

Programme Specification

***Please delete all of the red sections in this form before submitting it to*** ***quality@rau.ac.uk***

**<INSERT FULL PROGRAMME TITLE>**

1. **Programme Information**

|  |  |
| --- | --- |
| Quercus code | *[completed by Registry post validation]* |
| Academic Year |  |
| Valid entry routes | Detail the exact award(s) E.g. BSc(Hons) [name of award]/FdSc [name of award] |
| Additional exit routes | E.g. Higher Education Diploma [name of award] |
| Location(s) of Study |  |
| School |  |
| Programme Manager |  |
| Awarding Body | The Royal Agricultural University |
| Teaching Institution | Specify if different from the RAU eg FE Partners |
| Academic level on Framework for Higher Education Qualifications (FHEQ) | E.g. Level 4, 5, 6 or 7 |
| Admissions Body | Specify if different from the RAU |
| UCAS code(s) | Please liaise with Registry for the correct UCAS codes |
| Entry Criteria (include IELTS if relevant) |  |
| Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark | Detail which reference points have been used to inform programme developmenthttps://www.qaa.ac.uk/quality-code/subject-benchmark-statements |
| Details of accreditation by a Professional, Statutory and Regulatory Body (PSRB) | Name of PSRB and give details of accreditation period. |
| Mode of delivery | Full-time, part-time and/or flexible and blended learning, distance learning |
| Language of study | English |
| Programme Start Month(s) | E.g. October / February |
| Academic Board approval date |  |
| Valid from | Date of validation/re-validation  |

|  |
| --- |
| *For Registry use only* |
| **Valid to** |  |
| **Version** |  |

1. **What are the aims and objectives of the programme?**

*[Specify the key aims and objectives of the programme]*

1. **What opportunities are graduates likely to have on completing the programme?**

*[Specify any links the programme has with industry]*

1. **What should students expect to achieve in completing the programme?**

**Programme Intended Learning Outcomes**

*[Complete this section by setting out programme intended learning outcomes under each of the key headings. See RAU Pedagogic Framework – 2018]. Remember the need for this programme to be inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired].*

1. **Knowledge and understanding**
2. **Intellectual, Professional, Key skills**
3. **RAU Graduate skills**
4. **Programme Specific Skills**
5. **How is the Teaching and Learning delivered in this programme?**

*[Some explanation about less-common teaching methods may usefully be included here; also include details of the programme structure.]*

1. **What is the Programme Assessment Strategy[[1]](#footnote-1)?**

*[Provide a rationale for the assessments chosen for the programme.]*

1. **What do students need to achieve in order to graduate?**

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the programme, as laid out in Section 6. Programmes are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded **the qualifications:**

***[delete any of the awards below that are not relevant to your programme, and add others as necessary ,e.g GDA, in line with paragraph 85 of the*** [***Academic regulations***](https://res.rau.ac.uk/docs/www/policies/Academic-Regulations-Taught-Programmes.pdf)***]***

1. **FdSc/FdA**

The accumulation of 240 credits (or more), to include a minimum of 120 at level 5 and a maximum of 120 at level 4, through the assessment of taught modules as detailed below:

|  |  |
| --- | --- |
| **Description** | **Credits** |
| **CORE MODULES:** |  |
|       |       |
| **ELECTIVE MODULES (please list all that apply):** |  |
|       |       |
| **TOTAL:** |       |

1. **BSc/BA**

The accumulation of 300 credits (or more) to include a minimum of 60 at level 6 and a maximum of 120 at level 4, through the assessment of taught modules as detailed below:

|  |  |
| --- | --- |
| **Description** | **Credits** |
| **CORE MODULES:** |  |
|       |       |
|  **ELECTIVE MODULES (please list all that apply):** |  |
|       |       |
| **TOTAL:** |       |

1. **BSc(Hons)/BA(Hons)**

The accumulation of 360 credits (or more) to include a minimum of 120 at level 6 and a maximum of 120 at level 4, through the assessment of taught modules as detailed below:

|  |  |
| --- | --- |
| **Description** | **Credits** |
| **CORE MODULES:** |  |
|       |       |
|  **ELECTIVE MODULES (please list all that apply):** |  |
|       |       |
| **TOTAL:** |       |

1. **MSc/MBA**

The accumulation of 180 credits (or more) to include a minimum of 150 at level 7 (of which 60 must be achieved from a Masters dissertation or agreed equivalent research-based project) and a maximum of 30 at level 6, through the assessment of programme elements as detailed below:

|  |  |
| --- | --- |
| **Description** | **Credits** |
| **CORE MODULES:** |  |
|       |       |
| **ELECTIVE MODULES (please list all that apply):** |  |
|       |       |
| **TOTAL:** |       |

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

**Pass Criteria**

The University operates standard pass criteria which can be found in the [RAU Academic Regulations; (paragraphs 137 – 153).](https://res.rau.ac.uk/docs/www/policies/Academic-Regulations-Taught-Programmes.pdf)

*[If PSRB requirements regarding pass criteria are different to the standard University requirements please state here. E.g for RCVS accreditation all elements of assessment must be passed at 50%.]*

**Programme Intended Learning Outcomes (ILO) Chart**

*[Complete the table below by inserting in the boxes which assessments from the modules directly assess the Award LOs. ]*

*For Example*:

| **Award** **ILOs****Module Code.** | Knowledge and Understanding | Intellectual/Professional/Key Skills | RAU Graduate Skills | Programme Specific Skills |
| --- | --- | --- | --- | --- |
| *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* | *9* | *10* | *11* | *12* | *13* | *14* | *15* | *16* | *17* | *18* | *19* | *20* |  |
| ***4998*** | *ICW* |  |  |  |  | *EX* | *EX* | *ICW* |  |  |  |  | *ICW* | *ICW* |  |  |  | *EX* |  | *ICW* |  |
| ***4999*** | *ICW1* |  |  | *ICW1* | *ICW2* |  |  |  | *ICW1* | *ICW1* |  | *ICW2* |  |  |  | *ICW2* |  |  | *ICW1* | *ICW2* |  |

**Title of Award E.g. Foundation Degree**

| **Award** **ILOs****Module Code.** | Knowledge and Understanding | Intellectual/Professional/Key Skills | RAU Graduate Skills | Programme Specific Skills |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |  |
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1. **Work-based Learning**

*[Include details about the location and duration of the work-based learning and the learning activities that will be undertaken to enable outcomes to be achieved and assessed. Please refer to the guidance given in the RAU Pedagogic Framework]*

1. **How will the University assure the quality of the provision?**

New programme proposals are reviewed by a Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who acts as advisor to the Panel. Proposals are reviewed in line with the QAA’s UK Quality Code, Advice and Guidance: Course Design And Development and in the case of partnership arrangements in accordance with QAA’s Advice And Guidance: Partnerships. All programmes are ultimately approved by Academic Board for a period of up to 6 years.

Programme changes within a validation period are approved by the Academic Quality and Standards Committee (AQSC) on behalf of Academic Board. No more than 1/3 of a programme’s core modules may be changed within the validation period before early programme revalidation is instigated.

The University has in place regular monitoring procedures for quality assurance including an Annual Programme Managers Report for each programme.

Each programme has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the QAA regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each programme has a formally constituted Programme Board, which includes the External Examiner(s), and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Learning Outcomes of a programme at the appropriate standard.

Each programme has a Programme Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each School has an School Advisory Group (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of the School programme portfolio content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition the University’s holds Staff Student Liaison Committees and a Student Engagement Committee where students have the opportunity to discuss issues and give and receive feedback. Students are also invited to participate in the University’s New Student Survey and Student Satisfaction Survey along with the annual National Student Survey. The results of all feedback are considered by the Programme Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by AQSC, Academic Board, School and University Executives.

1. Details of the implementation of the Assessment Strategy are found in Appendix A. [↑](#footnote-ref-1)