



# Writing and Revising Programme Specifications: A Guidance Booklet



Professor Pam Parker,  
Deputy Director,  
Learning Enhancement and Development  
City University of London  
Updated October 2019

## Introduction

This has been written to provide you with some guidance when you are writing or revising your programme specifications. The programme specification should be written to the student so it must be easy for them to understand, clear and focused and provide essential detail about the programme as well as promote the student's enthusiasm and interest in the programme.

Remember the programme specifications will be published on the web and read by those who cannot ask questions about the content.

The guidance has been written using an undergraduate template as a basis but there is an indication of any differences between undergraduate and postgraduate programme specifications and then an example programme specification is given in appendix 1 using the MA Academic Practice Programme which is for postgraduate students.

It is particularly important that each specification makes explicit reference to the Framework for Higher Education Qualifications by using the wording in the descriptor statements (appendix 2) in overall programme summaries. In addition, learning outcomes should also demonstrate that the programme requirements are at the appropriate level and the verbs used in these outcomes should reflect this. There is guidance for wording included in appendix 3.

The programme specification has some links in it to support you with writing aspects of your programme specification. Do also note the additional guidance in the programme specification below which should not be included in the final draft.

Please use the template undergraduate/postgraduate programme specification available in the [Quality Manual](#) alongside this guidance when drafting/revising your specifications.

## PROGRAMME SPECIFICATION – UNDERGRADUATE PROGRAMMES

### KEY FACTS

Programme name	
Award	
Exit Awards	
School	Choose an item.
Department or equivalent	
UCAS Code	<a href="#">This is not needed for Postgraduate programmes</a>
Programme code	
Type of study	<a href="#">Part-time, Full-time, Blended or Distance</a>
Total UK credits	
Total ECTS	
Partner (partnership programme only)	
Type of Partnership	Choose an item.
<b>PROGRAMME SUMMARY</b> <a href="#">You need to provide information for the student on what the programme is about and why a student would want to do this programme. What areas will be covered in the programme. This is a good opportunity to mention core modules and any opportunity to choose elective modules. What is the structure of the programme full time or part time and how many modules do students do at a time.</a>	

You also need to provide an indication of what the student will study at each level of the programme and any achievements they will gain at each stage for example exit qualifications. This description should align with the level and qualification descriptors in the Framework for Higher Education Qualifications (<https://www.gaa.ac.uk/docs/gaa/quality-code/qualifications-frameworks.pdf>) This provides the student with an indication of their journey through each stage of the programme. Module level outcomes at each stage of the programme should align with the description you have included in the programme specification.

Involving marketing is useful so that any other information such as the prospectus matches the programme specification.

### Aims

You need to say what the main aims of the programme are related to what the student will gain on completion so try to keep to six – ten.

### **WHAT WILL I BE EXPECTED TO ACHIEVE?**

The student needs to know what they will achieve from this programme and make clear these are by the end of the whole programme not in the first few modules. What should the student be able to do by the end of the programme remembering to include something on the student personal development throughout the programme. They should be measurable and specific and link to the assessments for the programme and the modules you will outline. You should therefore only have ten – twenty learning outcomes dependent upon the credit for the programme and any professional requirements. Remember the level your student needs to achieve by the end of the programme (further guidance on level and verbs that can be used to write these are available in appendix 2 & 3).

Writing learning outcomes can sometimes be difficult but for them to be meaningful the following points should be taken into account:

- **Specific** – provide detail about particular aspects of expectation
- **Meaningful** – written in a language that is clear to students and staff
- **Appropriate** – to the learners abilities and experience
- **Realistic** in terms of achievement, time and resources
- **Testable** – some measure of achievement can be made

(Butcher, Davies & Highton 2006)

All learning outcomes should start with a verb that requires the student to do something.

There are three headings that outcomes are written for and they must all relate to the sentence below.

### **On successful completion of this programme, you will be expected to be able to:**

#### Knowledge and understanding:

What knowledge will the student have at the end of this programme? What will the student be able to do with this knowledge at the end? How will they use it?

etc

#### Skills:

What skills will they develop that can be transferred beyond the programme and to their future? What skills that are specific to the discipline or profession will they develop?

etc

Values and attitudes:

What values and attitudes will the student develop from this programme? Consider areas related to equality, diversity, ethical issues and professional values.

etc

This programme has been developed in accordance with the QAA Subject Benchmark for XXX.

These are available for most programmes at undergraduate level and now at postgraduate level.

**HOW WILL I LEARN?**

Here you need to describe how the student will learn. The learning and teaching strategies used are important and this is a chance to review what you use and why. Why are you using a lecture or group work and what should the student be doing in preparation for these and during these hours? How will this range be used across the programme?

If you are using on line learning to support the programme tell them why and how this compliments the face to face contact. Make clear the contact they might still get through doing this such as discussion boards.

For the independent study hours tell students why these are provided and what they should be doing such as reading, participating in on line activities and preparing for their summative assessments and any formative assessment activity used. Also provide reference to how feedback will be provided on the formative assessment.

This will help students understand what they have to do as well as what face to face time they will have but also that the online activity and self directed is still linked to your contact with them.

Remember to use the HESA Teaching types.

Explain the values and philosophy underpinning your teaching and learning approaches.

You also need to outline the contact hours pattern so what sorts of hours students might undertake each year. What would be the normal amount of hours that students might have as scheduled contact and what would be the normal expectation of them in terms of face to face and online learning. If there is independent learning what will they do and if there are placement hours how many? This does not need to be given for each module but an overall sense of yearly commitment.

**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

Assessment and Assessment Criteria

Students want to know how you will be assessing them throughout the programme. Tell them why you use a range of assessments and how this links to the aims or outcomes. Make clear how the range of assessments is needed and remember this should help students understand why a range is used and how this is relevant to their degree. Also include some guidance on weightings of assessments. The HESA list of assessment types includes written, coursework, practical assessment etc so look at their list.

NB formative assessment is to be outlined in the how I learn section.

***General information on assessment and grade-related criteria e.g.***

Below there is some information that you can use as a default paragraph or you can amend this.

Assessment Criteria are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured. Grade- Related Criteria are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order to achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks. Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task.

You can also provide any further information here about any other support with assessments so personal tutor role, specialist tutorials or revision sessions.

#### Feedback on assessment

Below there is some information that you can use as a default paragraph or you can amend this. Remember a student needs to understand why feedback may be given in different ways and the range of approaches you use to provide this.

Feedback will be provided in line with our Assessment and Feedback Policy. In particular, you will normally be provided with feedback within three weeks of the submission deadline or assessment date. This would normally include a provisional grade or mark. For end of module examinations or an equivalent significant task (e.g. an end of module project), feedback will normally be provided within four weeks. The timescale for feedback on final year projects or dissertations may be longer. The full policy can be found at: <https://www.city.ac.uk/about/education/quality-manual/6-assessment>

#### Assessment Regulations

This section contains the required information that a student needs and can only be changed in the circumstances outlined in the template.

In order to pass your Programme, you should complete successfully or be exempted from the relevant modules and assessments and will therefore acquire the required number of credits. You also need to pass each Programme Stage of your Programme in order to progress to the following Programme Stage.

*Please insert a statement on how Programme Stages will be weighted.*

The pass mark for each module is 40%. *Please insert a statement saying whether some or all modules require students to achieve a minimum qualifying mark in the different assessment components within those modules and, if so, what the rule is/whether the details will be found in the module specification.*

#### **NB change the pass mark for postgraduate programmes.**

If you fail an assessment component or a module, the following will apply:

1. Compensation: where you fail up to a total of one sixth of the total credits of a Programme Stage at first or resit attempt, you may be allowed compensation if:

- Compensation is permitted for the module involved (see the What will I Study section of the programme specification), and
- It can be demonstrated that you have satisfied all the Learning Outcomes of the modules in the Programme Stage, and
- A minimum overall mark of no more than 10% below the module pass mark has been achieved in the module to be compensated, and
- An aggregate mark of 40% has been achieved for the Programme Stage.

Where you are eligible for compensation at the first attempt, this will be applied in the first instance rather than offering a resit opportunity.

If you receive a compensated pass in a module you will be awarded the credit for that module. The original component marks will be retained in the record of marks and your original module mark will be used for the purpose of your Award calculation.

2. Resit: where you are not eligible for compensation at the first attempt, you will be offered one resit attempt.

If you are successful in the resit, you will be awarded the credit for that module. The mark for each assessment component that is subject to a resit will be capped at the pass mark for the module. This capped mark will be used in the calculation of the final module mark together with the original marks for the components that you passed at first attempt.

If you do not meet the pass requirements for a module and do not complete your resit by the date specified you will not progress to the next Programme Stage and the Assessment Board will require you to be withdrawn from the Programme.

If you fail to meet the requirements for a particular Programme Stage or the Programme, the Assessment Board will consider whether you are eligible for an Exit Award as per the table below.

If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at:

[https://www.city.ac.uk/\\_data/assets/pdf\\_file/0007/453652/s19-01.pdf](https://www.city.ac.uk/_data/assets/pdf_file/0007/453652/s19-01.pdf)

### WHAT AWARD CAN I GET?

In each of these awards you can indicate the classification requirements and number of credits required for each part of the programme and the weighting for the classification

#### Bachelor's Degree with Honours:

Programme Stage	HE Level	Credits	Weighting (%)
1	4	120	
2	5	120	
3	6	120	

Class	% required
I	70
II upper division	60
II lower division	50
III	40

#### Ordinary Degree:

Programme Stage	HE Level	Credits	Weighting (%)
1	4	120	
2	5	120	

Class	% required
With Distinction	70
With Merit	60

3	6	60		Without classification	40
---	---	----	--	------------------------	----

**Diploma of Higher Education:**

Programme Stage	HE Level	Credits	Weighting (%)
1	4	120	
2	5	120	

**Class % required**

With Distinction	70
With Merit	60
Without classification	40

**Certificate of Higher Education:**

Programme Stage	HE Level	Credits	Weighting (%)
1	4	120	

**Class % required**

With Distinction	70
With Merit	60
With classification	40

**NB these awards differ for postgraduate programmes**

**WHAT WILL I STUDY?**

For **each programme** you need to provide detail of the structure of each with the number of modules a student needs to complete any timing issues and any information that is essential to the students' choice of elective. You also need to include the module diet so what core modules and elective modules are needed. Include if there are any pre/co-requisite modules.

Programme Stage 1

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level

Programme stage 2

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level

Programme stage 3

**NB postgraduate programmes do not have programme stages.**

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level

**TO WHAT KIND OF CAREER MIGHT I GO ON?**

Students often like to see what careers they be able to follow on completion of the programme. You can outline these or provide some case studies of careers students have followed. For some disciplines this is more obvious than for others.

You could also provide a link to the careers support at City University:  
<http://www.city.ac.uk/careers/for-students-and-recent-graduates>.

**WHAT STUDY ABROAD OPTIONS ARE AVAILABLE?**

Students need information if there are any options for study abroad. They need to have information about the rules for undertaking this such as length of time, assessments and if only available in one programme stage. You also need to tell students how to get further information about this.

If there is no option to study abroad this should be removed or state clearly this is not appropriate to the programme.

**NB if you have no study abroad in your programme you can remove this box**

#### **WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?**

Students need information if there are any placements opportunities. They need to have information about the rules for undertaking this such as length of time, assessments and if only available in one programme stage of the programme. You also need to tell students how to get further information about this.

If there is no placement opportunity this should be removed or state clearly this is not appropriate to the programme.

**NB if you have no placements in your programme you can remove this box**

#### **WILL I GET ANY PROFESSIONAL RECOGNITION?**

Where professional recognition is a feature of the programme the student wants to know about this and what it would mean to them. You need to provide details of the professional accreditation and what it might mean for future career prospects. Information should also be provided on any exemptions the professional recognition might provide. You need to tell the student of any specific rules related to this and where any further information can be gained.

**NB if you have no professional recognition in your programme you can remove this box**

#### **HOW DO I ENTER THE PROGRAMME?**

Students want information on what they need to apply for this programme eg qualifications needed including any language requirements and experience. You also need to provide any RPL/RPEL information related to programme stages.

The student also needs to be given information on any scholarship opportunities that exist. Details of the current University scheme are here and should be deleted if these do not apply to your programme.

Further details on scholarships for new undergraduate students can be found on the University's website at <http://www.city.ac.uk/study/why-study-at-city/fees-and-finance/scholarships>.

**NB amend for postgraduate programmes as needed**

Version: Which version of the programme is this?

Version date: Month Year

For use from: Academic Year (e.g. 2013-14)

#### **Further Guidance and Support**

Guidance and support can also be provided by your LEaD Academic School Liaison person and staff from the Student and Academic Services.

## EXAMPLE PROGRAMME SPECIFICATION – POSTGRADUATE PROGRAMMES

Programme name	Academic Practice
Award	MA
School	Department for Learning Enhancement and Development
Department or equivalent	Department for Learning Enhancement and Development
Programme code	PSACPR
Type of study	Part Time
Total UK credits	180
Total ECTS	90

### **PROGRAMME SUMMARY**

The programme is designed to facilitate your development in your role of teaching, assessing and supporting students' learning and development. It will provide an opportunity to explore new techniques, share experiences and learn from others practice.

The programme provides a range of modules which include 15, 30 and 60 credit modules at Masters level. The programme provides you with a choice of exit routes but modules can also be taken as stand alone modules.

### **INTRODUCTORY CERTIFICATE IN ACADEMIC PRACTICE**

The first exit route is for the Introductory Certificate in Academic Practice which you are entitled to if you successfully complete the 'Learning, Teaching and Assessment' module EDM120.

For all of you completing the Introductory Certificate in Academic Practice you will be able to examine the theories related to aspects of learning, teaching and assessment and synthesise and apply these to your discipline specific context as well as analyse the differences between contexts. You will be familiar with the UKPSF (HEA 2011) and meet the requirements of at least two of the areas of activity so you can gain recognition as an Associate Fellow having met descriptor 1.

The assessment you undertake to achieve this qualification will ask you to focus directly on either teaching or assessment activity you are involved in so it relates to your practice.

The Introductory Certificate will enable you to develop confidence in your role supporting aspects of the students' learning experience.

### **POSTGRADUATE CERTIFICATE IN ACADEMIC PRACTICE/ACADEMIC PRACTICE (TECHNOLOGY ENABLED)**

The second exit point is the Postgraduate Certificate in Academic Practice which you are able to achieve through successful completion of EDM120, EDM118, EDM106 and EDM112. The Postgraduate Certificate in Academic Practice (Technology Enabled) is achieved through successful completion of EDM120, EDM112 and EDM116.

EDM112 must be the last module undertaken for either postgraduate certificate route so that you can demonstrate achievement of descriptor 2 and Fellowship of the HEA (UKPSF 2011).

For all of you completing one of the two routes to the Postgraduate Certificate in Academic Practice you will be able to examine the theories related to all aspects of learning, teaching and assessment and synthesis and apply these to your discipline specific context as well as analyse the differences between contexts. You will be able to

design learning, teaching and assessment activities that are engaging, challenging, relevant and draw on the use of technology where appropriate to enhance learning. Student diversity will be explored across the modules as well as support for students through their programme from a range of areas including personal tutors. You will have explored the process of curriculum design and evaluation and have reflected on your practice and achievements against descriptor 2 of the UKPSF (HEA 2011) to gain recognition as a Fellow. For those of you able to record your teaching qualification with the NMC you will have evaluated your achievement against the appropriate learning outcomes for the eight domains outlined in the NMC Standards (2008).

The assessments you undertake to achieve this qualification will focus on activities that you need to undertake either as part of your role or to support you in developing your practice.

The postgraduate certificate will enable you to develop confidence in your role and skills to support and transform aspects of the students' learning.

#### POSTGRADUATE DIPLOMA IN ACADEMIC PRACTICE/ACADEMIC PRACTICE (TECHNOLOGY ENABLED)

A Postgraduate Diploma in Academic Practice may be achieved if you have successfully met the requirements of either of the Postgraduate Certificate awards and have successfully completed modules that provide a total of 60 master's level credits. Alternatively, if you have met the requirements for the Postgraduate Certificate in Academic Practice and then successfully complete EDM122, EDM116 and one 15 credit elective module you will be eligible for the Postgraduate Diploma in Academic Practice (Technology Enabled).

For all of you completing the Postgraduate Diploma in Academic Practice in addition to the above you will choose through elective modules to explore some areas further but from a different perspective to broaden your expertise and skills. In addition, you may choose to examine theory related to leadership and implementing change alongside how to coach and support your peers or you may wish to develop your skills as a research supervisor and explore further undertaking research in an educational context. It would normally be expected that if you wish to complete the MA you would undertake the researching higher education module EDM109 unless you have previously agreed with the programme director this is not needed due to your experience.

The assessments you undertake to achieve this qualification will again focus on activities related to your role and developments you wish to implement or examine further.

The postgraduate diploma will provide you with an extended repertoire of skills needed as you develop into an experienced educator and introduce you to the broader theories related to academic practice.

#### MA ACADEMIC PRACTICE

For the MA, you must - in addition to achieving the requirements for one of the Postgraduate Diploma awards - complete successfully the educational research project and publication module EDM114.

For all of you completing the MA in Academic Practice in addition to the above you will spend the project module examining an aspect of academic practice that impacts on your students' experiences. This might be through a systematic and evaluative review of the current literature or through some empirical exploration of a topic which leads to you changing practice or designing a tool that will enhance practice.

The assessment for the project module provides you with a choice of producing a comprehensive and clearly synthesised literature review, a traditional dissertation reporting your work or the development and submission of a conference presentation delivered before submission alongside an article submitted to a peer review journal for review.

The MA will provide an opportunity to explore an aspect of practice in depth through the literature and/or empirical evidence and make recommendations to improve and develop this practice. It will also provide you with the confidence to undertake further studies related to your academic practice and support you disseminating this work.

### Aims

The programme aims to:

- Promote evidence-led innovation and change in academic practice
- Develop reflective practitioners who engage with appropriate and relevant research and literature
- Demonstrate a range of skills related to academic practice that can be enhanced and applied in both a specific and general education context
- Critically evaluate current practice and identify opportunities for innovation, change or sharing good practice

### **WHAT WILL I BE EXPECTED TO ACHIEVE?**

**On successful completion of this programme, you will be expected to be able to:**

#### Knowledge and understanding:

- Synthesise and apply relevant theory to academic practice in higher education (UKPSF K1 & V3)
- Discuss critically the importance of evidence as a rationale for innovation and change in academic practice (UKPSF V3)
- Examine the role and approaches used to ensure quality enhancement is accounted for in higher education (UKPSF K6)
- Synthesise and apply appropriate research methodology to study related to academic practice (UKPSF V3)

#### Skills:

- Use appropriate theory to underpin your learning and teaching practice in both face to face and virtual environments (UKPSF A2, A4 & K2)
- Evaluate critically the methods by which students can be supported in their learning in both the discipline context and institutional practice and apply these appropriately (UKPSF A4, K3 & V4)
- Integrate the use of learning technologies that enhance student engagement in learning communities and learning activities (UKPSF K4 & V1)
- Design curricula that are inclusive and enable students to graduate as professionals able to practise in a range of settings (UKPSF A1, V1 & V2)
- Apply principles of good practice in designing innovative and inclusive assessment approaches and in methods of feedback to students (UKPSF A3 & V2)
- Critically evaluate the impact of social, economic, political and cultural influences on higher education (UKPSF K1 & V4)
- Use the evidence gained about academic practice to provide leadership in your practice and, where appropriate implement change (UKPSF V3)

- Conduct a detailed analysis of a research problem relevant to academic practice, applying appropriate research methods and producing a comprehensive report (UKPSF A5, K1 & V3)
- Collaborate with others in the working environment to share good practice, gain peer feedback and develop personal practice (UKPSF A4, A5, K5 & V2)
- Demonstrate confident oral presentation skills, both individually and as a member of a group with demonstration of good academic practice (UKPSF A5)
- Demonstrate good academic practice with written skills that produce clear and concise reports, feedback and publishable scholarly materials (UKPSF A5)
- Continue to develop skills as a reflective, independent, lifelong learner able to plan for personal and peer development (UKPSF A5)

Values and attitudes:

- Promote participation, inclusivity and equity in higher education (UKPSF V2)
- Examine the importance of co-operation and tolerance in promoting an effective and just learning environment which demonstrates respect for others (UKPSF V1)
- Explore the importance of responding to the needs of a diverse learning community (UKPSF V1)
- Critically analyse and demonstrate the need to take account of ethical issues when conducting research using human participants

This programme has been developed in accordance with the QAA Subject Benchmark for generic masters level programmes. The programme learning outcomes have been mapped to the UKPSF (HEA 2011) so that staff can identify the dimensions they would have undertaken development against. All modules through the programme have also been mapped against the UKPSF (HEA 2011). This will enable staff and students to see how the modules support their recognition as HEA Associate Fellow following successfully undertaking EDM120, recognition as an HEA Fellow following successful completion of one of the two postgraduate certificate routes and, professional development against the UKPSF (HEA 2011) when undertaking any other modules.

The modules that may be used to gain a postgraduate certificate have also been mapped against the NMC (2008) standards for teaching preparation for those seeking recognition with the NMC as a teacher.

**HOW WILL I LEARN?**

The rationale for learning, teaching and assessment strategies is predicated on the modelling of an active approach to learning in education. Thus, the learning and teaching strategies for each module will encompass a range of methods which support this objective, including lectures, workshops, group work, case studies and problem-based learning, role plays, presentations, technology-supported and enhanced learning, self-reflection, peer review and collaboration, evidence-based practice, peer review and supervision.

An emphasis will be placed on your active engagement during class contact time. The strategy will be guided by the educational aim to develop reflective practitioners who engage with appropriate and relevant research and literature. This is interpreted broadly as including the taking of a critical stance on your own work in a professional context, independent reading, and debating issues related to academic practice with peers. It will, therefore, necessarily include acquiring information about such practice as well as critical reflection.

The learning and teaching approaches will require independent learning through your own reading which will be guided towards both greater understanding and critical evaluation of generic issues and to the ways in which those issues apply in the context of your specific discipline. This will enable you to actively engage in face to face activities by sharing your current practice and evaluating where through an evidence based approach you can identify where innovation and change to your academic practice can be undertaken.

You will be encouraged to learn through working collaboratively with a mentor/supervising teacher from your departmental/disciplinary context during modules and the programme of study chosen. The 'Professional and Personal Development Planning' module particularly encourages reflection on practice.

There is a significant amount of independent study within each module and this time is for you to read literature related to the modules you are studying, to observe the practice of others, plan and develop your assessments as well as reflect on your practice. At times we will also require you to participate in on line activities during this time as indicated within individual modules.

In addition to activities with the modules all of you who are intending and are eligible to record your qualification with the Nursing and Midwifery Council (NMC) must complete the teacher preparation portfolio which includes demonstrating a minimum of 12 weeks (360 hours) teaching practice. The portfolio is submitted following completion of the postgraduate certificate programme once you have achieved all the NMC requirements.

All who undertake either a module or parts of the programme should identify a mentor/supervising teacher in your specific discipline to support you throughout the programme. This is important to gain support and feedback on progress during the programme. In addition, if you are undertaking the 'Professional and Personal Development Planning' module there is a requirement to gain a minimum of two peer supported reviews of your education practice.

Each module uses formative assessment opportunities to help you prepare your summative assessment. These range from a micro teaching session to posting on a discussion board your proposed assessment focus to gain peer feedback to sharing short reports on your work to date in the face to face sessions. The module tutors also encourage you to submit a plan or draft of your summative assessment to gain feedback about your progress.

Each module normally has 20-24 hours face to face contact with some online activities and self directed study to support this.

This programme is undertaken part time so that you can undertake some facilitation of learning and teaching during the programme to support your growth on the programme.

#### **WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

##### Assessment and Assessment Criteria

Assessment will draw on a range of approaches which include verbal presentations, essays, a research proposal, on line activities and a research project or publication activities. The rationale for this is to assess a range of different skills as well as expose you to different approaches. The assessments link as closely as possible to relevant activities you would undertake in practice.

Most modules have only one summative assessment with 100% weighting but there are some modules where there is more than one assessment and the weighting for each assessment component is clearly outlined within the module specification.

Assessment Criteria are provided for each module and are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured.

Grade- Related Criteria are also provided for each module and the programme and are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order to achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks.

Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task. Module leaders will inform you at the beginning of each module where these be provided.

#### Feedback on assessment

Feedback is usually provided in verbal or written format for each module. All written feedback is posted onto moodle to enable you to access this easily.

Feedback will be provided in line with our Assessment and Feedback Policy. In particular, you will normally be provided with feedback within three weeks of the submission deadline or assessment date. This would normally include a provisional mark that requires ratification at the assessment board by the external examiners. The timescale for feedback on final year projects or dissertations may be longer. The full policy can be found at:

[https://www.city.ac.uk/\\_data/assets/pdf\\_file/0008/68921/assessment\\_and\\_feedback\\_policy.pdf](https://www.city.ac.uk/_data/assets/pdf_file/0008/68921/assessment_and_feedback_policy.pdf)

#### Assessment Regulations

In order to pass your Programme, you should complete successfully or be exempted from the relevant modules and assessments and will therefore acquire the required number of credits. You are normally expected to have passed all your assessments and modules to progress to the dissertation module but it might be able to progress with one 15 credit module outstanding if this is agreed by the assessment board and it is not the Researching Higher Education EDM109

.Each module of this programme is weighted in relation to the module credit for the purpose of providing your final classification.

The Pass mark for each module is 50%. Where more than one assessment component is required to pass how this contributes to your final module mark is outlined in the module specification.

If you fail an assessment component or a module, the following will apply:

Resit:, you will be offered one resit attempt.

If you are successful in the resit, you will be awarded the credit for that module. The mark for each assessment component that is subject to a resit will be capped at the pass mark

for the module. This capped mark will be used in the calculation of the final module mark together with the original marks for the components that you passed at first attempt.

If you do not meet the pass the requirements for a module and do not complete your resit by the date specified you will not progress and the Assessment Board will require that you be withdrawn from the Programme.

If you fail to meet the requirements for the Programme, the Assessment Board will consider whether you are eligible for an exit award as per the table below.

If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at:

[http://www.city.ac.uk/\\_data/assets/word\\_doc/0003/69249/s19.doc](http://www.city.ac.uk/_data/assets/word_doc/0003/69249/s19.doc)

## WHAT AWARD CAN I GET?

### Master's Degree:

Part	HE Level	Credits	Weighting (%)
Dissertation	7	60	33%
Taught	7	120	67%

Class	% required
With Distinction	70
With Merit	60
Without classification	50

### Postgraduate Diploma:

Part	HE Level	Credits	Weighting (%)
Taught	7	120	100%

Class	% required
With Distinction	70
With Merit	60
Without classification	50

### Postgraduate Certificate:

Part	HE Level	Credits	Weighting (%)
Taught	7	60	100%

Class	% required
With Distinction	70
With Merit	60
Without classification	50

### Introductory Certificate

Part	HE Level	Credits	Weighting (%)
Taught	7	15	100%

## WHAT WILL I STUDY?

### Taught component

There are two core modules and eight elective modules available in the taught component of the programme. The number and credits required to gain an award are identified in the, what award can I get section. The programme summary provides specific information about the modules required for each route and any pre/co requisite modules.

You will be advised to undertake the researching higher education module EDM109 if you plan to proceed to the educational research project and publication module unless you

have previously agreed with the programme director this is not required due to your experience.

Module Title	SITS Code	Module Credits	Core/ Elective	Can be Compensated?	Level
Professional and Personal Development Planning	EDM112	15	C	N	7
Learning, Teaching and Assessment	EDM120	15	C	N	7
Curriculum Development and Evaluation	EDM106	15	E	N	7
Researching Higher Education	EDM109	15	E	N	7
Technology Enabled Academic Practice	EDM116	30	E	N	7
Student Support and Personal Tutoring	EDM118	15	E	N	7
Research Supervision	EDM119	15	E	N	7
Developing Leadership and your reflective practice	EDM121	30	E	N	7
Digital Literacies and Open Practices (in Higher Education)	EDM122	15	E	N	7
Enhancing Your Academic Practice	EDM123	15	E	N	7

#### Dissertation component

There is one module which is core for the dissertation component.

Module Title	SITS Code	Module Credits	Core/ Elective	Can be Compensated?	Level
Educational Research Project and Publication	EDM114	60	C	N	7

#### **TO WHAT KIND OF CAREER MIGHT I GO ON?**

The modules of this programme are aimed at those of you who already work within teaching or a role facilitating learning which includes as a learning technologist or a PhD student who undertakes some teaching. This programme will however provide you with an opportunity to enhance your career prospects in this field through gaining both an academic qualification and a professional qualification with the Nursing and Midwifery Council where appropriate and/or the Higher Education Academy.

#### **WILL I GET ANY PROFESSIONAL RECOGNITION?**

There are two professional bodies where recognition can be gained as appropriate.

#### **Nursing and Midwifery Council (NMC)**

The award of a Post-Graduate Certificate entitles the holder, if a registered nurse, midwife or health visitor with the Nursing and Midwifery Council (NMC) to apply for a recordable qualification as a lecturer with the NMC

Date of last review July 2012

Date of next review has now been extended to August 2020 whilst the standards are being reviewed.

### **Higher Education Academy (HEA)**

The award of an Introductory Certificate in Academic Practice entitles the holder to apply for HEA Associate Member status. The award of a Postgraduate Certificate in Academic Practice/Academic Practice (Technology Enabled) entitles the holder to HEA Fellow Member status if they are in an appropriate role ie substantive teaching and learning roles.

Date of last review June 2017

Date of next review August 2021

If you require further information about either of these please do ask a member of the programme team.

## **HOW DO I ENTER THE PROGRAMME?**

### **Entrance Requirements**

#### **APPLICANTS FROM NURSING, MIDWIFERY AND HEALTH VISITING:**

You must be on an appropriate part of the Nursing and Midwifery Council (NMC) register, and have completed a minimum of three years full-time (or equivalent) in relevant professional practice. This should have been in areas where students were gaining practice experience. You should also have extended your professional knowledge to at least first degree level prior to undertaking the programme.

#### **ALL OTHER APPLICANTS:**

For any element of the programme you must normally hold a recognised first degree or equivalent. If you wish to register for the Learning, Teaching and Assessment module only, leading to the Introductory Certificate in Academic Practice, you will not be required to have current responsibilities as an education practitioner but should have some opportunity to facilitate student learning. If you wish to register for further modules you must have a current, broadly defined teaching/student support role in education and the module guide provides further information for each module's requirements.

### **RPL/RPEL Requirements**

If you possess an appropriate Postgraduate Certificate level teaching qualification in education you may enter the programme at Postgraduate Diploma level through advanced study. However, you may need to complete some modules from Year 1 as part of the Postgraduate Diploma.

For City, University of London employees with more than 3 years' relevant experience the limit to the volume of credit that can be permitted through RPL and / or RPEL will be:

- 30 credits for the Postgraduate Certificate
- 60 credits for the Postgraduate Diploma and MA

If the student leaves prior to the end of their programme (through failure or withdrawal), they will only be entitled to an Exit Award where the maximum volume of credit for prior learning for that Award has not been exceeded.

Please note you cannot RPEL the Professional and Personal Development Planning Module.

If you undertook the introductory certificate in academic practice and exited the programme you will be able to RPEL back into the programme using this award as long as you return within three years.

**Registration**

The period of registration to complete the Postgraduate Certificate is three years

The period of registration to complete the Postgraduate Diploma is five years

The period of registration to complete the MA Academic Practice Programme is seven years

Version: 11

Version date: October 2018

For use from 2018/2019

**Qualification descriptors (QAA 2014)**

QAA's Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland (October 2014) provides guidance about overall expectations for programmes at different levels. Some brief guidance is included in the table below.

<b>Qualification</b>	<b>Students who have demonstrated</b>
Certificate of HE 4	<p>knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.</p> <p>an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.</p>
Diploma of HE or Foundation Degree 5	<p>knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</p> <p>ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</p> <p>knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</p> <p>an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p>
Degree 6	<p>a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline</p> <p>an ability to deploy accurately established techniques of analysis and enquiry within a discipline</p> <p>conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> <li>• to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline</li> <li>• to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline</li> </ul> <p>an appreciation of the uncertainty, ambiguity and limits of knowledge</p> <p>the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).</p>

<p>Masters 7</p>	<p>a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice</p> <p>a comprehensive understanding of techniques applicable to their own research or advanced scholarship</p> <p>originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</p> <p>conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> <li>• to evaluate critically current research and advanced scholarship in the discipline</li> <li>• to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> </ul>
<p>Doctoral 8</p>	<p>the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication</p> <p>a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice</p> <p>the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems</p> <p>a detailed understanding of applicable techniques for research and advanced academic enquiry.</p>

## Levels of learning outcome

Using the information in the table below key words can be taken for each level to guide lecturers about the focus of the outcomes and the language that could be used. The key words match those from Bloom's taxonomy (1956) which is a classification of levels of intellectual behaviour. In this taxonomy synthesis and evaluation are in a different order with evaluation being placed as the highest level however it is generally accepted that synthesis is a higher level skill. Using Bloom's taxonomy (1956) the table provides some guidance of examples of verbs that can be used for each level when developing learning outcomes.

Qualification	Key Word	Helpful language for learning outcomes
Certificate of HE 4	Knowledge & Comprehension	<b>Knowledge:</b> arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state <b>Comprehension:</b> classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate
Diploma of HE or Foundation Degree 5	Application and Analysis	<b>Application:</b> apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write. <b>Analysis:</b> analyse, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Degree 6	Evaluation	<b>Evaluation:</b> appraise, argue, assess, attach, choose, compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.
Masters 7	Synthesis	<b>Synthesis:</b> arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
Doctoral 8	Creation, interpretation and originality	<b>Creation</b> conceptualise, production, formation, inception <b>Interpretation</b> exposition, supposition, elucidation, construction <b>Originality</b> ingenuity, novelty, inventiveness, innovation

Using this table it is possible to write a learning outcome about an aspect of learning that could be applied at different levels. For example if one of the aims of a programme is that students can learn about the support services available at the university for students then learning outcomes may be:

**Level 4** - The student will be able to list the range of support services available at the University.

**Level 5** - The student will be able to analyse the role of each of the support services.

**Level 6** - The student will be able to compare the support services and evaluate which is the most appropriate to use for different problems and issues.

**Level 7** - The student will be able to propose a list of which support service to use for different problems/issues synthesising the knowledge of their roles.

**Level 8** - The student will be able to construct a new service based on conceptions of student support.