

 **Programme Specification**

*(please see the notes at the end of this document for a summary of uses of programme specifications)*

*This template is used to inform first stage strategic approval. Fields marked with \* must be completed for the initial submission to the Board of Studies and to the Academic Programmes Committee. Second stage academic approval is managed via the Curriculum Management and Information System (CMIS). When preparing for second stage approval please contact the Assistant Registrar in the Faculty/School to discuss programme documentation.*

[*Guidance notes*](http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf) *to assist in completing the specification are available.:*

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| **GENERAL INFORMATION** |
| *Awarding Institution//Body* | University of Bath |
| *Teaching Institution\** |  |
| *Validated/Franchised/Licensed (if appropriate)* |  |
| *Programme accredited by (including date of accreditation)\** |  |
| *Programme approved by (including date & minute number of Senate)* |  |
| *Final award* | Students leaving an undergraduate programme prematurely may be eligible for a [Certificate of Higher Education](https://cms.bath.ac.uk/quality/documents/QA3-certhe.pdf) or a [Diploma of Higher Education](https://cms.bath.ac.uk/quality/documents/QA3-diplhe.pdf) |
| ***Programme title\**** |  |
| *UCAS code (if applicable)* |  |
| *Subject Benchmark Statement\** |  |
| *Intended level of completed programme (in line with* [*FHEQ*](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14) *e.g. 5, 6, 7,)\** |  |
| *Duration of programme & mode of study\** |  |
| *Date of Specification preparation/revision\** |  |
| *Applicable to cohorts (e.g. for students commencing in September 2016 or 2016/17-2017/18)\** |  |

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| **Synopsis and academic coherence of programme\*** |
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| **Educational aims of the programme\*** |
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| **Intended learning outcomes \*** (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate) |
| * Knowledge & Understanding:
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| * Intellectual Skills:
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| * Professional Practical Skills:
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| * Transferable/Key Skills:
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| **Structure and content of the programme** (including potential stopping off points and diet of core and key optional units) |
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| **Details of work placements / work-based learning / industrial training requirements** |
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| **Details of study abroad requirements** |
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| **Details of support available to students** (add in any department or programme-specific information e.g. on induction programmes, resources)All taught students will be allocated a Personal Tutor. Doctoral students will be allocated a supervisory team (including a lead supervisor) who are responsible for monitoring and supporting the academic progress and general welfare of their students.Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with students. Students can also self-refer. These services can provide information, advice and support in relation to: accommodation, physical and mental health, assessment of needs and provision of support for students with disabilities, student funding, academic problems, student discipline and complaints, careers, immigration status, spiritual matters, part time work, security and personal safety. The Students’ Union can also provide advocacy for students. [Further information](http://www.bath.ac.uk/students/support/) about these services is available on-line.University of Bath students attending undergraduate programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by professional Wellbeing Advisers. |
| **Admissions criteria** (including arrangements for APL/APEL) |
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| **Summary of assessment and progression regulations:** *delete as applicable:* NFA fully compliantNFA with exemption(s)Non-NFAFor programmes fully compliant with the New Framework for Assessment refer to the relevant appendices of the relevant NFAAR document ([UG](http://www.bath.ac.uk/registry/nfa/nfaar-ug.pdf), [PGT](http://www.bath.ac.uk/registry/nfa/nfaar-pgt.pdf), [FD](http://www.bath.ac.uk/registry/nfa/nfaar-fd.pdf), [HY](http://www.bath.ac.uk/registry/nfa/nfaar-hy.pdf), or [CPD](http://www.bath.ac.uk/registry/nfa/nfaar-cpd.pdf) ) highlighting any key features. Note any significant features relevant to the “Assessment in the programme context” sections of the relevant NFAAR document.  Set out any approved exemptions from NFA. Set out progression and assessment regulations where these do not comply with [NFA](http://www.bath.ac.uk/registry/nfa/index.htm).   |
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| **Indicators of quality and standards** (e.g. professional accreditation) |
| **Indicators of Quality and Standards***(For more general information on each part of the framework, click on the link)*To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:1. A [Quality Assurance Code of Practice](http://www.bath.ac.uk/quality/cop/statements.html) and associated regulations and policies2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:  [Governance](http://www.bath.ac.uk/quality/documents/QA3-PS-Guid-QS-Gov.docx) [Review and Monitoring](http://www.bath.ac.uk/quality/documents/QA3-PS-Guid-QS-RevMon.docx)3. [Staff development arrangements](http://www.bath.ac.uk/quality/documents/QA3-PS-Guid-QS-ASD.docx) that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff.  [Students](http://www.bath.ac.uk/quality/documents/QA3-PS-Guid-QS-StuVoice.docx) are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning. A more detailed overview of the University’s [Quality Management Framework](http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf) is set out in a summary document.The University was awarded [Gold](https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/) in the Teaching Excellence Framework (TEF) 2017. This signifies that the university delivers consistently outstanding teaching, learning and outcomes for its students and that the university is of the highest quality found in the UK. The TEF panel highlighted the university’s strong employment orientation, an embedded culture which values students as co-creators of learning, physical and digital resources of the highest quality, consistent and frequent engagement of students with developments from the forefront of research, and an embedded strategy that facilitates, recognises and rewards excellent teaching.Professional bodies require particular standards and content in many of our programmes so that students exit able to claim professional registration or recognition, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned. They are shown against each relevant programme in the prospectus. The full list can be seen here: [QA8 Register of Accreditations](http://www.bath.ac.uk/quality/documents/QA8-Accreditation-Register.pdf).  |

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| **Sources of other information** |
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**NOTES**

Programme Specifications are **definitive**, **formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University uses programme specifications in the following ways:

**Approval, Amendment and Review of Programmes**

The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further guidance on the development of [programme specifications](http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf) is available from the Academic Registry or [on-line.](http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf)

* **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in [QA3](http://www.bath.ac.uk/quality/documents/QA3.pdf) Approval of New Programmes of Study Annex A. A draft programme specificationsetting out the title, level, learning outcomes, diet of core and key optional units, and any partnership arrangements or professional accreditation is submitted as part of the documentation for first stage strategic approval to Board of Studies and Academic Programmes Committee. The draft programme proposal and specification should also be made available to Academic Registry at this stage. It is good practice to submit the draft document to the Faculty/School Learning, Teaching and Quality Committee after first stage strategic approval and before second stage approval is sought from that Committee so that feedback may guide development of the final documentation. The completed programme specification, which should be fully differentiated in respect of any exit awards, is submitted to the Faculty/School Learning Teaching and Quality Committee and to the Programmes and Partnerships Approval Committee as part of the documentation for second stage (full and final) approval via the Curriculum Information Management System (CMIS). Once final approval has been granted by Senate on recommendation from PAPAC, the programme specification is published on the University website.
* **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted via the CMIS system as part of the approval process (see [QA4](http://www.bath.ac.uk/quality/documents/QA4.pdf) Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed off by or on behalf of the Dean of Faculty/School. Once approved, the revised programme specification should be published on the University website.
* **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see [QA13](http://www.bath.ac.uk/quality/documents/QA13.pdf) Degree Scheme Reviews).

**Provision of Information to Students**

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see [QA44](http://www.bath.ac.uk/quality/documents/QA44.pdf) Programme Handbooks and Programme Specifications, Section 5). Directors of Studies are responsible for ensuring that the programme specification as documented in the CMIS system is up to date and coherent with the detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.

Academic Registry

September 2018