### Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>Access to Degree Studies (part-time)</th>
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<tbody>
<tr>
<td>UCAS code:</td>
<td>N/A</td>
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<tr>
<td>SCQF Qualification Level:</td>
<td>6/7</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>66</td>
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**Educational aims of the programme:**
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The Access to Degree Studies (part-time) programme aims to provide students with an effective preparation for undergraduate study across a range of academic disciplines. The programme also aims to offer students the opportunity to experience a broad range of academic disciplines along with a range of teaching, learning and assessment approaches. Fundamental to the programme is the need to provide students with a supportive and developmental environment within which they will receive appropriate support and guidance to help them achieve their academic and personal aims.

**Intended programme learning outcomes:**
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

**Knowledge and understanding**
The programme will encourage students to experience a broad range of knowledge underpinned by a wide range of academic modules. The following outcomes apply across the entire programme:

- A broad understanding of key concepts underpinning a range of academic disciplines
- Ability to examine ideas and concepts in a critical and open minded manner
- Development of an ability to apply comparative perspective across time and space
- An awareness of the contested nature of knowledge and the limits of which it can be generalised.
- An ability to assess the strengths and weaknesses of competing explanations or perspectives

Two Learning Strategies modules (one at the start of the programme and one at the half-way point) are critical in helping students develop appropriate academic and personal skills. These modules are designed to provide appropriate support and guidance so that students are well prepared for undergraduate study. The second learning strategies module is particularly important in relation to personal development planning. This module encourages students to adopt a critically reflective perspective on their academic experience and to select relevant evidence as part of a portfolio of work demonstrating their development as a student. Particular intended learning outcomes that are relevant within this module are:

- Personal time management and prioritisation of personal objectives
- Responsiveness to constructive criticism
- Awareness of positive and negative study/learning habits

**Subject-specific skills and other attributes**
- N/A

**Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes**
Given the broad education aims stated above the development of various generic skills and approaches to academic study are important elements of the entire programme. These broad skills are specified below:

- Ability to study independently and in a self directed manner.
- Effective use of a range of library services and facilities.
- Communication in small and large groups.
Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

The specific learning/teaching and assessment strategies adopted vary from module to module but the relatively small numbers of students in each class (a maximum of 20) mean that there is considerable opportunity for discussion and debate. Students are also encouraged to make their understanding explicit through oral presentations. Also, increasing use is being made of the services/facilities provided through WebCT with students having access to a range of digital learning resources. In addition to scheduled class time students are expected to undertake private study to supplement classroom learning, prepare coursework and revise for exams. Roughly speaking, about twice as much time should be devoted to private study as compared to classroom study.

Module assessment
Each module is normally assessed by a piece of coursework (usually an essay) and an end of module exam. In the first semester the overall grade for a module is the BETTER of the coursework grade and the examination grade. In the second semester the overall grade for a module is based on the combination of the exam and coursework grade in the ratio 50:50.

Feedback on all assessed coursework is provided as soon as possible as part of the developmental process.

Programme assessment
• A student’s overall grade for the programme is based on a simple average of all the module grades achieved throughout the programme. Where a student has failed one module during the programme the exam board may, at its discretion, allow the student to pass the programme overall.

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<tr>
<th>Professional/statutory body accreditation or recognition:</th>
<th>N/A</th>
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Further details:
Entry requirements: [http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php](http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php)
Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
Relevant Subject Benchmark statement: [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)
Introduction/revision date: June 2009