Programme Specification ARO 034a

This version of the form is annotated and provides guidance, hints and tips to help you fill in the form, this is provided in blue italics. Please always refer to the [webpages](#) to ensure you have the latest version of the forms.

Fields highlighted in [yellow](#) can be amended without approval (NB: you may need Faculty/Division agreement to make the change). However any updates should be made to the specification and submitted to [programmebusiness@stir.ac.uk](mailto:programmebusiness@stir.ac.uk)

Important things to remember:

- This document is the public face of the programme and will be published on the website and used to build the programme web presence, prospectus etc., it will also be included in Programme Handbooks so it is vital that the information included is accurate and complete.
- This document is to be written for an audience of the individual student reader - remember to use ‘you’ and ‘your’ rather than ‘student’ and ‘students’, this is flagged during the document.
- If you’re unsure what to include or what something means please contact your L&T administrator, your ADLT or the Programme Business team.

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.

This [document](#) is published on the University website and will be a publicly available record of the named programme.

The information contained in this form should be included in the Programme Handbook, either as presented below or in a format determined by the Faculty.

Please use the grey text boxes or tick boxes when completing the form this will help you with the formatting of text etc. If you are unable to use these boxes please ensure you have the latest version of Word. Alternatively any text added to boxes should be in [Calibri Font](#), Size 11 in regular format.

Please refer to the [Programme Development Resource Hub](#) for more information and support.

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
<th>This would usually be us, if you are unsure about any particular partnership arrangements please liaise with the <a href="#">International Partnership Manager team</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td>This is only needed for programmes developed in partnership with other institutions.</td>
<td></td>
</tr>
<tr>
<td>Programme Name</td>
<td>This is the full name of the degree award (e.g. Mathematics and Criminology) it is what will appear on the students transcript/graduation certificate</td>
<td></td>
</tr>
<tr>
<td>Award e.g. BSc (Hons), MA etc.</td>
<td>This indicates the designation of the qualification, you should only list the ‘highest’ award, you do not need to include any exit qualifications</td>
<td></td>
</tr>
<tr>
<td>Lead Faculty</td>
<td>This is the ‘owning’ faculty for the programme. If this programme is cross-Faculty, please include the partner Faculty in ()</td>
<td></td>
</tr>
<tr>
<td>Division (if applicable)</td>
<td>This is the ‘owning’ Division</td>
<td></td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td>This is for UG programmes only, for new programmes this code will be added following approval.</td>
<td></td>
</tr>
<tr>
<td><strong>Programme Code</strong></td>
<td>e.g. TXX44-APP, for new programmes this code will be added following approval.</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Mode of Study**  | Full Time ✗, Part Time ✗  
*Please tick the relevant box, both if needed. If you tick both please provide two Degree Programme Tables in the Outline Programme Structure Section.* |
| **Location/Method of Study** | On Campus – UK ✗  
International ✓  
Where:  
Online ✗  
Blended ✓  
*Please tick the relevant box(s)* |
| **Admission Points** | September ✗  
January ✗  
Other:  
*Please tick the relevant box(s). If more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure* |
| **Length of Programme** | Please indicate the total length of the programme of study for all modes of study, this must tally with the degree programme table |
| **SCQF Level** | Please indicate the level of qualification for the programme. You can use the hyperlink on the left to find out more about the Scottish Credit and Qualifications Framework. You only need to include the number e.g. 11 |
| **Total Credit Value** | Please indicate the total number of credits required for the programme you can find more information in the Quality Handbook by following this [link](#) and viewing section 3.2 |
| **ECTS Credit Value** | One European Credit Transfer and Accumulation System (or ECTS credit) equals 2 SCQF credits. You can find out more information in the Quality Handbook by following this [link](#) and viewing section 3.3.1.2 |
| **Relevant QAA Subject Benchmark** | When designing and developing programmes of study it is important to consider the Subject Benchmark statements which set out the expectations about standards for degrees in a range of subject areas. Please indicate here which statement(s) where referenced in the development/review of the programme. The link on the left takes you to the information on the QAA website. |
| **Professional Body Accreditation** (all relevant accreditations to be listed) | You may need to copy the lines below if you have multiple accreditations.  
**Name of accrediting body:** Please include the full formal title of the organization that accredits the programme  
**Required for programme:** Please indicate if the accreditation is required for the programme to run. If you do not check the box it is understood that whilst the accreditation may be beneficial it is possible to run the programme without it.  
**Date of Accreditation:** mm / dd / 20yy Date the accreditation was initially received (for new programmes this will be added following accreditation)  
**Date of Renewal:** mm / dd / 20yy Date the accreditation is next due to be renewed |
| **Programme Director** | The name of the academic staff member with responsibility for the programme |
| **Advisor of Studies** | The name of the academic staff member with responsibility for advising students about the programme |
| **Programme Approved** | mm / dd / 20XX The date the programme was first approved. For new programmes this will be added following approval. |
Section 2 Overview

PROGRAMME SUMMARY

Programme Aims
A comprehensive summary of the programme and overarching aims of the programme. This is your ‘elevator pitch’ and is the opportunity to briefly tell the reader about the programme and its context. This text would typically be the starting point for any marketing materials that are developed, or may be used by recruitment and admissions staff to help describe the programme succinctly at presentations or recruitment events.
For more information about developing programme aims please contact the Academic Development team.

Key Features of the Programme (including what makes it distinctive)
This would typically include what sets the programme apart, what is particularly interesting to students and those applying to the programme. It could be the guest speakers who contribute, a particular area of groundbreaking research that informs the teaching/content, the delivery method or structure or any number of other features of your programme design.

WHAT WILL I BE EXPECTED TO ACHIEVE?

Detailed Learning Outcomes
On successful completion of this programme, you should be able to:
Please remember that the learning outcomes should follow on from the statement above...for more information about developing learning outcomes please contact the Academic Development team.

Knowledge and Understanding:
1. 
2. 
3. 
4. 
5. 
6. delete and add rows as needed
On successful completion of this programme you will have developed the following graduate attributes:
1. 
2. 
3. 
4. 
5. 
6. delete and add rows as needed

HOW WILL I LEARN?
Teaching and Learning

Outline of the teaching methods and approach to be used on the programme.
This section will tell the reader about the ways in which they will be taught and how they will learn, it is an opportunity for you to describe your pedagogical approach within the programme, and draw attention to highlights in the student learning experience. Please remember here that you are writing to the individual, so refer to ‘you will learn’ rather than ‘students will learn’.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?
Outline of the assessment methods and approach to be used on the programme.

Assessment and Assessment Criteria
This section will tell the reader about the ways in which they will be assessed and it is an opportunity for you to describe the approach to assessment within the programme, and draw attention to any particular types or methods of assessment that you will use. Please remember here that you are writing to the individual, so refer to 'you will' rather than 'students will'.

Feedback on Assessment
This standard text is based on the agreed Feedback policy, please add any further information about how students will receive feedback if you wish.

The University takes feedback very seriously and, along with the Students’ Union, have developed a Feedback Policy and Student Guidance on Feedback. Feedback and feedforward can be both informal and formal, and can be provided individually and in groups. It can take many different forms depending on the module’s requirements and may be provided in the following ways across the programme:

Participating in and reflecting on:
- discussions in class about assignments or presentations;
- a practice marking session or commenting on a sample assignment;
- 'drop-in' advice at feedback & guidance sessions;
- discussions in supervision meetings;
- 'clicker' responses in a lecture;
- a debriefing by a professional practitioner or mentor.

Reviewing and reflecting on:
- electronic, written or audio feedback through Canvas;
- verbal or written comments from staff or other students;
- assignment exemplars;
- practice assignments or past exam papers;
- plagiarism similarity reports;
- entries in learning journals on academic/professional experiences;
- ratings on a marking rubric;
- 'generic' feedback to a class on how an exam question was tackled;
- final marks or awards;
- reactions to a presentation;
- comparative performance against peers.

What you should do with your feedback:
You are responsible for:
- familiarising yourself with module information on how to approach assessments and how, when and where to find your feedback
- accessing and digesting your feedback
- seeking further help and guidance from your tutors and other students
- saving a copy of your feedback for future use
- reflecting on your feedback to celebrate and build on your strengths and to use what you have learnt in your approach to work in the future
- offering constructive and supportive feedback to other students when asked to do so
- using what you have learnt from your feedback in future assessments

When you will receive feedback:
Formal feedback on assessments is expected to be given within 3 working weeks. Our learning management system, Canvas, will be used in the electronic submission, marking and feedback dissemination of coursework.

Further information on feedback can be found here: https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-
Assessment Regulations

If there are any agreed exceptions to assessment for the programme please highlight these here.

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at: Please delete the links that are not relevant to your programme.

Undergraduate
Postgraduate – Taught
Postgraduate - Research

WHAT WILL I STUDY?
Outline Programme Structure
The information provided below will be used to create the record of the programme on the student records system and will input to processes such as module registration, student progression and examination boards – it is vital that this is accurate and up to date. It is recommended that you refer to the university regulations and policy when developing/reviewing your programme structure to ensure it complies with the relevant details of programme structures. Your Learning & Teaching coordinator and/or Associate Dean for Learning & Teaching (ADLT) will also be able to advise you here.

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

Year 1
If you have both part-time and full-time routes you should include both here.

Total year 1 credit value = This is the total value of credits for the year of study
Compulsory credits = This is the total number of credits that gained through compulsory modules
Option credits = This is the total number of credits that gained through optional modules

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the full title of the module and should not be abbreviated</td>
<td>This is the unique code for the module e.g. ACCU9A1</td>
<td>The credit value for a module typically either 20 or 60</td>
<td>In which semester of the programme will this module delivered? E.g. Aut, Spr, Sum</td>
<td>Which level of study will this module take place at?</td>
</tr>
</tbody>
</table>

(Add and delete year/rows as needed)

Option Modules –DELETE IF NOT REQUIRED, Please indicate any prohibited combinations.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
</table>

(Add and delete year/rows as needed)

Year 2
Total year 2 credit value =
Compulsory credits =
Option credits =

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

*(Add and delete year/rows as needed)*

**Option Modules** – **DELETE IF NOT REQUIRED**, Please indicate any prohibited combinations.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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</table>

*(Add and delete year/rows as needed)*

**Year 3**

Total year 3 credit value =
Compulsory credits =
Option credits =

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

*(Add and delete year/rows as needed)*

**Option Modules** – **DELETE IF NOT REQUIRED**, Please indicate any prohibited combinations.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

*(Add and delete year/rows as needed)*

**Year 4**

Total year 1 credit value =
Compulsory credits =
Optional credits =

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

*(Add and delete year/rows as needed)*

**Option Modules** – **DELETE IF NOT REQUIRED**, Please indicated any prohibited combinations.

<table>
<thead>
<tr>
<th>Module Title</th>
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<tbody>
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</tbody>
</table>

*(Add and delete year/rows as needed)*
READING LIST
Key Reading for the Programme
This list should include the key texts that the student will be using before or during the programme, it is
not a replication of the detailed reading lists for modules.

Section 3 Student Support [PLEASE UPDATE AS NEEDED FOR THE STUDENT COHORT]

SUPPORT FOR STUDENT LEARNING

Induction
This standard text should be added to with any further information about how students will be inducted to
the programme, you may wish to highlight induction arrangements for students joining in later years of
study via articulation agreements etc.
You will receive an induction during the first days of your programme. This includes a range of social
events, information sessions and activities to help you orientate yourself at Stirling and access the
services available to you. These are opportunities to meet staff and other students from across the
university, in the Faculty and on the programme.
Please include any Faculty/programme specific information here.

Study Skills Support
This standard text is based on the SLS webpages, please add any further information about how students
will receive support on the programme if you wish.
Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of
effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your
academic studies at the University and for you to become an independent, successful learner during your
time at the University of Stirling. This is facilitated through collaborative work with experienced tutors
and by offering a variety of courses, workshops and tutorials.
All students, whatever stage of their academic studies, are welcome to use Student Learning Services.
However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

What SLS are able to do:

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: https://www.stir.ac.uk/student-life/support-wellbeing/student-
learning-services/

STEER
This standard text is based on the STEER webpages, please add any further information about how
students will receive support on the programme if you wish
STEER is a University-wide peer support scheme linking in returning student "Captains" with
new undergraduate or taught post-graduate "Crew" during their first year at Stirling.
The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: https://www.stirlingstudentsunion.com/representation/studentsupport/steer/

**Stirling Graduate School**
This standard text is based on the SGS webpages, please add any further information about how students will receive support on the programme if you wish and delete if this is for a UG programme.
For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: https://www.stir.ac.uk/research/research-degrees/stirling-graduate-school/

**Academic and Pastoral Support**
This standard text is based on the university webpages, please add any further information about how students will receive support on the programme if you wish

**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: https://www.stir.ac.uk/about/faculties-and-services/academic-registry/adviser-of-studies-scheme/

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: https://www.stir.ac.uk/about/faculties-and-services/academic-registry/personal-tutor-scheme/

**Support and Wellbeing:** At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: https://www.stir.ac.uk/student-life/support-wellbeing/student-support-services/emotional-wellbeing/

**Students’ Union:** You can also access additional support through the Students’ Union, more information can be found here: https://www.stirlingstudentsunion.com/representation/studentsupport/

**Accessibility and Inclusion (A&I)**
This standard text is based on the A&I webpages, please add any further information about how students will receive support on the programme if you wish

A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: https://www.stir.ac.uk/student-life/support-wellbeing/student-support-services/accessibility-and-inclusion/

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**Section 4 Programme Evaluation and Enhancement**

<table>
<thead>
<tr>
<th>METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Evaluation</td>
</tr>
</tbody>
</table>
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: [https://www.stir.ac.uk/about/faculties-and-services/academic-registry/student-information/module-evaluation/](https://www.stir.ac.uk/about/faculties-and-services/academic-registry/student-information/module-evaluation/)

Programme Review

Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: [https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/review-and-monitoring/](https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/review-and-monitoring/)

External Examiner(s) To be added following Stage 2 approval. This does not require approval via the programme approval process but EE’s do require approval by the Deputy Principal (Education & Students). More information can be found here or by emailing TEG@stir.ac.uk

Name of External Examiner:
Institution:
Please add as required.

Section 5 My Future
Including quotes from students/alumni in these sections may help bring this ‘alive’ for applicants/students.

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

You can find out more about Careers and Employability [here](#).

What career avenues does this qualification open up to the student?

This is an opportunity for you to highlight the type of future career paths students completing the programme may pursue. You could use data about alumni for existing programmes to add context to the information that you provide. This information will be particularly useful when marketing the programme to applicants, as many prospective students are interested in the potential professional opportunities made available by specific degrees. It is valuable to highlight future careers both in academia and outwith academic structures.

How does this programme facilitate your development of the Graduate Attributes?

**Connected**

**Innovative**

**Transformative**

**WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?**

This is an opportunity to highlight opportunities for exchange or link to placements overseas.

**WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?**
This is an opportunity to highlight opportunities for placements or internships throughout the programme.

**WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?**

This is an opportunity to highlight opportunities for students to undertake further study within the subject area or in related topics, you may wish to highlight particular qualifications or provide more general information.

**WHAT OTHER INFORMATION DO I NEED TO KNOW?**

Information that should be displayed at module registration and/or on the Degree Programme Table webpages to help students understand any programme specific requirements or agreed exceptions to regulations. This could also include useful information that will enable a student to decide to take this programme, prepare for the programme, or that will be useful to them on completion of the programme e.g. professional recognition/accreditations etc.

Section 6 Admissions

**HOW DO I ENTER THE PROGRAMME?**

Admissions Criteria

*Please list the admissions criteria for the programme here.*

Version: Please add the version number of the programme, new programmes will be 1

Date Version Approved: For new programmes this will be added following approval. For existing programmes this should be the date the most current programme version was approved.

For use from: This should be the academic year this was/will first be made available.