****

NOTE: Text highlighted in blue is guidance text and should be deleted. Text highlighted in yellow should be amended as appropriate.

**PROGRAMME DOCUMENT**

**PROGRAMME TITLE(S)**

(List the main award(s) and any intermediate awards – do not include exit awards)

**XXX**

**Academic Discipline of X**

**Institute of X**

**OR**

**Institute of X and Partner X**

**Document for Validation / Revalidation Month Year**

**for first intake Month Year**

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### Overview of the proposal

This section provides an overview of each award/programme title and its associated intermediate and exit awards.

One column should be completed for every main programme title (e.g. BA Business Management) and will include its associated intermediate and exit awards (e.g. CertHE and DipHE), i.e. the one column may cover the multiple awards for the programme title. Higher National awards cannot be exit awards and should be entered in their own columns.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Awarding Institution/Body:** | University of Wales Trinity Saint David | | University of Wales Trinity Saint David | | University of Wales Trinity Saint David | |
| **PSRB(s) associated with final award:** |  | |  | |  | |
| **Other accreditation:** |  | |  | |  | |
| **Teaching Institution:** | University of Wales Trinity Saint David (and/or name of collaborative partner institution where applicable) | | University of Wales Trinity Saint David (and/or name of collaborative partner institution where applicable) | | University of Wales Trinity Saint David (and/or name of collaborative partner institution where applicable) | |
| **Award Title:** | Choose an item. | | Choose an item. | | Choose an item. | |
| **Programme title/name:** |  | |  | |  | |
| **Intermediate Award 1 (enrolable awards):** | Choose an item. | | Choose an item. | | Choose an item. | |
| If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | |
| **Intermediate Award 2 (enrolable awards):** | Choose an item. | | Choose an item. | | Choose an item. | |
| If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | |
| **Intermediate Award 3 (enrolable awards):** | Choose an item. | | Choose an item. | | Choose an item. | |
| If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | |
| **Exit Award 1 (awarded on early exit of main programme):** | Choose an item. | | Choose an item. | | Choose an item. | |
| If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | |
| **Exit Award 2 (awarded on early exit of main programme):** | Choose an item. | | Choose an item. | | Choose an item. | |
| If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | |
| **Exit Award 3 (awarded on early exit of main programme):** | Choose an item. | | Choose an item. | | Choose an item. | |
| If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | |
| **Exit Award 4 (awarded on early exit of main programme):** | Choose an item. | | Choose an item. | | Choose an item. | |
| If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | | If programme title differs to the main award, specify  …………………………. | |
| **Programme HECoS Code:** |  | |  | |  | |
| **Mode of attendance:**  **(tick all that apply)** |  | Full-time |  | Full-time |  | Full-time |
|  | Part-time |  | Part-time |  | Part-time |
| **Mode of study:**  **(tick all that apply)**  **(please ensure that your selection is in line with the Blended Learning Definitions published on the Academic Office tile on the Hwb)** |  | On-campus |  | On-campus |  | On-campus |
|  | Blended (On-campus) |  | Blended (On-campus) |  | Blended (On-campus) |
|  | Distance learning |  | Distance learning |  | Distance learning |
|  | Other (specify)  ………………….. |  | Other (specify)  ………………….. |  | Other (specify)  ………………….. |
| **Duration:** |  | Standard (AQH 6.3.2) |  | Standard  (AQH 6.3.2) |  | Standard  (AQH 6.3.2) |
|  | Non-standard (specify)  …………………… |  | Non-standard (specify)  …………………… |  | Non-standard (specify)  …………………… |
| **Location(s) of delivery:** |  | |  | |  | |
| **Language of delivery:**  **(tick all that apply)** |  | English |  | English |  | English |
|  | Welsh |  | Welsh |  | Welsh |
|  | English and Welsh (bilingually) |  | English and Welsh (bilingually) |  | English and Welsh (bilingually) |
|  | Other (specify)  …………….. |  | Other (specify)  ………………… |  | Other (specify)  ………………… |
| **QAA Subject Benchmarking Statement(s):** | All programmes must be developed with reference to the appropriate QAA subject benchmark statement, where applicable, which sets out UK-wide expectations of what a student will know/be able to do when s/he graduates. Where there is no specific statement for the discipline area, reference should be made to statements for cognate areas.  See:  https://www.qaa.ac.uk/quality-code/subject-benchmark-statements | | All programmes must be developed with reference to the appropriate QAA subject benchmark statement, where applicable, which sets out UK-wide expectations of what a student will know/be able to do when s/he graduates. Where there is no specific statement for the discipline area, reference should be made to statements for cognate areas.  See: https://www.qaa.ac.uk/quality-code/subject-benchmark-statements | | All programmes must be developed with reference to the appropriate QAA subject benchmark statement, where applicable, which sets out UK-wide expectations of what a student will know/be able to do when s/he graduates. Where there is no specific statement for the discipline area, reference should be made to statements for cognate areas.  See: https://www.qaa.ac.uk/quality-code/subject-benchmark-statements | |
| **Other external benchmarks:** | Add or delete as appropriate:   * QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 * QAA Education for Sustainable Development Guidance March 2021 * QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers January 2018 * Well-being of Future Generations (Wales) Act 2015 * QAA Foundation Degree Characteristics Statement February 2020 * QAA Master’s Degree Characteristics Statement February 2020 * QAA Qualifications Involving More Than One Degree-Awarding Body Characteristics Statement February 2020 | | Add or delete as appropriate:   * QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 * QAA Education for Sustainable Development Guidance March 2021 * QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers January 2018 * Well-being of Future Generations (Wales) Act 2015 * QAA Foundation Degree Characteristics Statement February 2020 * QAA Master’s Degree Characteristics Statement February 2020 * QAA Qualifications Involving More Than One Degree-Awarding Body Characteristics Statement February 2020 | | Add or delete as appropriate:   * QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 * QAA Education for Sustainable Development Guidance March 2021 * QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers January 2018 * Well-being of Future Generations (Wales) Act 2015 * QAA Foundation Degree Characteristics Statement February 2020 * QAA Master’s Degree Characteristics Statement February 2020 * QAA Qualifications Involving More Than One Degree-Awarding Body Characteristics Statement February 2020 | |

### Module Summary Table

This section should present the programme(s) modules, which should be grouped in the following order:

• By level, then

• Alphabetically by module name within the level OR in module code order (module codes for partners are assigned after validation)

|  |  |  |  |  |  |  | **Programme 1 (enter title)** | **Programme 2** | **Programme 3** |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **JACS/ HECoS code and HESA Cost Centre** | **Module**  **Code**  1. Specify language of delivery if not English.  2. Specify mode of study if modules are not all the same mode. | **Module Title** | **New (N)**  **or Existing (Revised) (ER) (list old module code)**  **or**  **Existing (Format updated)**  **(EF)**  **or**  **Existing (Unchanged)**  **(EU)** | **Credits** | **Level** | **Assessment summary** | **Module status**  CP = Component Pass  CR = Core CM = Compulsory O = Optional | **Module status**  CP = Component Pass  CR = Core CM = Compulsory O = Optional | **Module status**  CP = Component Pass  CR = Core CM = Compulsory O = Optional | **Is module shared with other programmes not included in this document? Y/N**  **If Y, specify** |
| e.g.  N200 | e.g. ABCD1234  Spanish  Online mode | Module Title  e.g. Management Principles | N or ER, EF or EU | e.g. 20 | e.g. 4 | **Component 1 – % weighting**  **Written exam / Coursework / Practical** (delete as appropriate): mode of assessment, e.g. essay, report, presentation, (x words, minutes or equivalent– see PV4 Assessment Equivalence Policy) | CP/CR/CM/  O  (delete as applicable) | CP/CR/CM/  O  (delete as applicable) | CP/CR/CM/  O  (delete as applicable) | Y/N  e.g. Y, BA Business Management |
| N200 | BMBM4001  Spanish  Online mode | Management Principles | N | 20 | 4 | **Component 1 – 50%**  **Coursework:** Essay (1500 words)  **Component 2 – 50%**  **Practical:** Individual presentation (10 minutes) | CM | CM | O | Y, BA Business Management |
|  |  |  |  |  |  |  |  |  |  |  |
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**N** - New

**EU** – Existing Unchanged (no changes made, date remains as per last validation unless it is 5 years old and this is the official revalidation point)

**ER** – Existing Revised (date to be changed to this point of validation, new code to be allocated if it meets the criteria defined in Appendix PV9, if so, note the existing module code in brackets e.g. ABCD1234 (formerly ABCD1000)

**ER *(no code change)***– this should only be used if the current version of the module can be archived at this point i.e. the revised version of the module will also become the live version for current students

**EF** – Existing Format updated only (no changes made other than to place an existing module on the current module template – date remains as per last validation unless it is 5 years old and this is the official revalidation point)

### Archiving of Modules

Can any existing modules be deleted and archived as a result of this proposal? YES  / NO

If YES, please list the relevant modules below and indicate when each existing module may be archived (if a module is being revised for the following year, you may need to keep the current version live until the end of the academic year, while students remain in the system):

|  |  |  |
| --- | --- | --- |
| Module Code | Module Title | Date to be archived (MM/YYYY)\* |
|  |  |  |
|  |  |  |
|  |  |  |

### Transition Arrangements for Students

Please provide an explanation of the transition arrangements for each level of the programme for each cohort (including dates of transition). Please ensure that you have referred to the updated guidance on CMA compliance.

NEW STUDENTS

|  |  |  |
| --- | --- | --- |
| **New students** | **Intake month and year i.e. when the programme will be introduced** | **Notes/explanation**  ***If the programme has more than one intake annually, please explain the arrangements for each intake*** |
| Level 4\* FT |  |  |
| Level 4\* PT |  |  |

\* Or appropriate first year Level depending on the programme

CURRENT STUDENTS

If current students are to be transitioned to the proposed programme, please provide an explanation of the transition arrangements for each level of the programme for each cohort (including dates of transition).

Please tick to confirm:

|  |  |
| --- | --- |
|  | Mapping of module equivalency has taken place (i.e. that the modules already undertaken taken by the student are equivalent to the learning that they would have undertaken in the proposed programme) |
|  | Students will be informed/consulted about any material changes to the programme and their written consent to transition will be obtained. |

|  |  |  |
| --- | --- | --- |
| **Current students and direct entry** | **Month and year i.e. when the students will transition from the current version of the programme to the proposed version** | **Notes/explanation**  ***If the programme has more than one intake annually, please explain the arrangements for each intake*** |
| Level 4 PT |  |  |
| Level 5 FT |  |  |
| Level 5 PT |  |  |
| Level 6 FT |  |  |
| Level 6 PT |  |  |
| Level 7 FT |  |  |
| Level 7 PT |  |  |

## Programme 1: Title

If the programme structure is the same for all programmes within the document, it is permissible to include it once and to add a statement that it applies to all programmes. If there are intermediate awards, details must also be provided for those awards, such as programme duration.

### Programme Structure

|  |  |
| --- | --- |
| *Programme duration*: | e.g. Standard, three academic years of full-time study, six academic yearsof part-time study. |
| *Mode of study*/d*elivery*: | e.g. There are two modes of study:   1. On-campus 2. Distance learning |
| *Pattern of attendance (Full-time and/or part- time):* | e.g. Full-time and part-time |
| *Credits and levels:* | e.g. 120-credits per level (levels 4, 5 and 6).  BA: 360-credits in total.  DipHE: 240-credits in total  CertHE: 120-credits in total |
| *Pattern of delivery*: | e.g. Two semesters per academic year. Full-time students study 60-credits worth of modules per semester during the daytime. Part-time students study 60-credits worth of modules per year during evening classes two nights per week. Within a semester, the modules run in parallel with each other. |
| *Intake points and instances of module delivery*: | e.g. Full-time intakes in September and February. The February cohort joins the September cohort at the mid-semester point and receives the modules for that level in reverse order. Part-time intake in September only. Each module is, therefore, delivered once annually. |
| *Module size:* | e.g. All modules are of 20-credits except the 40-credit Dissertation at level 6. |
| *Balance of component pass, core, compulsory and optional modules*: | e.g. At level 4, all modules are compulsory. At level 5, 80-credits are compulsory and students may select 40-credits of options from a choice of 80 credits. At level 6, 80-credits are compulsory and students may select 40-credits of options from a choice of 80 credits.  Not all option modules are available online/distance. Should students wish to opt for an entirely online/distance mode of study, the options would be dictated by the mode, i.e. there would effectively be no options. |
| *Pre-requisite modules (please state module codes for the module and its pre-requisite)*: | e.g. There are no pre-requisite modules in the programme. All modules are independent of others – though of course each level of study provides general underpinning for subsequent modules. |

,

**TYPICAL DELIVERY PLAN**

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability and student requests (which will be accommodated where feasible).

Specify Year of study, Level of study and time block of learning e.g. Year 1, Level 4, Semester 1 (Sept. to Feb.)

If there is more than one intake annually, the tables should distinguish the delivery for each cohort to clearly identify instances of delivery.

It is permissible to replace this delivery table with an equivalent graphical/tabular representation.

**Full-time study**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Module type (Component Pass, Core, Compulsory, Optional)** | **Credits** |
| **Year 1** | **Level 4** | **Semester 1** | **Sept. to Feb.** |
| e.g. BMBM4001 | Marketing Fundamentals | Compulsory | 20 |
|  |  |  |  |
|  |  |  |  |
| **Year 1** | **Level 4** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Part-time study**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Module type (Component Pass, Core, Compulsory, Optional)** | **Credits** |
| **Year 1** | **Level 4** | **Semester 1** | **Sept. to Feb.** |
| e.g. BMBM4001 | Marketing Fundamentals | Compulsory | 20 |
|  |  |  |  |
|  |  |  |  |
| **Year 1** | **Level 4** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
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|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
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|  |  |  |  |

### Programme Aims

The programme has the following general educational and specific aims:

* xxxxx
* xxxxx

**Normally there should be between 2 and 5 aims**

### Programme Learning Outcomes

These vary for different disciplines and are informed by the relevant QAA Subject Benchmarking Statements (see <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>). The following four headings should be used unless there are professional body requirements to use alternative headings:

Where there is more than one version of a programme within the University campuses, or at partners, the aims and PLOs must be equivalent (there can be a greater or fewer number but they must be equivalent). If they are not the same, a mapping for equivalency to the aims/PLOs of the similarly titled programmes must be undertaken.

Where there are professional body requirements, a mapping should be included here or appended.

For awards to be made under the University’s Pearson/Edexcel licence, there must be reference to the core content of Pearson/Edexcel Higher Nationals (where such core content exists). Where relevant, programmes must be mapped against the [equivalent Pearson approved Higher Nationals](https://qualifications.pearson.com/en/qualifications/btec-higher-nationals.html) (please do **not** map against the Higher Technical Qualifications which are for England only). Please see the [Pearson Licensed HN Mapping Guide](https://qualifications.pearson.com/content/dam/demo/stuntcontent/documents/BTEC-Higer-Nationals/licensedhighernationals/licensed-hn-mapping-guide-and-template-v1-1-september-2023.pdf) for the required mapping templates. Please contact the Head of Academic Office for further information.

Normally there should be between 12 and 24 PLOs in total.

After each heading there must be a statement confirming that each PLO in the heading is covered by at least two modules at the level which a student will study (taking into account optional modules available). If this statement is included, a curriculum map does not need to be provided, unless programme teams prefer to do so.

Where there is no specific subject statement for the discipline area, reference should be made to statements for cognate areas and to the qualifications descriptors set out in QAA’s Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies.

Level descriptors of FHEQ should normally be met in full and the vocabulary of PLOs should reflect the vocabulary of the FHEQ and subject benchmarks.

PLOs should:

* have a verb to describe the behaviour which demonstrates the student's learning;
* be written in the future tense;
* identify important learning requirements;
* be achievable and assessable;
* use clear language easily understandable to students;

**Main Award: e.g. BA**

**Knowledge and understanding (KU)**

|  |  |
| --- | --- |
| **KU1** |  |
| **KU2** |  |
| **KU3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Cognitive (thinking) skills (CS)**

|  |  |
| --- | --- |
| **CS1** |  |
| **CS2** |  |
| **CS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Practical skills (PS)**

|  |  |
| --- | --- |
| **PS1** |  |
| **PS2** |  |
| **PS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Key skills (KS)**

|  |  |
| --- | --- |
| **KS1** |  |
| **KS2** |  |
| **KS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Intermediate/Exit Awards**

In accordance with the requirements of QAA’s Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, from 2015/16 onwards separate Programme Learning Outcomes must be provided for **all possible awards** including exit awards.

**For Honours award:**

PLOs must be provided for the CertHE, the DipHE, and the Honours award;

**For Integrated Master’s award:**

PLOs must be provided for the CertHE, the DipHE, the appropriate Honours degree, the PgCert, and the Integrated Master’s;

**For Master’s award:**

PLOs must be provided for the PgCert, PgDip, and the Master’s

The PLOs must clearly differentiate between each award level. One of the following approaches may be used:

1. Use similar PLOs, but reduce numbers at lower levels to differentiate levels;
2. Use same PLOs, but use level specific words to differentiate levels as per the FHEQ;
3. Use combination of 1) and 2).

**Intermediate/Exit Award 1 e.g. DipHE**

**Knowledge and understanding (KU)**

|  |  |
| --- | --- |
| **KU1** |  |
| **KU2** |  |
| **KU3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Cognitive (thinking) skills (CS)**

|  |  |
| --- | --- |
| **CS1** |  |
| **CS2** |  |
| **CS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Practical skills (PS)**

|  |  |
| --- | --- |
| **PS1** |  |
| **PS2** |  |
| **PS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Key skills (KS)**

|  |  |
| --- | --- |
| **KS1** |  |
| **KS2** |  |
| **KS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Intermediate/Exit Award 2 e.g. CertHE**

**Knowledge and understanding (KU)**

|  |  |
| --- | --- |
| **KU1** |  |
| **KU2** |  |
| **KU3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Cognitive (thinking) skills (CS)**

|  |  |
| --- | --- |
| **CS1** |  |
| **CS2** |  |
| **CS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Practical skills (PS)**

|  |  |
| --- | --- |
| **PS1** |  |
| **PS2** |  |
| **PS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Key skills (KS)**

|  |  |
| --- | --- |
| **KS1** |  |
| **KS2** |  |
| **KS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

## Programme 2: Title

### Programme Structure

|  |  |
| --- | --- |
| *Programme duration*: | e.g. Standard, three academic years of full-time study, six academic yearsof part-time study. |
| *Mode of study*/d*elivery*: | e.g. There are two modes of study:   1. On-campus 2. Distance learning |
| *Pattern of attendance (Full-time and/or part- time):* | e.g. Full-time and part-time |
| *Credits and levels:* | e.g. 120-credits per level (levels 4, 5 and 6).  BA: 360-credits in total.  DipHE: 240-credits in total  CertHE: 120-credits in total |
| *Pattern of delivery*: | e.g. Two semesters per academic year. Full-time students study 60-credits worth of modules per semester during the daytime. Part-time students study 60-credits worth of modules per year during evening classes two nights per week. Within a semester, the modules run in parallel with each other. |
| *Intake points and instances of module delivery*: | e.g. Full-time intakes in September and February. The February cohort joins the September cohort at the mid-semester point and receives the modules for that level in reverse order. Part-time intake in September only. Each module is, therefore, delivered once annually. |
| *Module size:* | e.g. All modules are of 20-credits except the 40-credit Dissertation at level 6. |
| *Balance of component pass, core, compulsory and optional modules*: | e.g. At level 4, all modules are compulsory. At level 5, 80-credits are compulsory and students may select 40-credits of options from a choice of 80 credits. At level 6, 80-credits are compulsory and students may select 40-credits of options from a choice of 80 credits.  Not all option modules are available online/distance. Should students wish to opt for an entirely online/distance mode of study, the options would be dictated by the mode, i.e. there would effectively be no options. |
| *Pre-requisite modules (please state module codes for the module and its pre-requisite)*: | e.g. There are no pre-requisite modules in the programme. All modules are independent of others – though of course each level of study provides general underpinning for subsequent modules. |

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**TYPICAL DELIVERY PLAN**

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability and student requests (which will be accommodated where feasible).

Specify Year of study, Level of study and time block of learning e.g. Year 1, Level 4, Semester 1 (Sept. to Feb.)

If there is more than one intake annually, the tables should distinguish the delivery for each cohort to clearly identify instances of delivery.

It is permissible to replace this delivery table with an equivalent graphical/tabular representation.

**Full-time study**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Module type (component pass, core, compulsory, optional)** | **Credits** |
| **Year 1** | **Level 4** | **Semester 1** | **Sept. to Feb.** |
| e.g. BMBM4001 | Marketing Fundamentals | Compulsory | 20 |
|  |  |  |  |
|  |  |  |  |
| **Year 1** | **Level 4** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Part-time study**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Module type (component pass, core, compulsory, optional)** | **Credits** |
| **Year 1** | **Level 4** | **Semester 1** | **Sept. to Feb.** |
| e.g. BMBM4001 | Marketing Fundamentals | Compulsory | 20 |
|  |  |  |  |
|  |  |  |  |
| **Year 1** | **Level 4** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Programme Aims

The programme has the following general educational and specific aims:

* xxxxx
* xxxxx

**Normally there should be between 2 and 5 aims**

### Programme Learning Outcomes

These vary for different disciplines and are informed by the relevant QAA Subject Benchmarking Statements (see <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>). The following four headings should be used unless there are professional body requirements to use alternative headings:

Where there is more than one version of a programme within the University campuses, or at partners, the aims and PLOs must be equivalent (there can be a greater or fewer number but they must be equivalent). If they are not the same, a mapping for equivalency to the aims/PLOs of the similarly titled programmes must be undertaken.

Where there are professional body requirements, a mapping should be included here or appended.

For awards to be made under the University’s Pearson/Edexcel licence, there must be reference to the core content of Pearson/Edexcel Higher Nationals (where such core content exists). Where relevant, programmes must be mapped against the [equivalent Pearson approved Higher Nationals](https://qualifications.pearson.com/en/qualifications/btec-higher-nationals.html) (please do **not** map against the Higher Technical Qualifications which are for England only). Please see the [Pearson Licensed HN Mapping Guide](https://qualifications.pearson.com/content/dam/demo/stuntcontent/documents/BTEC-Higer-Nationals/licensedhighernationals/license-hn-mapping-guide.pdf) for the required mapping templates. Please contact the Head of Academic Office for further information.

Normally there should be between 12 and 24 PLOs in total.

After each heading there must be a statement confirming that each PLO in the heading is covered by at least two modules at the level which a student will study (taking into account optional modules available). If this statement is included, a curriculum map does not need to be provided, unless programme teams prefer to do so.

Where there is no specific subject statement for the discipline area, reference should be made to statements for cognate areas and to the qualifications descriptors set out in QAA’s Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies.

Level descriptors of FHEQ should normally be met in full and the vocabulary of PLOs should reflect the vocabulary of the FHEQ and subject benchmarks.

PLOs should:

* have a verb to describe the behaviour which demonstrates the student's learning;
* be written in the future tense;
* identify important learning requirements;
* be achievable and assessable;
* use clear language easily understandable to students;

**Main Award: e.g. BA**

**Knowledge and understanding (KU)**

|  |  |
| --- | --- |
| **KU1** |  |
| **KU2** |  |
| **KU3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Cognitive (thinking) skills (CS)**

|  |  |
| --- | --- |
| **CS1** |  |
| **CS2** |  |
| **CS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Practical skills (PS)**

|  |  |
| --- | --- |
| **PS1** |  |
| **PS2** |  |
| **PS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Key skills (KS)**

|  |  |
| --- | --- |
| **KS1** |  |
| **KS2** |  |
| **KS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Intermediate/Exit Awards**

In accordance with the requirements of QAA’s Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, from 2015/16 onwards separate Programme Learning Outcomes must be provided for **all possible awards** including exit awards.

**For Honours award:**

PLOs must be provided for the CertHE, the DipHE, and the Honours award;

**For Integrated Master’s award:**

PLOs must be provided for the CertHE, the DipHE, the appropriate Honours degree, the PgCert, and the Integrated Master’s;

**For Master’s award:**

PLOs must be provided for the PgCert, PgDip, and the Master’s

The PLOs must clearly differentiate between each award level. One of the following approaches may be used:

1. Use similar PLOs, but reduce numbers at lower levels to differentiate levels;
2. Use same PLOs, but use level specific words to differentiate levels as per the FHEQ;
3. Use combination of 1) and 2).

**Intermediate/Exit Award 1 e.g. DipHE**

**Knowledge and understanding (KU)**

|  |  |
| --- | --- |
| **KU1** |  |
| **KU2** |  |
| **KU3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Cognitive (thinking) skills (CS)**

|  |  |
| --- | --- |
| **CS1** |  |
| **CS2** |  |
| **CS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Practical skills (PS)**

|  |  |
| --- | --- |
| **PS1** |  |
| **PS2** |  |
| **PS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Key skills (KS)**

|  |  |
| --- | --- |
| **KS1** |  |
| **KS2** |  |
| **KS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Intermediate/Exit Award 2 e.g. CertHE**

**Knowledge and understanding (KU)**

|  |  |
| --- | --- |
| **KU1** |  |
| **KU2** |  |
| **KU3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Cognitive (thinking) skills (CS)**

|  |  |
| --- | --- |
| **CS1** |  |
| **CS2** |  |
| **CS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Practical skills (PS)**

|  |  |
| --- | --- |
| **PS1** |  |
| **PS2** |  |
| **PS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Key skills (KS)**

|  |  |
| --- | --- |
| **KS1** |  |
| **KS2** |  |
| **KS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

## Programme 3: Title

### Programme Structure

|  |  |
| --- | --- |
| *Programme duration*: | e.g. Standard, three academic years of full-time study, six academic yearsof part-time study. |
| *Mode of study*/d*elivery*: | e.g. There are two modes of study:   1. On-campus 2. Distance learning |
| *Pattern of attendance (Full-time and/or part- time):* | e.g. Full-time and part-time |
| *Credits and levels:* | e.g. 120-credits per level (levels 4, 5 and 6).  BA: 360-credits in total.  DipHE: 240-credits in total  CertHE: 120-credits in total |
| *Pattern of delivery*: | e.g. Two semesters per academic year. Full-time students study 60-credits worth of modules per semester during the daytime. Part-time students study 60-credits worth of modules per year during evening classes two nights per week. Within a semester, the modules run in parallel with each other. |
| *Intake points and instances of module delivery*: | e.g. Full-time intakes in September and February. The February cohort joins the September cohort at the mid-semester point and receives the modules for that level in reverse order. Part-time intake in September only. Each module is, therefore, delivered once annually. |
| *Module size:* | e.g. All modules are of 20-credits except the 40-credit Dissertation at level 6. |
| *Balance of component pass, core, compulsory and optional modules*: | e.g. At level 4, all modules are compulsory. At level 5, 80-credits are compulsory and students may select 40-credits of options from a choice of 80 credits. At level 6, 80-credits are compulsory and students may select 40-credits of options from a choice of 80 credits.  Not all option modules are available online/distance. Should students wish to opt for an entirely online/distance mode of study, the options would be dictated by the mode, i.e. there would effectively be no options. |
| *Pre-requisite modules (please state module codes for the module and its pre-requisite)*: | e.g. There are no pre-requisite modules in the programme. All modules are independent of others – though of course each level of study provides general underpinning for subsequent modules. |

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**TYPICAL DELIVERY PLAN**

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability and student requests (which will be accommodated where feasible).

Specify Year of study, Level of study and time block of learning e.g. Year 1, Level 4, Semester 1 (Sept. to Feb.)

If there is more than one intake annually, the tables should distinguish the delivery for each cohort to clearly identify instances of delivery.

It is permissible to replace this delivery table with an equivalent graphical/tabular representation.

**Full-time study**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Module type (component pass, core, compulsory, optional)** | **Credits** |
| **Year 1** | **Level 4** | **Semester 1** | **Sept. to Feb.** |
| e.g. BMBM4001 | Marketing Fundamentals | Compulsory | 20 |
|  |  |  |  |
|  |  |  |  |
| **Year 1** | **Level 4** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Part-time study**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Module type (component pass, core, compulsory, optional)** | **Credits** |
| **Year 1** | **Level 4** | **Semester 1** | **Sept. to Feb.** |
| e.g. BMBM4001 | Marketing Fundamentals | Compulsory | 20 |
|  |  |  |  |
|  |  |  |  |
| **Year 1** | **Level 4** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 2** | **Level 5** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 1** | **Sept. to Feb.** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Year 3** | **Level 6** | **Semester 2** | **Feb. to May** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Programme Aims

The programme has the following general educational and specific aims:

* xxxxx
* xxxxx

**Normally there should be between 2 and 5 aims**

### Programme Learning Outcomes

These vary for different disciplines and are informed by the relevant QAA Subject Benchmarking Statements (see <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>). The following four headings should be used unless there are professional body requirements to use alternative headings:

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Head of Academic Office for further information.

Normally there should be between 12 and 24 PLOs in total.

After each heading there must be a statement confirming that each PLO in the heading is covered by at least two modules at the level which a student will study (taking into account optional modules available). If this statement is included, a curriculum map does not need to be provided, unless programme teams prefer to do so.

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Level descriptors of FHEQ should normally be met in full and the vocabulary of PLOs should reflect the vocabulary of the FHEQ and subject benchmarks.

PLOs should:

* have a verb to describe the behaviour which demonstrates the student's learning;
* be written in the future tense;
* identify important learning requirements;
* be achievable and assessable;
* use clear language easily understandable to students;

**Main Award: e.g. BA**

**Knowledge and understanding (KU)**

|  |  |
| --- | --- |
| **KU1** |  |
| **KU2** |  |
| **KU3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Cognitive (thinking) skills (CS)**

|  |  |
| --- | --- |
| **CS1** |  |
| **CS2** |  |
| **CS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Practical skills (PS)**

|  |  |
| --- | --- |
| **PS1** |  |
| **PS2** |  |
| **PS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Key skills (KS)**

|  |  |
| --- | --- |
| **KS1** |  |
| **KS2** |  |
| **KS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Intermediate/Exit Awards**

In accordance with the requirements of QAA’s Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, from 2015/16 onwards separate Programme Learning Outcomes must be provided for **all possible awards** including exit awards.

**For Honours award:**

PLOs must be provided for the CertHE, the DipHE, and the Honours award;

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PLOs must be provided for the CertHE, the DipHE, the appropriate Honours degree, the PgCert, and the Integrated Master’s;

**For Master’s award:**

PLOs must be provided for the PgCert, PgDip, and the Master’s

The PLOs must clearly differentiate between each award level. One of the following approaches may be used:

1. Use similar PLOs, but reduce numbers at lower levels to differentiate levels;
2. Use same PLOs, but use level specific words to differentiate levels as per the FHEQ;
3. Use combination of 1) and 2).

**Intermediate/Exit Award 1 e.g. DipHE**

**Knowledge and understanding (KU)**

|  |  |
| --- | --- |
| **KU1** |  |
| **KU2** |  |
| **KU3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Cognitive (thinking) skills (CS)**

|  |  |
| --- | --- |
| **CS1** |  |
| **CS2** |  |
| **CS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Practical skills (PS)**

|  |  |
| --- | --- |
| **PS1** |  |
| **PS2** |  |
| **PS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Key skills (KS)**

|  |  |
| --- | --- |
| **KS1** |  |
| **KS2** |  |
| **KS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Intermediate/Exit Award 2 e.g. CertHE**

**Knowledge and understanding (KU)**

|  |  |
| --- | --- |
| **KU1** |  |
| **KU2** |  |
| **KU3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Cognitive (thinking) skills (CS)**

|  |  |
| --- | --- |
| **CS1** |  |
| **CS2** |  |
| **CS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Practical skills (PS)**

|  |  |
| --- | --- |
| **PS1** |  |
| **PS2** |  |
| **PS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Key skills (KS)**

|  |  |
| --- | --- |
| **KS1** |  |
| **KS2** |  |
| **KS3** |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

## Module Details

Append PV3s for each module. The modules should be developed with reference to Appendix PV3a Using the Module Template and the PV4 Assessment Equivalence Policy. Please check that all entries in Section 1.2 Module Summary Table match the corresponding entries in the module specifications. It is permissible to provide the module specifications in a separate document if the document is very large, but the modules should form part of this document if at all possible.