Logo: Cardiff Metropolitain University

Quality Enhancement Directorate

### Programme Specification: Undergraduate Template

**01.3B**

Academic Handbook 2023/24 – Volume 2 - 01.3B – Undergraduate Programme Specification Template

modified 03.11.10, 27.04.12, 21.10.13, 23.10.14, 07.03.16, 11.07.16, 07.11.16, 10.05.18; 14.12.18; 30.04.19, 27.09.19; last modified 30.06.20

Note:

**A Programme Specification is intended to be a concise description (not an exhaustive narrative) of the programme, written primarily for a student audience.**

*As each of the sections below is completed, please delete the italicised guidance text*

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## Cardiff Metropolitan University

## Undergraduate Programme Specification

## 1.

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| Awarding Institution/Body |  |
| Teaching Institution |  |
| Dean of School |  |
| Programme Accredited By |  |
| Final Award (in full) (including any named exit awards (in full)) |  |
| Programme Title  *List all pathways and major/minor combinations* |  |
| Type of Award (Single subject:joint subject:major/minor:Single subject with named pathway)  *(according to rules outlined in academic handbook Vol1, Section 10.1)* |  |
| Programme Director |  |
| Mode of Study  *Full-time, part-time, sandwich, campus-based, blended, online* |  |
| Normal Duration of Programme |  |
| Period of Candidature |  |
| Language of Study |  |
| UCAS Code (or other coding system if relevant) |  |
| Relevant QAA Subject Benchmarking Group(s) |  |
| HECoS Subject Code |  |
| Date of Production/Revision |  |

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| 2. Criteria for admission to the programme |
| *Guidance: This should include programme-specific requirements not explicitly covered in the Academic Handbook. (Reference should be made to these general requirements).* *This entry might include:*   * *specialist pre-entry knowledge requirements (e.g. A-level subjects, or for postgraduate programmes, degree subjects);* * *any additional skills, qualities or achievement requirements;* * *selection procedures;* * *advance standing procedures;* * *bridging requirements for HND entrants into level 6.* * *English Language Requirements: For international students, whose first language is not English, a* ***minimum*** *IELTS score of 6.0 overall\* with no sub-score lower than 5.5 (or equivalent qualification) is generally required for admission to all undergraduate programmes.*   *\*Please note: Some undergraduate programmes require a higher IELTs score (or equivalent). Individual requirements will be detailed on the relevant course page on the University website. Further information concerning English Language requirements can be found at: http//www.cardiffmet.ac.uk/EnglishRequirements* |

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| 3. Aim of the programme |
| *Guidance: a concise general overview in 100 words or less, written as a narrative from a teacher’s perspective to encapsulate overall philosophy, values and uniqueness of the programme. The aim should make reference to the skills, attributes, and knowledge that are expected of the graduate.* |

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| 4.Distinctive features of the programme |
| *Guidance: embedded real-world experience through work placements; links with industry; professional accreditation; uniqueness in Wales/UK; relevant preparation for further professional qualifications or postgraduate study; range of optional modules and/or pathways allowing specialization; personal tutoring and one-to-one support; study abroad/Erasmus opportunities.* The Cardiff Met, Ethical Digital Global Entrepreneurial (EDGE) characteristics as a distinctive feature of the programme can be referenced here as appropriate. |

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| 5. Relevant QAA subject benchmark statements and other external and internal reference points used to inform programme outcomes.*.* |
| *Guidance: In addition, append a table mapping modules to the subject benchmark and append a mapping of each level of the programme to the FHEQ qualification descriptors* |

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| 6. Programme intended learning outcomes |
| *Guidance: a concise listing of programme learning outcomes; no more than 12, written from a student perspective. These are broad statements that identify what students should have gained from their programme of learning. They should be set at an appropriate level by reference to the FHEQ. The learning outcomes should reflect the aims set out in Section 3 above. They should be linked directly to the knowledge, understanding, skills, capabilities and values that a student should have gained during a programme of study. Where a programme has optional routes or intermediate exit points, make it clear which intended learning outcomes correspond to which award.* |

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| 7. Ethical Digital Global Entrepreneurial (EDGE) |
| *Guidance: the following standard text is mandatory:*  On successful completion graduates should have developed the following EDGE Competencies:  **Ethical** Students have a strong sense of personal and professional ethics. They are able to critically evaluate information, make reasoned decisions on courses of actions and identify vested interests accurately.  **Digital** Students are confident digital citizens. They engage with technology for learning, socialising and understanding the world. They are comfortable with the most frequently-used technologies, equipped with the curiosity to learn new technologies and able to deploy them to their best effect.  **Global** Students are engaged with the world around them. They are aware of key global issues affecting their chosen professional path and of the inter-connectedness of society across continents. They are comfortable with people from a wide range of backgrounds and cultures and maintain openness and curiosity about new experiences.  **Entrepreneurial** Students take an entrepreneurial approach to the world. They are adept at problem-solving, keen to identify new opportunities and confident in taking calculated risks. They are happy to take responsibility and comfortable in leadership roles.  *Guidance: the following text is optional:*  *On successful completion graduates should have developed the following set of discipline/industry specific EDGE competencies (Guidance: no more than 4)*  *Guidance: Include a short narrative outlining how students will develop EDGE in a context relevant to their programme (showing the journey into University Level 4-5, Level 5-6 and out of HE).*  *Guidance: the following standard text is mandatory:*  A mapping of EDGE competencies and any discipline/industry specific to compulsory modules at each level is appended to this specification.  **EDGE will be engaged and assessed at the following key points:**  At level 4, all students will be introduced to the EDGE as it is understood within their own curriculum and become cognisant with the knowledges, skills and attributes linked to EDGE within the context of their discipline.  At level 5, the programme curriculum will be designed to ensure at least two assessment points allow students to demonstrate their learning through project work shaped by considerations of EDGE. These projects will contribute to the School-level activity showcasing the benefits of EDGE both to the student body (see 3:ii) and to communities of practice linked to the subject of study.  At level 6, the brief for the final major project or dissertation will clearly reference outcomes linked to the demonstration of EDGE. |

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| 8. Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated. |
| *Guidance: A brief description of methods with a corresponding mapping appended. A well-designed curriculum should demonstrate a range of teaching, learning and assessment methods across the modules.*  *Learning and teaching methods should be classified using the following categories as appropriate:*   * *Scheduled learning activities:* * *Scheduled synchronous learning: on-campus lectures, on-campus seminars, scheduled lab work with supervision, live demonstrations* * *Scheduled asynchronous learning: flipped or pre-recorded teaching, accessing recorded lectures or videos, learning activities designed online (wikis, interactive tools), contribution to discussion for group work* * *Scheduled academic support: assessment workshops, in-person feedback, subject based tutorial sessions, academic skills sessions, research supervision* * *Scheduled situational learning: field trips, field work, placements, data gathering, work-based learning*      * *Independent guided learning* * *Independent study: preparation of flipped reading, independent study for assignments, unsupervised group work, studio or lab work on individual projects, reading and research, independent access of specific academic skills support*   *You should include for each Level, the relative proportions of scheduled learning activities and independent guided learning.*  *Assessment methods should be classified using the following categories as appropriate*  *Examination; class test; exhibition; viva voce; practical; portfolio; placement; presentation; written assessments; other.* |

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| 9. Programme structures and requirements, levels, curriculum units (modules), credits and awards. Also make reference to any features that make the programme distinctive. |
| *Guidance: A concise overview (approximately 100 words) of the modules to be taken, their sequence, timescales and any intermediate qualifications as appropriate*  *Guidance: Complete the table to demonstrate the programme structure. Ensure you indicate the 2 assessment points at Level 5 and the major project/dissertation at Level 6 that will clearly reference outcomes linked to the demonstration of EDGE.*  **September Intake**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Level 4** | | | | | | | |  | | | | | | | | | Module Code | Module Title | | Term\* | | Credit Value | | | Shared Module | | Available in Welsh (Yes/No) | | Short Course | | Compensatable (Y/N) | | | CORE |  | |  | |  | | |  | |  | |  | |  | | |  |  | |  | |  | | |  | |  | |  | |  | | |  |  | |  | |  | | |  | |  | |  | |  | | | OPTIONAL |  | |  | |  | | |  | |  | |  | |  | | |  |  | |  | |  | | |  | |  | |  | |  | | |  |  | |  | |  | | |  | |  | |  | |  | | | Award - Certificate | | | | | | 120 | | | |  | | | | | | | | | | | | | | | | | | | **Level 5** | | | | | |  | | | | | | |  | | | | | | Module Code | | Module Title | | Term\* | | Credit Value | | | Shared Module | | Available in Welsh (Yes/No | | Short Course | | Compensatable  (Y/N) | | EDGE Assessment | | CORE | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | | OPTIONAL | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | | Award – Diploma | | | | | | 240 | | | |  | | | | | | | | | | | | | | | | | | | **Level 6** | | | | | |  | | | | | | |  | | | | | | Module Code | | Module Title | | Term\* | | Credit Value | | | Shared Module | | Available in Welsh (Yes/No | | Short Course | | Compensatable  (Y/N) | | EDGE Assessment | | CORE | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | | OPTIONAL | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | | Award – Ordinary Degree | | | | | | 300 | | **Final Award – BA (Hons) NAMED** | | | | | | **360** |   \*is the period the module is taught in.  **January Intake** *(Guidance – delete if not applicable)*   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Level 4** | | | | | | | |  | | Module Code | Module Title | Term\* | Credit Value | | Shared Module | Available in Welsh (Yes/No) | Short Course | Compensatable  (Y/N) | | CORE |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | OPTIONAL |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | Award – Certificate | | | 120 | | **Level 5** | | | | | | | |  |  | | Module Code | Module Title | Term\* | Credit Value | | Shared Module | Available in Welsh (Yes/No | Short Course | Compensatable  (Y/N) | EDGE Assessment | | CORE |  |  |  | |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  | | OPTIONAL |  |  |  | |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  | | Award – Diploma | | | 240 | | | **Level 6** | | | | | | | |  |  | | Module Code | Module Title | Term\* | Credit Value | | Shared Module | Available in Welsh (Yes/No | Short Course | Compensatable  (Y/N) | EDGE Assessment | | CORE |  |  |  | |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  | | OPTIONAL |  |  |  | |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  | | Award – Ordinary Degree | | | 300 | | | **Final Award – BA (Hons) NAMED** | | | **360** | |   \*is the period the module is taught in. |
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| 10. Support for students and their learning |
| *Guidance: The following standard text is mandatory. Provide links to further documents if appropriate*  A range of support is provided prior to and during the programme, including:   * Student Charter * Induction Programme * University Student Handbook * Student Programme Handbook * Library and study skills packages * Library and learning resources * Tutorials * Open door policy to staff, especially programme director, year tutor and module leaders * University-wide IT facilities as well as programme-specific computer rooms * Access to Student Services including those offered by Disability support, Counselling,   Mental Health support, Finance and Welfare advice, I-Zone, Out of Hours assistance, Chaplaincy and Health Service.  Student Union representation and services including advocacy and support. |

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| 11. Work-based and placement learning or approach to authentic assessment |
| *Guidance:* *include information about the location of work-based learning and the learning activities that must be undertaken to enable the outcomes to be achieved and demonstrated. If no work-based learning element is included in the programme please outline here how all students will have the opportunity to engage in authentic assessment.* |

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| 12. Methods for evaluating and improving the quality and standards of teaching and learning |
| *Guidance:* *The following standard text is mandatory.*  University quality assurance and enhancement procedures include:   * Programme Committee meetings with student representation * Staff-Student Liaison Committee meetings * Student evaluation and feedback at the end of every module * Programme Enhancement Planning * External Examiner Reports * If collaborative provision, Moderator or Link Tutor Reports * Periodic internal and external programme review   Staff Development programmes |

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| 13. Assessment regulations. |
| *Guidance: All programmes must indicate compliance with the University’s Assessment Regulations. In addition, any programme-specific assessment regulations, including those arising from PSRB requirements, must be listed here. Examples of programme-specific assessment regulations might include: professional body requirements; compensation arrangements; penalties for late hand-in of assignments; mechanisms for providing student feedback; arrangements for work-based/placement learning and assessment.*  *Please specify the number of re-assessment attempts allowed [1 or 2] and list any modules which cannot be compensated.*  The classification for this honours degree shall be determined *(choose one of the following options)* from the average of the aggregated marks achieved in the best 100 credits at Level 6 (weighted at 0.7) and the next best 100 credits at Level 5 or above (weighted at 0.3) from the average of the marks achieved in the best 100 credits at Level 6 only. |

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a student is expected to achieve and demonstrate if he/she is to gain an award. More detailed information on the learning outcomes, content and teaching and learning and assessment methods of each module can be found in programme handbooks/module handbooks. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| Intended Programme Learning Outcomes to pathways and intermediate exit points | Higher Education  Certificate | | Higher Education Diploma | | Degree | | Pathway | | | Pathway | | |
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| **Intended Programme Learning Outcomes to Modules Map** | **Module** | **Module** | **Module** | **Module** | **Module** | **Module** | **Module** | **Module** | **Module** | **Module** |
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| **Module Number** |  | **Ethical Digital Global Entrepreneurial (EDGE) Narrative**  **(The narrative should highlight the key opportunities that are provided for gaining EDGE competencies)** |
|  | **Summary** |  |
| **Ethical** |  |
| **Digital** |  |
| **Global** |  |
| **Entrepreneurial** |  |
|  | **Summary** |  |
| **Ethical** |  |
| **Digital** |  |
| **Global** |  |
| **Entrepreneurial** |  |
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| **Global** |  |
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| **Month** | **Module Number** | **Scheduled Learning Activities** | **Scheduled Academic Support Activities** | **Scheduled Situational Learning** | **Scheduled Assessment** |
|  |  | *- Scheduled asynchronous learning: on-campus lectures | on-campus seminars | scheduled lab work with supervision/ live demonstrations*  *- Scheduled asynchronous learning: flipped or pre-recorded teaching, accessing recorded lectures or videos | learning activities designed online (wikis, interactive tools)* | *assessment workshops*  *in-person feedback (digital or on campus),*  *subject based tutorial sessions,*  *academic skills sessions,*  *research supervision* | *field trips,*  *field work,*  *placements,*  *data gathering,*  *work-based learning* | *Exam*  *Portfolio (Code/Method: EXAM/examination; CTEST/class test; EXHI/exhibition; VIVA/viva voce; PRAC/practical; PORT/portfolio; PLAC/placement; PRES/presentation; WRIT/written assessment; OTHR/other)* |
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