GUIDELINES FOR PREPARING PROGRAMME SPECIFICATIONS

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Preface

This document has been prepared by the Barbados Accreditation Council (BAC) to offer guidance to education and training providers operating in Barbados in the preparation of programme specifications. ***These Guidelines are not intended to be prescriptive***. The aim of these Guidelines is to give educational providers information that will help them to prepare factual information about a programme of study or course for use by a range of users inclusive of current or potential students, of these educational services. This information will enable users of these educational services to make informed choices about their studies and the level(s) they are seeking to attain. This document will be reviewed regularly and amended, where necessary.

Any related policy questions should be directed to the office of the BAC.

Barbados Accreditation Council

The Barbados Accreditation Council (BAC) was established in November 2004 by the Barbados Accreditation Council Act, 2004-11. It is a statutory body under the portfolio of the Ministry of Education, Technological and Vocational Training.

Vision Statement

To be a World-Class, dynamic quality assurance authority for education and training.

Mission Statement

The Barbados Accreditation Council will pursue its vision by:

- Providing advisory, administrative, advocacy and quality-assuring services that meet globally recognized standards for quality assurance, and the expectations of our clients.

- Cultivating an environment of highly dedicated and competent staff members who work as a team to create value for our clients and all the communities we serve.

- Undertaking functions and such related activities that would ensure the efficient and effective discharge of our legal, regulatory, and corporate responsibilities.

- Building strong linkages with our sectoral partners to develop a culture of high-quality post-secondary/tertiary education and training in Barbados and beyond.

- Engaging in sound governance, financial management, business, and social responsibility practices to bring sustainable prosperity and benefits to government, directors, staff, social partners, and the communities in which we serve.

GUIDELINES FOR PREPARING PROGRAMME SPECIFICATIONS[1]

Glossary of Terms

Term	Definition
Approval	the outcome of validation where a programme/course has been judged to meet the requirements of the accrediting/validating body
Assessment	the evaluation of an individual's achievement of intended learning outcomes, using a variety of valid and reliable assessment methods (e.g. written, oral and practical tests/examinations, projects and portfolios) during or at the end of a learning programme. NOTE: Assessment is an integral part of the teaching/learning experience and provides insights into the extent to which programme objectives are achieved.
Assessment criteria	is based on the intended learning outcomes for the work being assessed, the knowledge, understanding and skills that markers expect the learner to display in the assessment task and which are taken into account in marking the work.
Contact hour	a unit of measure that represents an hour of scheduled instruction given to learners. It represents the actual time the faculty/instructor comes in contact with the learner. For example, contact with a lecturer/instructor whose classes are delivered 15 hours per week; a seminar or tutorial which allows closer interaction between learners and a member of staff in the form of participatory discussion on a one-on-one or small group basis; a laboratory session; a trainer facilitating the development of practical skills; the development of practical skills through guided practice; etc. Contact time may take a virtual rather than face-to-face form through the use of email, email discussion groups, virtual learning environments and other technology-aided means, in a work-based setting, etc. Contact hours are calculated based on the actual number of hours spent face to face with the lecturer/facilitator/teacher/trainer and may or may not be formally scheduled.
Core course	refers to a compulsory general education course that reflects the provider's philosophy or needs of the society
Course	refers to a defined body of knowledge, skills and attitudes

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[1] **These guidelines apply to local and international providers of education and training programmes in Barbados.**

Term	Definition
	acquired over a specified period of time. A course may be awarded one or more credits and can generally be completed in one term or one semester.
Credit	refers to a an approximate measure of the volume of learning involved in a learning programme expressed in terms of the number of contact (teaching/lecture and/or experience gathering) hours. It provides learners with an indication of the scale of the commitment into which they are entering and helps ensure that qualifications of the same type at the same level are comparable in terms of learning load.
Credit hour	also known as a semester hour, is the term commonly used as a measurement of class time. One credit hour is comparable to a minimum of 15 hours of theory (i.e. one hour of contact (i.e. teaching/lecture) time each week for one semester of 15 weeks) or 30 hours practical/laboratory/field work (i.e. two hours of practical/laboratory/field work per week for one semester of 15 weeks). See also credit.
	Within the context of the Barbados Accreditation Council, one credit hour is comparable to 15 hours of theory or 30 hours of practical/lab work
Credit level	is an indicator of the relative complexity, demand and/or depth of learning and learner autonomy
Credit transfer	is a mechanism which allows credit awarded by a tertiary education (TE) awarding body to be recognised, quantified and included towards the credit requirements for a programme delivered by another tertiary education provider (TEP) and/or between programmes offered by a TEP.
Credit value	refers to the number of credits at a particular level that is assigned to a body of learning. The number of credits is based on the estimated contact or notional learning hours (where one credit may represent 15 or 10 hours of learning respectively).
Delivery mode	refers to the mode in which a teaching/training session is presented e.g. lecture, workshop, seminar, distance and self-paced.[2].
Educational Provider	any institution or organisation offering education and/or training programme(s) of study/course(s) at the post-secondary/tertiary level in Barbados.
Elective	refers to an optional course or subject selected outside of the specific programme requirements/major area of study.
Employability skills	refer to a person's capability for gaining and maintaining employment (Hillage and Pollard, 1998). For individuals,

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[2] Adopted from *Dictionary*, Knowledgetransfer.net

Term	Definition
	employability depends on the knowledge, skills and abilities (KSAs) they possess, the way they present those assets to employers, and the context (e.g. personal circumstances and labour market environment) within which they seek work (Hind and Moss, 2011)
General electives	refers to the courses a student takes to meet the requirements of the programme of study e.g. a degree
Laboratory	refers to a facility equipped to facilitate the demonstration of the practical component to accompany a lecture or course
Learning outcomes	are statements that describe the competences that learners must be able to demonstrate upon successful completion of a course or programme in terms of knowledge, understanding, skill and behaviours. They specify the criteria against which learner achievement can be assessed.
Level descriptor	states the characteristics of a qualification at a specific level
Major	refers to an area of concentrated study within a particular field/discipline. A major may comprise a minimum of 20 credits per academic subject or 40 credits in a vocational area.
Mode of study	refers to the way in which a student is enrolled in a course/programme of study: internal, external or mixed
Moderation	refers to a process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently. Forms of moderation include: • sampling, either by an internal or external examiner; • additional marking, for example of borderlines, first and fails, or where there is significant difference between the marks of different markers that cannot be resolved without the opinion of another marker
Module	a small stand-alone component of a course that can be taken independently or combined with other modules
Notional hours	refer to an approximate measure of the total learning time it may take a learner to achieve specified learning outcomes and assessment. It will include in-class contact (e.g. lectures, seminars, workshops, etc.), practical/hands-on work (e.g. laboratory practical, fieldwork, etc.), distance education (e.g. instruction that may be print-based, audio/radio-based, video/television-based, computer-based, satellite-based, Internet-based, etc.), other private study (e.g. time spent preparing for class, private or independent reading and study), and the production of written work for formative or summative assessment. Ten (10) notional learning hours generally equates to one unit of credit.

Term	Definition
Outcomes	statements that predict what learners will have gained as a result of learning[3]
Post-secondary/tertiary education	means education that is provided for persons over 16 years of age and who have completed secondary education, within the context of Barbados
Programme (of study)	refers to an approved curriculum composed of a series/set of courses, in an academic or vocational speciality, leading to a particular kind of certification/qualification (e.g. certificate, diploma, associate degree, bachelor's degree, NVQ Level 1, etc.) or a structured and purposeful set of learning experiences that lead to a qualification.
Programme specification	refers to a concise description of the intended learning outcomes of a course/programme of study and the means by which the outcomes are achieved and demonstrated.[4]. Programme specifications enable teaching staff and relevant professional bodies or individuals to establish the content and purpose of programmes before and as they are delivered
Providing institution	an institution or organisation which is delivering all or part of a programme of study
Syllabus	a document that provides information on the course with respect to code, name, duration, credits, pre-requisites, method(s) of instruction, method(s) of evaluation, general objectives, behavioural objectives, content, required resources (e.g. textbooks), the grading policy, a list of assignments and due dates, other course materials, the instructor's office hours and contact information
Transnational/foreign institution	an institution that has its origin and main campus or establishment in an overseas country or territory and is operating in another country
Unit	see definition for module
Validation	the process whereby a new or significantly revised course/programme proposal is examined, either by the provider to assess its suitability for inclusion in the provider's programme offerings, or by an external quality assurance agency to assess the course's/programme's suitability for having the approval of that body

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[3] QAA Guidelines for preparing programme specifications p5
[4] Taken from University of Reading's Guide to policy and procedures for teaching and learning Section 5: Programme design and development and BAC's Registration Guidelines.

INTRODUCTION

The Barbados Accreditation Council (BAC) Act, 2004-11 gives the BAC the responsibility to validate or approve all new programmes of study being offered by providers operating in Barbados. As the document that communicates authoritative information about the aims, intended learning outcomes and expected learner achievements of courses/programmes of study, the Programme Specification is intended for use as a quality assurance document in the design, development, approval and internal review of each course/programme of study. As such, these programmes must be fit for purpose.

Additionally, the programme specification document may also be made available to other individuals such as external reviewers and examiners, quality assurance or accreditation bodies, employers, and learners (current and prospective). Furthermore, programme specifications is one way in which educational providers are able to describe the intended learning outcomes for successful completion of a course or programme of study.

Programme specifications may be used among other things:

- as a source of information about a particular programme of study by current or prospective learners;
- to promote discussion and reflection on new and existing programmes by providers and teaching teams/instructors/faculty;
- to ensure a common understanding about the aims and intended learning outcomes of a programme by teaching teams/instructors/faculty;
- as a source of information to enable an understanding of the aims and intended learning outcomes by internal and external reviewers and examiners;
- by quality assurance/accreditation/professional/regulatory bodies for accreditation or regulatory purposes;
- to obtain feedback from past or current learners on their perceptions of the success in achieving the learning outcomes.

Since the Programme Specification document is intended to provide detailed information on a particular course/programme of study, it should be written in a user-friendly manner while always bearing in mind the diverse audiences that will access this kind of information. It is important to note that programme specifications are required as part of the documentation for registration and the approval of any new programme. You may wish to refer to Criterion 4 of the *Criteria for Programme Approval* contained in the BAC's ***Programme Approval for Providers of Post-Secondary/Tertiary Education and Training*** guidelines publication or in this document.

Programme Approval Process

Programme approval is a quality assurance process which ensures that a programme:

   a) is appropriately designed and structured;
   b) is adequately resourced;
   c) is consistent with the provider's mission; and
   d) has stated learning outcomes, assessment strategies, and expected learner achievements that are set at an appropriate level for the qualification awarded.

During the programme approval process, all facets of an education and/or training programme are evaluated *except* actual outcomes such as learner performance, feedback from learners, staff, and employers of graduates.

Programme approval is conducted **internally** by a Programme Approval Committee or similar group, or assigned individual and **externally** by a quality assurance body such as the Barbados Accreditation Council. The process should take place *before* the programme is offered for the *first* time. Programme approval may be viewed as a precursor to programme accreditation, but they are **not** the same. You may wish to refer to the BAC's *Guidelines for Programme Approval for Providers of Post-Secondary/Tertiary Education and Training* for more information on the programme approval process.

Criteria for Programme Approval

Any provider seeking approval for its programme(s) must comply with the BAC's programme approval requirements. These are set out in the following criteria:

Criterion 1:   **Official Authorisation**

The provider must provide evidence that:
    i.   authorisation to offer the programme was granted by the approved Committee or individual within the institution;
    ii.   internal programme approval has been granted by the approved Committee or individual within the institution; and
    iii.   the programme is consistent with its mission.

Criterion 2:   **Programme Demand**

The provider must provide a market case showing that there is a demand for the programme.

Criterion 3:   **Resources**

The provider must provide evidence of adequate human, physical, material, and financial resources to sustain the programme.

Criterion 4:   **Documentation**

The provider must submit a programme specification document with details of the following:

    i.   awarding body/institution for the qualification;
    ii.   educational provider responsible for teaching (if different);
    iii.   any accreditation by a professional body;
    iv.   name of the final award;
    v.   programme title;
    vi.   aims of the programme;
    vii.   programme outcomes – knowledge and understanding, skills and other attributes;
    viii.   teaching, learning and assessment strategies to enable the achievement and demonstration of the programme outcomes;
    ix.   programme structure and requirements, levels, modules, credits, and awards;
    x.   criteria for admission to the programme;
    xi.   assessment regulations e.g. grading scheme, moderation, honours classification;
    xii.   support for student learning; and
    xiii.   date on which the programme specification was written or revised.

Application Processing

All new courses/programmes of study must be approved by the BAC before being offered to the public. The following are the steps in the processing of the application for programme approval:

1. All applications for new programme approval must be approved in advance by the highest body/individual in the organisation and signed by the principal officer or her/his designate.

2. The provider must complete and submit an application form with all relevant documentation to the BAC for approval of the programme.

3. The BAC will review the application form and supporting documentation and advise the provider on the status of the application.

4. The programme will be reviewed by a team of professionals including independent consultant evaluators contracted by the BAC who have specialist knowledge in the relevant field.

5. The provider will receive a report on the outcome of the evaluation and a statement on the approval or non-approval of the programme.

6. The provider will receive a Certificate of Approval for each programme approved by the BAC.

7. A provider that submits a programme that is granted 'Conditional Approval' by the BAC will be given for a period not exceeding one (1) calendar year to correct the deficiencies identified and to re-submit the programme for approval. No additional fees will apply.

8. Re-application and the payment of fees will be required for programmes that are not approved on the expiration of the one (1) year period.

Required documentation when applying to the BAC for programme approval include:

- Application form, complete and legible
- Supporting documentation e.g.
    - syllabi
    - staff data sheet and/or curriculum vitae
    - appendices, clearly labelled
    - evidence of programme demand e.g. market survey findings, business case, etc.
    - programme specification

PREPARING PROGRAMME SPECIFICATIONS

Information to Include in the Programme Specifications

The production of the programme specification is undertaken by the academic staff. It is important to ensure that the content reflects the type of programme. While the BAC does not prescribe a particular approach or style of programme specifications, it is suggested that for a comprehensive and useful document the following information be included:

- Name of awarding body/institution
- Title and level of programme(s)
- Programme rationale
- Programme duration
- Title and name of final award(s)
- Accreditation body/institution for the qualification
- Accreditation by a professional body, if applicable
- Educational provider responsible for programme delivery (if different)
- Mode of study
- Language of study
- Credit value of courses/modules
- Programme structures and requirements
- Entrance/admission requirements
- Educational aims and outcomes
- Programme outcomes – knowledge, understanding, skills, and other attributes
- Teaching, learning and assessment strategies
- Work-based learning elements
- Assessment regulations e.g. grading scheme, moderation, honours classification etc.
- Subject guides/prospectuses/booklets/online resources
- Textbooks and supplementary study materials
- Learner support and guidance
- Learner feedback mechanisms
- Programme review and evaluation mechanisms (including an Action Plan)
- Indicators of quality
- Quality evaluation and enhancement methods
- Distinctive feature(s) of the programme(s)
- Date programme specification document was written or revised

Developing the Programme Specifications

Some important questions to consider when writing the programme specifications document include:

1. **What do we want our learners to achieve?[5]**

   This may include subject knowledge and understanding, a range of intellectual subject and transferable skills and their application in a range of contexts, competency to practise (if relevant), values and other qualities.

Programme outcome statements may be created by completing sentences such as:
- This programme is distinctive because it develops...
- The most important values which inform this programme are...
- The content of this programme concentrates on...
- The most important intellectual skills developed in the programme are...
- The most important practical skills, techniques and capabilities developed in the programme are...
- Competency will be developed in...
- The important ways a student will learn are...
- On completing the programme we want learners to know and understand...
- On completing the programme we want learners to be able to...

2. **What reference points can we use to show that what we want learners to achieve has currency within the academic, professional or employer communities?**

Possible reference points may include:

- provider's mission statements; any institutional policies on the development of general skills in fields such as communication, information technology, team working, and career management;
- subject benchmark statements;
- current research or other advanced scholarship carried out by academic staff;
- requirements of professional and statutory regulatory bodies;
- occupational standards in fields where these are relevant;
- qualification descriptors used in the national qualifications framework;
- national key skill standards,

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[5] Adapted from QAA Guidelines for preparing programme specifications, pp6-7

3. How do we expect our learners to achieve and demonstrate the intended outcomes?

- **Knowledge and understanding**: Think about the teaching, study and assessment methods used to promote learning and the knowledge and understanding that a learner will be expected to have upon completion of the programme. For example, "theoretical knowledge of the principles and methods of cosmetology" or "knowledge of the major types of chemical reaction and the main characteristics associated with them". Some teaching approaches may be more appropriate than others for developing particular types of learning outcomes. For instance, knowledge and understanding are often developed through direct teaching methods such as lectures and seminars. Such direct teaching methods are usually supported by directed study of textbooks, journal articles, and assignment or projects. Assessment is usually assessed through unseen written examinations, which may also require some demonstration of knowledge and understanding.

- **Skills and other attributes**

This grouping of intended learning outcomes can be further subdivided into intellectual skills, practical/subject-specific skills, and transferable skills.

o **Intellectual skills** (e.g. analysis, synthesis, evaluation, problem solving, ability to learn independently) may be practised and demonstrated through a more active learning process such as seminars, tutorials, laboratory, workshop or field-based activities; assignments or projects. Assessment may take the form of unseen written examinations or problem-based exercises. Capability in a range of intellectual skills linked to specialist knowledge, understanding and practical skills may be demonstrated through independent project work or research dissertations.

o **Practical (subject-specific) skills** must be developed through opportunities to practise the activity in an appropriate learning context (e.g. laboratory, field, scientific report writing, research skills, or workplace placement). Workbooks or guidance manuals may be used to support learning. Competence in practical skills must involve assessment through practical demonstration of these skills.

o **Transferable/key skills** are those portable skills that are readily transferable to employment and other contexts (e.g. communication skills, teamwork, leadership, numeracy, time management, IT skills, or organisation skills). These skills may be acquired through classes or extra-curricular activities, but may be developed through structured opportunities within the curriculum. Assessment of these skills may be done through unseen written examinations or problem-based exercises; independent project work; written essays or dissertations; in-class presentations; collaborative projects; work experience; social and cultural activities; student representative work; etc.

It is important to keep in mind that the more active learning tasks designed to support the development of intellectual, practical and transferable skills will also play a role in contributing to the development of knowledge and understanding.

4. Where can further information be found?

The programme specification must be regularly updated to ensure that the programme retains its currency and relevance. Information as to where more detailed information may be found must be written in the specification document. In addition, it must be made clear that the programme specification is a concise summary of the main features and aims of the programme, intended learning outcomes, and expected learner achievements.

Writing the Programme Specifications

There are two general approaches that may be taken when writing the programme specification.

1. identify the units of study and then write the aims and outcomes for these units.
2. identify the aims and outcomes of the overall programme and then select/write the units that allow achievement of these aims and outcomes.

Measures that can support the writing of the programme specification include:
- mapping the assessment strategy for each unit;
- mapping the teaching and learning strategy for each unit
- reference the requirements of other bodies e.g. accreditation bodies, regulatory bodies, professional bodies;
- inclusion of other relevant reference material e.g. National Occupational Standards.

Conclusion

It is possible to connect quality enhancement to quality assurance through the programme specification development process. Such a connection is attainable through purposeful discussion and consideration of the curriculum. This may provide evidence of:
- the deliberative process that resulted in the determination of the aims of the programme and intended learning outcomes ,
- how the curriculum enables the intended learning outcomes to be achieved, and
- how assessments test the learners' achievement of the intended learning outcomes.

A good programme specification will:

- make clear the intended learning outcomes of the programme
- make clear the teaching and learning methods that enable learners to achieve these outcomes and the assessment methods used to demonstrate their achievement;
- improve the understanding of learners as to how and when learning occurs;
- improve the understanding of learners in relation to what is being learned,
- inform reflection upon personal learning, performance and achievement, and
- inform subsequent planning for educational and career development.

The end result of the programme specification development process should be a document that is concise, informative and comprehensible to the non-expert/non-specialist reader. Consideration of the purpose and intended audience(s) for the document will determine the language and level of detail provided. To ensure the relevance and currency of the programme specifications, a review should be done annually.

You may view examples of programme specification documents online at:

http://www.gla.ac.uk/media/media_128013_en.pdf
http://www.city.ac.uk/__data/assets/pdf_file/0005/178547/PSFINE-MSc-Financial-Economics.pdf

EXAMPLE
PROGRAMME SPECIFICATIONS OUTLINE WITH NOTES

Programme Title:

Awarding Institution:

Teaching Institution:

Programme length:

Date of specification:

Programme Director:

Accreditation (if applicable):

Admission requirements:
Entrants to this programme are normally required to have obtained:

Programme Aims/Rationale:
This section should state what the school aims to provide to learners through the programme. Commence with a concise description of the course/subject of study covered by the programme, explaining the nature of the subject (specifically for the benefit of prospective learners) and outline what is involved in the study of the course/programme at this level. Emphasise any distinctive features of the programme e.g. benefits to be gained etc.

Next, list the principal aims of the programme. This may be done in bullet points or narrative/text, whichever form is considered more appropriate. The list of aims should be designed for the programme overall regardless of the selection of options.

Programme Learning Outcomes
This field should describe the intended learning outcomes of the programme and should reflect the core attributes of a graduate of the programme. The learning outcomes should describe what all learners should be able to do or demonstrate in terms of particular knowledge and understanding, qualities, skills and other attributes. The learning outcomes should be written at

the level that reflects the final award. It will be necessary to ensure that the assessment instruments that will be used to test the achievement of the intended learning outcomes of the programme are built into the course structures.

In addition, no optional courses in the programme should deny learners the opportunity to demonstrate achievement of **all** of the intended learning outcomes of the programme. As such, the programme learning outcomes must be achievable through core and option courses. It may be beneficial to map the relationship between the intended learning of the programme and intended learning outcomes of each course clearly to ensure that each learner will have the opportunity to demonstrate achievement of the intended learning outcomes.

Knowledge and Understanding

Knowledge and understanding of: Teaching/learning methods and strategies

Assessment

Skills and Other Attributes

Intellectual skills – able to: Teaching/learning methods and strategies

Assessment

Practical skills – able to: Teaching/learning methods and strategies

Assessment

Transferable skills – able to: Teaching/learning methods and strategies

Assessment

Programme content

Compulsory
Module Code　　　　Module Title

Optional
Module Code　　　　Module Title

Part-time or modular arrangements

Progression requirements
What must the learner achieve to move from one level in the programme to the next or to successfully complete the programme, or for entrance to other programmes. Examples of progression requirements are as follows:

a) The criteria to complete each year of study other than the final year and to progress to the next year/level, learners are required to:
   - pass (i.e. achieve 50%) all mandatory modules; and
   - pass ((i.e. achieve 50%) in modules amounting to 90 credits; and
   - achieve a minimum overall average of 50% across all modules and a minimum mark of 45% in all modules

   Learners who fail to satisfy the above criteria will be required to resit all modules in which they obtained a mark of less than 50%[6].

b) Students in a general Bachelor of Arts/Bachelor of Science programme (without a major) may progress and graduate if an overall GPA of 4.00 is achieved. Students with a cumulative GPA of less than 4.00 but not less than 2.00 will be allowed to proceed on academic probation for 4.0 further credit attempts. A student with a GPA of less than 2.00 must withdraw from the University. Academic decisions are made at the completion of each full year of study in May or upon completion of 4.0 credit attempts (passed or failed attempts). Students who fail more than 5.0 credits (or equivalent, including repeated courses) will be required to withdraw from the university.[7]

Assessment methods
This field should detail how the assessment for the programme is structured to ensure the effective testing of the learning outcomes. In other words, the assessment methods used should be such that all learners will be able to demonstrate achievement of the learning outcomes to the bet of their ability. It should be noted that programme assessment is typically conducted via

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[6] Retrieved from http://www.liv.ac.uk/student-administration/exams/results/progression/
[7] Retrieved from http://www.wlu.ca/calendars/section.php?cal=1&s=505&sp=1725&ss=2151&y=53

course assessments. Before including a learning outcome in a programme the provider must be sure that the programme comprises courses that will allow the learners to demonstrate actual achievement of that learning outcome.

All assessment is usually conducted in the immediate context of the courses that comprise the programme. The intended learning outcomes however are generic to the programme as a whole.

Support for students and their learning:
This section should set out the learning and teaching approaches for the programme. Consideration should be given to how the teaching approaches used will support learning and thus the achievement of the intended learning outcomes. Some approaches will be more appropriate than others for the development of specific types of learning. For example, lectures and seminars are often used to develop knowledge and understanding of a subject. Practical skills will be developed through opportunities to practise an activity in the appropriate learning context. Learning support may be provided through workbooks or guidance/learner manuals.

Programme Structure and Features
This section should include an easily understood description of the programme structure – basic curriculum information e.g. structure and credit value of the courses year by year and exit awards available on completion of each stage of the programme. If any courses are taught in a language other than English, then this must be specified here. If a web link to existing supplementary information is available, this can also be provided here, particularly if it is in diagrammatical or tabular form.

Total number of credits required for award of (name of qualification):_____

Year or Level	Course title	Credit Rating	Core course	Optional Course
	Total credits			

The following information may be included in this section as text or web links, if applicable:
- opportunities for placement or overseas study;
- assessment scheme;
- reference to the grading scheme or an explanation of the primary grades, especially if these are used to describe progress requirements;
- progression requirements and whether satisfaction of these requirements would automatically lead to entry to later stages of the programme;

- modes of study (e.g. full-time, part-time, or distance education) and any differences that may apply if studying via a particular mode;
- issues specific to professional programmes (e.g. requirement to undertake clinical or school/work experience placements) or to programmes accredited by professional, accreditation or statutory bodies.

Career prospects/Occupational outcomes:
This section should provide information regarding the occupational outcomes of this programme. That is, the field(s) of employment that persons who successfully complete this programme may enter.

Additional Information
This section provides the opportunity for the provider to present concise yet relevant information that will put forward a more rounded picture of the teaching and learning environment within the school to enhance to informative and promotional function of the programme specification. The provider is encouraged to emphasise areas where the school or subject area has distinctive features such as good IT facilities, using materials from the University's archives in teaching and learning, etc. Examples of relevant information that could be included in this section are:

- school specific library and IT facilities;
- student support systems or services;
- employability or other school initiatives;
- student feedback and representation opportunities;
- illustrations of employment or further study undertaken by recent graduates;
- reference to more detailed information on the programme and/or school such as publications or web links.

Date of Production/Revision
The date of initial production or revision should be provided here.

DISCLAIMER

Please note that this specification provides a concise summary of the main features of the programme and 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. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module/course can be found in the module/course description and in the programme handbook. The (name of school) reserves the right to modify this specification at any time after production, in unforeseen circumstances, or where the process of educational development and feedback from learners, internal quality assurance processes or external sources such as professional bodies or quality assurance/accreditation bodies, requires a change to be made. In such circumstances a revised specification will be issued.

Acknowledgements

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1) Assessment vs Evaluation, Adapted from TeacherVision
2) Barbados Community College
3) Hind, D. and Moss, S. (2011) Employability Skills. 2nd Edition. Sunderland, Business Education Publishers.
4) Knowledgetransfer.net
5) Local Government Sector Education Training Authority (LGSETA)
6) Loughborough University
7) Quality Assurance Agency for Higher Education (QAA)
8) Southern African Qualifications Authority (SAQA) – Council on Higher Education (CHE) Higher Education Quality Committee
9) The Commonwealth of Learning, CanadaThe Quality Assurance Agency for Higher Education (2008), United Kingdom
10) The University of York
11) University of Central Arkansas (UCA)
12) University of Glasgow
13) University of Lincoln
14) University of Liverpool
15) University of Reading
16) University of South Africa
17) University of Washington
18) University of Western Ontario
19) Wilfrid Laurier University

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