  |
| Faculty |  |
| Awarding institution/body(Normally University of Bristol) |  |
| Teaching institution(Normally University of Bristol) |  |
| Programme accredited by: |  |
| Relevant QAA subject benchmark group(s) |  |
| Modes of study e.g.: FT/PT  |  |
| Programme lengthNormal length of registration for a) Full-time b) Part-time |  |
| Date programme specification written or revised |  |

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| **STRUCTURE****This section will appear with the following text in the programme catalogue:**This section describes which Units you will take in which year of study. It indicates which units are mandatory and where you will be able to choose. The overall pass marks you will need to achieve in order to progress or achieve an award are shown. The full regulations concerning progression and completion are held in the [University's Regulations and Code of Practice.](https://www.bristol.ac.uk/academic-quality/facultyadvice/policy/) Any particular aspects of your programme that are unusual will be highlighted. If any Units are must pass this will be shown below. The linked unit specifications detail any additional requirements.If you are selecting optional units, ensure that you have a balanced workload through the year. |
| **Programme structure by year/level and unit**If any Units are [**must pass**](http://www.bristol.ac.uk/academic-quality/assessment/annex/glossary.html)please show in the ‘Progression/award requirements’ column. The linked unit specifications should detail any additional requirements.If the programme is an **integrated masters programmes[[1]](#footnote-1)**, it is Type II (Advanced Study) / Type III (Professional) *(delete as appropriate)* |
| **Year** | **Level[[2]](#footnote-2)** | **Unit code**  | **Unit title**  | **Credit points[[3]](#footnote-3)** | **Mandatory (M), Optional (O) or Open** | **TB** | **Stage Notes[[4]](#footnote-4)/Additional progression requirements[[5]](#footnote-5)** |
| Year 1 |  |  |  |  |  |  |  |
| Exit award | *This is what students will be awarded if they have successfully completed this year but want to, or are required to, leave the University. This will appear on the programme structure which is published so please ensure it is correct.* |
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| Year 2 |  |  |  |  |  |  |  |
| Exit award | *This is what students will be awarded if they have successfully completed this year but want to, or are required to, leave the University. This will appear on the programme structure which is published so please ensure it is correct.* |
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| Year 3 |  |  |  |  |  |  |  |
| Exit award | *This is what students will be awarded if they have successfully completed this year but want to, or are required to, leave the University. This will appear on the programme structure which is published so please ensure it is correct.* |
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| Year 4 |  |  |  |  |  |  |  |
| Final award |  |

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| **AIMS** |
| **Specify the broad aims of the programme. This could be the same as an entry in your programme handbook.**These aims should reflect the subject benchmark, university aims, Bristol Futures Curriculum Framework and individual unit aims. In writing aims you should consider the way in which the programme addresses the interests of students, employers, sponsors and professional bodies.If producing a programme specification for a joint honours programme the two departments involved may wish to provide separate aims but these must both be included here, showing clearly which are for each subject.**This section will appear with the following text in the programme catalogue:**This section sets out why studying this programme is important, both in terms of inspiring you as an individual and in considering the challenges we face. It describes how this degree programme contributes to* your learning within your chosen discipline together with important discipline-crossing links
* your development as a person
* your development as a professional in your discipline

**Do not exceed 4000 characters** |
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| **OUTCOMES** |
| **Programme Intended Learning Outcomes***Reference points should include the subject benchmark (if one exists) qualification descriptors (see the* [*Framework for Higher Education Qualifications*](https://www.qaa.ac.uk/quality-code/qualifications-frameworks)*), and professional body requirements etc.**A joint honours programme may have separate lists of learning outcomes, one for each subject.***This section will appear with the following text in the programme catalogue:**The learning outcome statements shown below for your programme have been developed with reference to relevant national [subject benchmarks](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) (where they exist), national qualification descriptors (see the [Framework for Higher Education Qualifications](https://www.qaa.ac.uk/quality-code/qualifications-frameworks)) and professional body requirements.In line with requirements of the Equality Act (2010), the University will make reasonable adjustments to methods of assessment wherever necessary and possible to permit a student to demonstrate the ILOs.Teaching, learning and assessment strategies are listed to show how you will be able to achieve and demonstrate the learning outcomes.This programme provides opportunities for you to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:**Do not exceed 4000 characters in any field** |
| **Learning by Knowing** **(i.e. making a personal connection to your field of study)** |
| **Programme Intended Learning Outcomes:** |  |
| **Learning/teaching methods and strategies:***State the learning and teaching methods used to enable students to achieve these outcomes. You may want to highlight which outcomes are achieved by which methods by using the Learning Outcome numbers. You may wish to consider the following:** *How the learning and teaching methods in the programme relate to the School/ Department's and the University's learning and teaching strategies.*
* *Study abroad and work placements, how student progress is monitored and how these aspects contribute to the programme overall.*
* *Whether the programme embeds elements of teamwork, peer assessment, oral presentation and other skills alongside acquisition of subject knowledge and understanding.*
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| **Methods of assessment (formative and summative):***State the assessment methods used to test that a student has achieved these outcomes. Again you may wish to highlight which outcomes are measured by each type of assessment. Remember that this is the assessment for the programme and it cannot therefore specifically list all assessments as most students take a variety of optional units.** *The assessment pattern from level to level, e.g. which marks will contribute to the final result, marking schemes and pass marks.*
* *Details of assessment, e.g. length of projects, typical types of examination etc.*
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| **Learning by Doing****(i.e. applying your knowledge and practising your skills)** |
| **Programme Intended Learning Outcomes:** |  |
| **Learning/teaching methods and strategies:** |  |
| ***Methods of assessment* (formative and summative):** |  |
| **Learning by Being****(i.e personal and professional skills and attributes)** |
| **Programme Intended Learning Outcomes:** |  |
| **Learning/teaching methods and strategies:** |  |
| ***Methods of assessment* (formative and summative):** |  |

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| **Preparation for work beyond University (e.g. employment, further study)****Indicate where opportunities will exist to enhance employability and careers thinking***Embedded within the curriculum**Explain here how the programme uses teaching methods and assessment types which will enable students to develop, recognise and articulate skills which help them to prepare for their careers beyond the degree programme. For instance, highlight embedded placements, other opportunities to collaborate with external partners, assessments which engage students in problem solving which relate to external stimulus and skill sets which are relevant to future employment or higher level study. Refer to mandatory and optional unit sets but avoid reference to specific unit codes as these may change over time.**Co-curricular opportunities**Set out here any regular opportunities for students on the programme to participate in activities beyond their core curriculum. This could include:** *non-credit bearing placements*
* *volunteering opportunities*
* *experiences to connected to industry, such as fairs, events, and alumni engagement*
* *mentoring programmes*
* *skills development workshops*

*These may be co-ordinated by the School, Faculty or central teams such as the Careers Service Faculty Employability team.* |
| **Embedded within the curriculum** | **Co-curricular opportunities** |
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| **Intellectual development***This section is designed to show the progression of student learning through the programme. You should indicate by level the building blocks used for the students to gain the necessary skills to graduate. This should include:** *how the programme fosters independent student learning progressively, e.g. through the levels of study.*
* *how the programme encourages autonomous thinking and activity and how this is built on.*
* *how certain work/topics are introduced at key stages to develop skills, e.g. dissertation, research skills.*
* *What the requirements are for passing each level to enable progression to the next level.*
* *Where other exit qualifications can be awarded.*

**This section will appear with the following text in the programme catalogue:**This section describes what is expected from you at each level of your programme. This illustrates increasing intellectual standards as you progress through the programme. These levels are mapped against the national level descriptors [published by the Quality Assurance Agency](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf). |
| **Undergraduate Programmes** |
| Level 4 - Certificate |  |
| Level 5 - Intermediate |  |
| Level 6 - Honours |  |
| Level 7 - Masters |  |
| **Postgraduate Programmes** |
| Level 7 - Postgraduate Certificate |  |
| Level 7 - Postgraduate Diploma |  |
| Level 7 - Masters |  |
| Level 8 - Doctoral  |  |

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| **OTHER INFORMATION****This section will appear with the following text in the programme catalogue:**Admissions InformationFor information on the admissions requirements for this programme please see details in the undergraduate prospectus at <http://www.bristol.ac.uk/prospectus/undergraduate/> or contact the relevant academic department.University Workload Statement |
| **Additional relevant information (e.g. study abroad, information on placements, matters specific to professional courses).** Please mention any distinctive attributes of the programme that are special to Bristol. |
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| **Source for further information** *i.e. School website* |
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**The following text also appears in the programme catalogue:**

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 he/she takes full advantage of the learning opportunities that are provided.

1. Integrated Master's programmes must indicate which type they fall into, either type II: advanced study or type III: professional and whether they include a formal period of study abroad / in industry, in accordance with the [QAA descriptors for Master's programmes](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/characteristics-statements). Please see the [Regulations and Code of Practice for Taught Programmes](http://www.bristol.ac.uk/academic-quality/assessment/codeonline.html) for further information on this type of programme. [↑](#footnote-ref-1)
2. See information on the Academic Quality and Policy Office’s website at: <http://www.bristol.ac.uk/academic-quality/approve/approvalguidance/faqs/levels.html/> [↑](#footnote-ref-2)
3. Please see the University’s Credit Framework <http://www.bristol.ac.uk/academic-quality/assessment/regulations-and-code-of-practice-for-taught-programmes/programme-design/> for guidance on minimum amounts of credit at different levels required for each award of the University. [↑](#footnote-ref-3)
4. This will appear above the structure for this year of the programme and should be used for things such as: 'Students transfer to this programme after successful completion of ...' [↑](#footnote-ref-4)
5. Please state any progression requirements associated with this stage of the programme, e.g. students have to gain a higher mark to progress to an MEng rather than a BEng [↑](#footnote-ref-5)