**Programme Specification **

#### Section A – the nature of the award

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| 1 | Programme title | Record the title only e.g. ‘Physiotherapy’ or ‘Public Health’. |
| 2 | Final award | Record the highest award available from the programme in its abbreviated form e.g. ‘BSc Hons’ or ‘MSc’. |
| 3 | Intermediate awards | Use this cell if students are able to exit with a lower qualification (e.g. a DipHE on a degree programme or a PgDip or a PgCert on a master’s programme). |
| 4 | Awarding institution/body | This will be St George’s Hospital Medical School, a constituent College of the University of London. |
| 5 | Teaching institution | This will be St George’s, University of London (SGUL’s “trading name”).  For collaborative programmes, consult the Quality and Partnerships Directorate |
| 6 | Programme accredited by | Name any accrediting body (eg General Medical Council (GMC)) and the nature of the accreditation (eg this primary medical qualification entitles the holder to apply to the GMC for registration to practise medicine in the UK). |
| 7 | UCAS/JACS code | For undergraduate programmes please indicate the UCAS code for the programme (or the Joint Academic Coding System [JACS] agreed jointly by UCAS and HESA). These codes are found in the prospectus. For postgraduate programmes, please enter ‘not applicable’. |
| 8 | [QAA benchmark statements](http://www.qaa.ac.uk/quality-code/subject-benchmark-statements) | Subject benchmark statements (SBS) make explicit the standards of an award in a given subject and the knowledge, attributes and capabilities that holders of the award should be able to demonstrate. SBSs are available for bachelor's degrees with honours and some master's degrees (Statements for health professions are now out of date.). If there is no SBS, please enter ‘not applicable’. |
| 9 | Level | Identify the level at which the award is conferred. Refer to the [Framework of Higher Education Qualifications](http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14) (table 1, page 17). An honours degree is an FHEQ level 6 qualification. A master’s programme is at FHEQ level 7. |
| 10 | Date specification produced | The date on which the programme was approved or the date on which the programme was updated most recently. |
| 11 | Student cohorts covered by the specification | A programme specification remains valid for the duration of the student cohort’s programme of study. Any changes made to the programme will require a new programme specification to be generated  If no changes are made, the programme specification may apply to multiple cohorts.  In year modifications to a programme approved may result in the reissue of the programme specification. |

#### Section B – features of the programme

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| 1 | Mode of study | This will usually be full-time, part-time or both |
| 2 | Usual length of programme | Typically three years for a full-time undergraduate programme.  Typically a year for a full time master’s programme (can be expressed as months) |
| 3 | Other features of the programme | Use this cell to highlight any structural features of the programme that are relevant. Examples might include the opportunity to study abroad; work experience, multiple entry and exit points etc. |

#### Section C – brief description of the programme and programme aims

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| 1 | Brief description | Include a brief (no more than five sentences) description of the programme. |
| 2 | Programme aims | Programme aims set out the broad purposes and intentions of the team that has designed and will deliver the programme. They explain the goals of the programme and what the programme is trying to achieve.  For “nested” awards (eg a postgraduate programme encompassing the award of the PgDip, the PgCert and the MSc) the aims should reflect the different purposes of each award. |

##### Section D – Intended learning outcomes of the programme

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| 1 | Intended Learning outcomes | Intended learning outcomes articulate what a typical student will have learned or is able to do as a result of undertaking the programme. Typically, intended learning outcomes take the form of acquired knowledge, the acquisition of skills and the development of attributes or behaviour.  Intended learning outcomes should be consistent with descriptors contained in the Frameworks for Higher Education Qualifications and in subject benchmark statements. Additional [guidance](http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf) on level descriptors is available from SEEC.  Where relevant, refer to the curriculum requirements of professional bodies.  For “nested” awards the learning outcomes should reflect the different purposes of each award. |

#### Section E – Programme structure and features

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| 1 | Please explain the structure of the programme so that the following features are clear:   * The duration of the programme in academic or calendar years, * The structure of the academic/calendar year (usually based on terms) and the duration in teaching weeks of each term, * The notion of academic levels, where appropriate, * The modules included in each term, * The academic credit (in terms of volume and level) attached to each module or stage of the programme, * The status of each module (e.g. compulsory, option, or open), * The weighting of each module (represented in terms of student study hours or, if a programme is credit-rated, the credit points attached to the module). * Periods spent on clinical attachment, * Major progression points, * Points at which students become eligible for intermediate awards.   If possible, present the structure of the programme in diagrammatic form and include a table of modules.  The section on the programme structure includes a caveat that states that: ‘the description of the structure of the programme, including the lists of modules, is indicative and should not be regarded as full and definitive. For up-to-date information, see the course handbook’.  Programme reference points – possible reference points in the design of the programme are:   * For undergraduate programmes, the QAA benchmark statements, * For all programmes, the QAA’s qualifications framework for England Wales and Northern Ireland, * Policy papers and curricular requirements of professional or statutory bodies. |

#### Section F - General teaching and learning strategies

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| 1 | Include a brief statement explaining the general approach to teaching and learning making reference to, where relevant:   * Assumptions about the learning styles of students on entry, * The balance between lectures, seminars, tutorials and CBLs and the way in which that balance might shift as the student progresses through the programme, * The approach to blended or online learning, * Teaching of clinical skills * Self-managed student study time * Opportunities for working in teams and, more specifically, for multi-professional learning * how the programme develops students’ capacity for independent learning * The relevance of the School/Faculty Learning and Teaching Strategies to the programme. |

**Section G Assessment**

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| 1 | * Include a brief statement explaining the approach to assessment explaining the range of assessments used, both formative and summative, and the relevance of those methods to the learning and teaching strategies and to the learning outcomes of the programme. * Provide a list of the types of methods used with an indication of frequency and timing so that students and potential students have a sense of the assessment load. * Outline the strategic approach to providing feedback, the timescales within which feedback will be provided and the way in which feedback supports learning. |

#### Section H Support for students and their learning

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| 1 | Provide an outline of the sources of advice and support available to students. The outline will refer to advice and support specific to the programme and centrally provide support for all students and specific student groups. The following are examples of what is available:   * Arrangements for academic advice at the programme level (through course directors, module leaders etc) * Student handbooks as a repository of information about a programme and SGUL * Personal tutor support * Learner development * Library and other learning resources * Counselling and other student support services * The Students’ Union * Support for students with disabilities * Careers support |

#### Section I – Criteria of admissions

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| 1 | The entry requirements for the programme:   * Academic entry requirements: for undergraduate programmes, these are usually expressed in terms of A-levels and A-level grades. For postgraduate programmes these are usually expressed in terms of a first degree awarded in the UK. * Accepted qualifications equivalent to A-levels and a first degree should also be articulated. * For international applicants, any requirement to demonstrate English language proficiency (eg in terms of IELTS scores). * Additional academic requirements eg UKCAT and GAMSAT scores. * Additional requirements eg occupational health clearance; DBS clearance or relevant work experience. * The role of interviews in selecting suitably qualified applicants. * The role of personal statements in selecting suitably qualified applicants. |

#### Section J – Employability and employment

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| 1 | Briefly describe the roles that graduates from a programme will be eligible to apply for. Explain also the approach to providing support that will enable students to maximise the opportunity to secure graduate level employment upon completion of the programme.  For postgraduate or post-registration programmes, explain whether the programme is intended to equip its graduates to take on a specialist role within a profession.  Where relevant refer to DLHE or Graduate Outcomes survey data. |

Section K - Methods for evaluating and improving the quality of teaching and learning

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| 1 | Include a list based on processes used to assure quality (based on the bullets below) or include a brief statement describing the strategy for evaluating and improving the quality and standards of teaching and learning that are most relevant to your students and to your programme.   * Module reports – based on student evaluation questionnaires and staff reports * Annual programme monitoring reports – prepared by course leaders and approved by monitoring committees * Reports from External Examiners * Course committees (and staff –student consultative committees) * Course reps * Periodic review * Teaching observation * Accreditation processes of professional or statutory bodies * Staff appraisal * Staff development * Boards of examiners * Clinical audits * Research and other professional activities of staff. * Employer feedback |

#### Section L - Assessment regulations

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| 1 | Describe briefly the key principles underlying the regulations for the programme:   * Passing components of the programme; * Progression requirements; * Reassessment requirements (including timings of reassessments); * Limitation on the use of mitigating circumstances; * Classification algorithms (for honours degrees and awards of merit and distinctions); * Maximum number of attempts; * The role of the Board of Examiners.   This section should refer to the programme regulations and the scheme of assessment (and the General Regulations for Students and Programmes of Study). |

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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 typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook and, where they are produced, separate module guides.  Key sources of information are:  Canvas  Course leaflets  The [SGUL website](https://www.sgul.ac.uk/)  [General Regulations for students and programmes of study](https://www.sgul.ac.uk/about/governance/policies/documents/Genreal-Regulations-for-students-and-programmes-of-study.pdf) |