The PIP Forms

These are:


Some issues:

a. Aims and ILOs - guidance (attached)
b. Timetable
c. Rules on exam length (attached)
d. Combining programmes within one programme specification.
e. Required consultations – these need to be done in advance, as the programme or course is being developed, and the documentation attached to the Proposal Support Document.
f. When submitted to College, there needs to be evidence of School approval.

Useful documentation:

Guidance Notes on the Preparation of Programme Specifications (attached).

Programme Specifications – Quick Tips (attached).

Some exemplar Programme Specifications are available via:

http://www.gla.ac.uk/services/senateoffice/qea/progdesignapproval/progspec/guidanceandtemplates/

Approval

Courses:

- College (full Board of Studies): new courses and withdrawals/suspensions.
- College (sub-group): all changes, except
- School: availability to visiting students, pre- and co-requisites.

Sub-group: Dean, two Chief Advisers and Quality Officer.

Programmes:

- University PAG: new programmes, and major changes
- College: minor changes
Guidance on major/minor is at
http://www.gla.ac.uk/services/senateoffice/qea/progdesignapproval/progapproval/majorminor/

Timetable

Senate timetable is at:
http://www.gla.ac.uk/services/senateoffice/qea/progdesignapproval/progapproval/timetable/

**Semester 1 approval:** Senate deadline Thursday 20 October. PAG meets w.b. 31 October.

**Semester 2 approval:** Senate deadline Thursday 8 March. PAG meets w.b. 19 March.

**College LTCs:**

- Tuesday 11 October.
- Tuesday 8 November. *
- Tuesday 13 December (needs to be rescheduled). *
- Tuesday 17 January. Suggest that this is the main Board of Studies for new programmes and major changes to programmes.
- Tuesday 14 February. *
- Tuesday 20 March.
- Tuesday 24 April. *
- Tuesday 22 May.
- Tuesday 19 June.

* suggest that these are the meetings for consideration of Board of Studies business.

All paperwork to be in PIP a week prior to meeting.

**Suggested participants for dedicated meeting**

Chemistry: Bob Hill, Beth Pascke.

CS: Karen Renaud, Teresa Bonner.

Engineering: John Davies, Karen McIlvaney.

GES: Tim Dempster, Derek Fabel, David Brown, Margaret Jackson, Violet Winnie.

M&S: Marian (L&T conveners in Maths and Stats – Ian Strachan and Claire Miller) Margaret Macmillan, Kathleen Mosson.

P&A: Martin Hendry, Peter Sneddon.

Psy: Stephany Biello, Suzanne Robertson.
University of Glasgow

Course Specification

1. Course Code: Do not complete. This field is auto-populated.

2. Course Title: ** Please insert the name of the course and level identifier eg French 1 or French 2 etc. Titles should be mixed case. (Refer to course naming guidelines on the web at www.gla.ac.uk/services/ll/projects/pl/aboutthesystem/userguides/).

3. Short Title: ** Please enter a title of no more than 30 characters which will be used when searching the course catalogue.

4. Academic Session: ** Please select the academic session in which this new course / changed course will start from the list.
   Select... 2011-12 or 2012-13

5. Level: ** Please select the level at which this course is taught from the list. Note: Levels 4 and 5 replace levels H and M respectively.
   Select... Level 1 (SCQF 7) to Level 6 (SCQF 12)

6. Credits: ** Please enter the number of credits allocated to this course.

7. Independent Work (course can be used to meet the generic Honours requirement to achieve a grade D3 or better in a piece of independent work worth at least 20 credits): ** Please select Yes or No from the list.
   Select... Yes or No

8. Subject: ** Please select the appropriate value from the dropdown list. The Subject will be used for searching/browsing the course catalogue.
   Select... Chemistry, Computing Science, Engineering, Geography, Earth Sciences, Statistics, Mathematics, Astronomy, Physics, or Psychology.

9. Campus: ** Please select the campus where the course is offered.
   Select... Main Campus, More than One Campus, or SIT: Other choices not relevant to this College.

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1 This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other course documentation and online at http://www.gla.ac.uk
10. College: ** Please select the college with responsibility for approving the course.
Select... Choose Science & Engineering

11. Lead School/Institute: ** Please select the school/institute to which the course belongs from the list. If more than one school/institute is involved in the delivery of the course, then please record only the lead school/institute.
Select... Choose your School

12. Collaborative: ** Is this course collaborative with any other institutions? Please select either Yes or No from the list.
Select... Yes or No

12.1. Teaching Institutions: If the answer to 12 is yes, then please add the names of the other teaching institutions.
University of Glasgow

13. Short Description: ** Please enter a short description for this course (no more than two sentences).

14. Requirements of Entry: ** Please enter the pre-requisites for this course, both mandatory and recommended. If none, enter "None" and remove the sub-headings below.
Mandatory Entry Requirements
Recommended Entry Requirements

15. Co-requisites (courses that must be taken in conjunction with this course):

16. Excluded Courses: Please enter courses that are mutually exclusive to this course, i.e. other courses with similar content such that a student cannot gain credit from them along with this course. If none, enter "None".

17. Associated Programmes: ** Please enter the degree programme(s) for which this is a compulsory course and the main programme(s) for which this is an option. If none, enter "None".

18. Offered in alternate sessions: ** Is the course taught in alternate sessions? Please select either Yes or No from the list.
Select... No or Yes
19. Typically offered: ** Please select from the list when the course is normally taught.

Select... Semester 1, Semester 2, repeated in Semesters 1 and 2, runs throughout Semesters 1 and 2, Full Year or Summer.

20. Timetable (if known) and length and frequency of teaching sessions: ** If none, enter "None".

To avoid the need for changes to this document owing to timetabling changes, let us go for a format along the lines of:
Weekly: Two 1 hour lectures, one 1 hour tutorial and one 2 hour laboratory.

21. Minimum Requirement for Award of Credits: ** The minimum requirement for the award of credit applicable to all courses is detailed in the Code of Assessment and included by default in the box below. Please add any additional requirements, e.g. attendance.

Students must submit at least 75% by weight of the components (including examinations) of the course's summative assessment.

22. Available to visiting students: ** Can this course be taken by visiting students? Please select either Yes or No from the list.

Select... Yes or No, hopefully should be Yes in most cases.

23. Taught wholly by distance learning: ** Please select either Yes or No from the list.

Select... Yes or No, will be No in virtually all cases.

24. DACE Credit Bearing: ** Is this course part of DACE CertHE or language programmes? Please select either Yes or No from the list.

Select... Yes or No, will be No.

25. Represents a work placement or year of study abroad: ** Please select either Yes or No from the list.

Select... Yes or No, will be No in virtually all cases.

26. Course Aims: ** Please specify the aims of the course. Guidelines are available on the Senate Office website at www.gla.ac.uk/services/senateoffice/qae/progdesignapproval/progdesign/lods/guidelines/

27. Intended Learning Outcomes of Course: ** Please specify the ILOs of the course. Guidelines are available on the Senate Office website at www.gla.ac.uk/services/senateoffice/qae/progdesignapproval/progdesign/lods/guidelines/

By the end of this course students will be able to:

This Section needs a good deal of care; follow the guidelines.
28. Learning and Teaching Methods: **Please indicate the number of formal contact hours for each learning and teaching method listed below as well as the estimated notional learning hours associated with each method. Note that 100 notional learning hours correspond to 10 credits (an average student should devote approximately 100 hours in total to a 10-credit course). To ensure automatic totalling, use the Tab key to exit each number field.**

<table>
<thead>
<tr>
<th>Method</th>
<th>Formal Contact Hours</th>
<th>Notional Learning Hours (Including formal contact hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Seminar / Presentation / PBL</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Tutorial</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Laboratory work</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Project work</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Field work / Clinical work</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>E-learning / Distance Learning</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Placement</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Examination</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Essay</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Private study</td>
<td>Not Applicable</td>
<td>0.00</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0</strong></td>
</tr>
</tbody>
</table>

1. Make sure Totals are correct - use Tab Key.
2. Let us talk about ratio of NLH to FCH.

28.1 Description of “Other” Learning and Teaching Methods: Please explain below why the "Other" learning methods above do not fit in to one of the standard categories.

Only use "Other" if you cannot fit the activity into one of the listed categories.

29. Summative Assessment Methods: **Please enter the total weighting for each category of assessment in the table and describe the assessment in the text box in 29.1 below. Each category can only appear once in the table. Further breakdown of the categories may be detailed in the text box. It is important that course delivery is consistent with these details and any changes are approved. To ensure automatic totalling, use the Tab key to exit each number field.**

<table>
<thead>
<tr>
<th>Method</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>0%</td>
</tr>
<tr>
<td>Project work</td>
<td>0%</td>
</tr>
<tr>
<td>Placement</td>
<td>0%</td>
</tr>
<tr>
<td>Examination</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>0%</strong></td>
</tr>
</tbody>
</table>

29.1 Description of Summative Assessment: **Describe the assessment under sub-heading Assessment; list components of assessment, e.g. examinations, essays, lab reports (these may be grouped as a single component). List any non honours coursework assessments where a reassessment opportunity will not be available after the standard text in the Reassessment section.**
Assessment

Reassessment
In accordance with the University's Code of Assessment reassessments are normally set for all courses which do not contribute to the honours classifications. For non honours courses, students are offered reassessment in all or any of the components of assessment if the satisfactory (threshold) grade for the overall course is not achieved at the first attempt. This is normally grade D3 for undergraduate students, and grade C3 for postgraduate students. Exceptionally it may not be possible to offer reassessment of some coursework items, in which case the mark achieved at the first attempt will be counted towards the final course grade. Any such exceptions are listed below in this box.

29.2 Description of “Other” Summative Assessment Method: Please explain below why the "Other" summative assessment method does not fit in to one of the standard categories.

Again, only use "Other" if you cannot fit the method into one of those listed.

30. Grading Basis: ** Please select the appropriate grading basis which will be used for the overall course grade. If not Schedule A or B, you must get permission.

Schedule A

31. Examination Diet: ** Please specify the diet in which formal exams take place. If none, select None.

Select... None, December, April/May, March, August, or December and April/May.

32. Total Exam Duration (Excluding in-class tests): ** Please select from the list (in minutes). See Exam Duration Policy www.gla.ac.uk/services/senateoffice/academic/policies/examinations-duration/. If there is no exam, enter "0 minutes". Exceeding 180 mins requires multiple papers of standard duration, which should be detailed in 32.2.

Select... Choose from: 0, 60, 90, 120, 150, 180, ..., see http://www.gla.ac.uk/services/senateoffice/academic/policies/examinations-duration/

32.1. Standard Duration: ** Is this the duration prescribed by the assessment weight of the examination(s) and the course’s level and credit value?

Select... Choose from: Yes, No, N/A.

32.2. Details where durations are non-standard or longer than 180 minutes: include the rationale for non-standard durations. Include also details where the total exam duration (using multiple papers) is more than 180 minutes.

33. Are reassessment opportunities normally available for all summative assessments in this course: ** The Code of Assessment requires that normally a candidate achieving a grade below D3 for a non-honours course will have the opportunity to be reassessed in any of the summative assessments in the course, the only exceptions to this are cases in which it is not possible to replicate the coursework for the purpose of reassessment (see Code of Assessment § 16.8). If reassessment is not available in any assessment please select No and indicate the assessments for which reassessment is not available in box 29.1.

Select... Yes or No.
34. Formative Assessment: ** Please describe briefly the assessment methods used to provide feedback to the student but not contributing towards the final grade / classification. If none, enter “None”.

35. Additional Relevant Information: Please record any further explanatory information relevant to the course.

Probably preferable to leave this blank or give a web link to School information that can be kept up to date without the need for resubmitting PIP forms.

| 36. Intended Student Numbers—Max: ** Please enter the maximum class numbers. | 0 |
|---|
| 37. Intended Student Numbers—Min: ** Please enter the minimum class numbers. | 0 |
| 38. Intended Student Numbers—Target: ** Please enter the target class numbers. | 0 |

Date of production / revision: 05/10/2011
For New Courses and Changes to Courses

Section A — to be completed by the proposer

A1. List of Proposed Courses: This field will be automatically populated when this document is entered into PIP.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
</table>

A2. Rationale for the proposal: **Please explain the reason for introducing the new course(s) or making the changes.


A3. Additional Resources: **Please identify the resources required for this proposal that are in addition to the resources already available to the school, e.g. teaching staff, support staff, accommodation, equipment, consumables, library, computing or audio visual. In no additional resources are required, enter "None".

If extra resources are required, please check the box to confirm that there has been agreement with budget controller regarding the extra resources required: □

If extra resources are required, please indicate the name of the budget controller:

A4. Consultations: Please enter details of the consultation undertaken regarding this proposal, if any. Guidance on the consultations required can be found on the Senate Office website (www.gla.ac.uk/media/media_107383_en.pdf) because not all consultations are appropriate to every proposal.

<table>
<thead>
<tr>
<th>Consultation</th>
<th>File Names: Please enter the name of any file containing consultation details.</th>
<th>Optional Comment: e.g. status of the consultant, or reason why consultation details are not available.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 External Academic:</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>4.2 Students:</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>4.3 Central Room Bookings:</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>4.4 Academic Services:</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>4.5 Other GU Schools:</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>
4.6 Potential Employers:  

4.7 Learning & Teaching Centre:  

4.8 Other:  

A5. Additional Information:  *Please enter any additional information relevant to this proposal.*  

A5.1 Rationale for Exceptional Opt-Out of Reassessment of Coursework:  *Please enter coursework item(s) where reassessment opportunities will not be available and explain why it is not possible to offer reassessment of the coursework to students who fail to meet the satisfactory (threshold) grade in the overall course result.*  

A5.2 Are there any specific implications for a protected characteristic group (as defined in the Equality Act 2010) in this course? Tick all that apply.  

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>If yes, provide details and indicate mitigation actions in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>□</td>
</tr>
<tr>
<td>Disability</td>
<td>□</td>
</tr>
<tr>
<td>Gender reassignment</td>
<td>□</td>
</tr>
<tr>
<td>Marriage and civil partnership</td>
<td>□</td>
</tr>
<tr>
<td>Pregnancy and maternity</td>
<td>□</td>
</tr>
<tr>
<td>Race</td>
<td>□</td>
</tr>
<tr>
<td>Religion or belief</td>
<td>□</td>
</tr>
<tr>
<td>Sex</td>
<td>□</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>□</td>
</tr>
<tr>
<td>Date of production/revision:</td>
<td>26/10/2011</td>
</tr>
</tbody>
</table>
**Section B — to be completed on behalf of the Board of Studies or Higher Degrees Committee**

<table>
<thead>
<tr>
<th>Question</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Is the proposal in accordance with the current University guidelines</td>
<td>Select...</td>
</tr>
<tr>
<td>(<a href="http://www.qla.ac.uk/services/senateoffice/qae/progdesignapproval/progapproval/-d.en.87515">http://www.qla.ac.uk/services/senateoffice/qae/progdesignapproval/progapproval/-d.en.87515</a>)</td>
<td></td>
</tr>
<tr>
<td>B2. Is the proposal clear and consistent?</td>
<td>Select...</td>
</tr>
<tr>
<td>B3. Is the proposal compliant with the Scottish Credit and Qualifications Framework?</td>
<td>Select...</td>
</tr>
<tr>
<td>B4. Are notional learning hours and assessment methods appropriate to the level of, and</td>
<td>Select...</td>
</tr>
<tr>
<td>number of credits assigned to, the course(s)?</td>
<td></td>
</tr>
<tr>
<td>B5. Are examination durations consistent with Senate prescriptions set out in the Code of</td>
<td>Select...</td>
</tr>
<tr>
<td>Assessment? [Colleges have limited discretion to allow examinations to exceed the normal</td>
<td></td>
</tr>
<tr>
<td>prescription, and the rationale for such an extension should be indicated in field B9 below.]</td>
<td></td>
</tr>
<tr>
<td>B6. Are Intended Learning Outcomes written according to the guidelines?</td>
<td>Select...</td>
</tr>
<tr>
<td>B7. Is there adequate provision for, and monitoring of, the external supervision of project</td>
<td>Select...</td>
</tr>
<tr>
<td>work, work placement, etc., where this is an integral part of the course(s)?</td>
<td></td>
</tr>
<tr>
<td>B8. Has the Head of School approved any opt-outs for coursework reassessment (see A5.1)?</td>
<td>Select...</td>
</tr>
</tbody>
</table>

**B9. Comments on any “No” answers:**

**B10. Date of Board of Studies / Higher Degrees Committee Approval:**

**B11. Name of Convener of above:**
University of Glasgow

Programme Specification

1. Programmes: ** Please insert the titles of the programmes covered by this specification document, stating clearly the qualification and desired subject of study, e.g. MA Honours in History or MSc in Information Technology. Enter the principal final award in the main approving college first then below that any other possible awards or equivalent principal awards in the same subject in other colleges (e.g. a BSc Honours in Geography may also be available as an MA Honours in Geography). Do not include exit points or other programmes which cannot be applied to directly, unless a new exit award is required linked to this degree. In such circumstances, add the new exit point below on a separate line. Leave the right column blank — this is for administrative use only.

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>UCAS GU Code Code</th>
</tr>
</thead>
</table>

2. Attendance Type: ** Is this programme Full Time, Part Time or Both?
Select...

2.1 SCQF Level: ** Please select the SCQF level (see Appendix 1 of the guidance notes) from the list.
Select... 10 for Honours degrees, 11 for Masters.

2.2 Credits: ** Please enter the number of credits, which could be e.g. 180, 360, or 480.

3. Awarding Institution:
University of Glasgow

4. Teaching Institutions: If more than one institution is involved in the delivery of the programme, please list those involved.
University of Glasgow

5. College: ** Please select the college with responsibility for approving the programme.
Select...

6. School/Institute: ** Please select the school/institute to which the programme belongs from the list. If more than

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1 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 full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.qla.ac.uk

The accuracy of the Information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.
one school/institute is involved in the delivery of the programme, then please record only the lead school/institute.

Select...

7. Programme Accredited By: Please provide details of relevant Professional or Statutory Bodies if applicable.

8. Entrance Requirements: ** Explain the entry requirements or provide a link to the appropriate section of the online prospectus.

Let us uniformly go for the web link.

8.1 ATAS Certificate Requirement: ** If this programme falls into the small set of subject areas that are considered to be of a sensitive scientific or technological nature and require students studying on it to have a certificate from the Academic Technology Approval Scheme, please indicate this below. More information about the ATAS Certificate requirement can be found at http://www.fco.gov.uk/en/about-us/what-we-do/services-we-deliver/atas/.

No This is going to affect many programmes in our College. Pat is chasing up details. Will have to say Yes in some cases.

9. Programme Aims: ** See Section 5.2 of the Guidance Notes. Please remember that the aims should be written in a student-friendly way.

10. Intended Learning Outcomes of Programme: ** See Section 5.3 of the Guidance Notes. This field should describe the programme's intended learning outcomes, reflecting the core attributes of a graduate of the programme. The intended learning outcomes should summarise what all students should be able to do or to demonstrate, in terms of particular knowledge and understanding, qualities, skills and other attributes, and should be written at a level that reflects the final award.

The programme provides opportunities for students to develop and to demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas.

Knowledge and Understanding:

By the end of this programme students will be able to:

Skills and Other Attributes:

By the end of this programme students will be able to:

Subject-specific/practical skills

Intellectual skills

Transferable/key skills
11. Assessment Methods: ** See Section 5.4 of the Guidance Notes. This field should provide an overview of the assessment methods used in the programme, bearing in mind that assessment takes place at course level.

12. Learning and Teaching Approaches: ** See Section 5.5 of the Guidance Notes. This field should identify the learning and teaching approaches for the programme.

13. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:
See Sections 1.3 and 5.6 of the Guidance Notes. Please refer to any QAA subject benchmark statement relevant to this programme by means of its URL, e.g. www.qaa.ac.uk/academicinfrastructure/benchmark/honours/chemistry.pdf. Likewise refer to any other relevant benchmark, such as the requirements of a professional statutory body. Enter 'Not applicable' if there is no such benchmark.

14. Programme Structure and Features: ** See Section 5.7 of the Guidance Notes. Please retain the standard text provided under the sub-heading 'Regulations' and above this provide an easily understood description of the programme structure.

Regulations

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:
(a) Award of the degree
(b) Progress
(c) Early exit awards
(d) (For undergraduate programmes, where appropriate) Entry to Honours

http://www.gla.ac.uk/services/senateoffice/calendar/calendar2011-12/

15. Additional Relevant Information: See Section 5.8 of the Guidance Notes. Please append to the standard text in this field to emphasise distinctive features such as library and IT facilities, student support systems, employability, and/or student involvement.

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Effective Learning Adviser located in the Student Learning Service (www.gla.ac.uk/services/ls/ls/), the Student Counselling and Advisory Service (www.gla.ac.uk/services/counselling/), the Student Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

I'd be inclined to not add this. Probably, if you want to add in, give a web link to School pages that can be more easily updated.
16. **Academic Session:** **Please select the academic session in which this new programme/changed programme will start (or revision to this specification will apply).**

| Select...          | Either 2011-12, or 2012-13. |

| **Date of production/revision:** | 05/10/2011 |
For New Programmes and Changes to Programmes

Section A — to be completed by the proposer

A1. List of Proposed Degree Programmes: **If the programme will be governed by current regulations, please enter the relevant page number in the current University Calendar; otherwise please include the Senate Office's New Regulations Data Input Form (www.gla.ac.uk/media/media_124408_en.rtf) as a separate document with your proposal and enter the file name here.

<table>
<thead>
<tr>
<th>Title</th>
<th>Calendar Page Number or File Name for New Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A2. Rationale for the proposal: **Please explain the reason for introducing the new programme(s) or making the changes.

A2.1 Are the assessment weightings for each programme year/level consistent with the distribution of credit across the courses assessed in each year/level? [For example 6 x 20 credit courses each with an assessment weighting of 16.67%]

Select...

A2.2 If No for any programme in this proposal please list the programme(s) concerned and provide a rationale for the inconsistency

A3. Additional Resources: **Please identify the resources required for this proposal that are in addition to the resources already available to the school, e.g. teaching staff, support staff, accommodation, equipment, consumables, library, computing or audio visual.

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1 In October 2009 ASC agreed that any inconsistencies between assessment weighting and the distribution of credit across courses should be considered for approval by the relevant Programme Approval Group on a case by case basis.
If extra resources are required, please check the box to confirm that there has been agreement with the budget controller regarding the extra resources required:  

If extra resources are required, please indicate the name of the budget controller:  

A4. Consultations: Please enter details of the consultation undertaken regarding this proposal, if any. Guidance on the consultations required can be found on the Senate Office website (www.gla.ac.uk/media/media_107383_en.pdf) because not all consultations are appropriate to every proposal.

<table>
<thead>
<tr>
<th>Consultation</th>
<th>File Names: Please enter the name of any file containing consultation details.</th>
<th>Optional Comment: e.g. status of the consultant, or reason why consultation details are not available.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 External Academic:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Central Room Bookings:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 Academic Services:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 Other GU Schools:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6 Potential Employers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.7 Recruitment and International Office:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8 Learning &amp; Teaching Centre:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.9 Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A5.1 Additional Information: Please enter any additional information relevant to this proposal.

A5.2 Are there any specific implications for a protected characteristic group (as defined in the Equality Act 2010) in this programme? Tick all that apply.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>If yes, provide details and indicate mitigation actions in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>□</td>
</tr>
<tr>
<td>Disability</td>
<td>□</td>
</tr>
<tr>
<td>Gender reassignment</td>
<td>□</td>
</tr>
<tr>
<td>Marriage and civil partnership</td>
<td>□</td>
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<tr>
<td>Pregnancy and maternity</td>
<td>□</td>
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<td>--------------------------</td>
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</tr>
<tr>
<td>Race</td>
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<tr>
<td>Religion or belief</td>
<td></td>
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<tr>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>Sexual orientation</td>
<td></td>
</tr>
<tr>
<td>Date of production/revision:</td>
<td>26/10/2011</td>
</tr>
</tbody>
</table>
**Section B — to be completed on behalf of the College Board of Studies**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Is the proposal in accordance with the current University guidelines</td>
<td>Select...</td>
</tr>
<tr>
<td>(<a href="http://www.gla.ac.uk/services/senateoffice/qae/progdesignapproval/progapproval/#d.en.87515">www.gla.ac.uk/services/senateoffice/qae/progdesignapproval/progapproval/#d.en.87515</a>)?</td>
<td></td>
</tr>
<tr>
<td>B2. Is the proposal clear and consistent?</td>
<td>Select...</td>
</tr>
<tr>
<td>B3. Is the proposal compliant with the Scottish Credit and Qualifications Framework?</td>
<td>Select...</td>
</tr>
<tr>
<td>B4. Are notional learning hours and assessment methods appropriate to the level of, and number of credits assigned to, the programme(s)?</td>
<td>Select...</td>
</tr>
<tr>
<td>B5. Are Intended Learning Outcomes written according to the guidelines?</td>
<td>Select...</td>
</tr>
<tr>
<td>B6. Is there adequate provision for, and monitoring of, the external supervision of project work, work placement, etc., where this is an integral part of the programme(s)?</td>
<td>Select...</td>
</tr>
</tbody>
</table>

B7. Comments on any "No" answers:

<table>
<thead>
<tr>
<th>Date of College Board of Studies Approval:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B9. Name of Convener of above:</td>
</tr>
</tbody>
</table>

Please Note. Minutes of the College Board of Studies approving the proposal should accompany this form in the onward stages of the approval process. The minutes should refer to the consultations with students and others, identifying such comments or questions as were raised by the consultants and the response(s) of the programme proposers to such comments or questions.

**Section C — to be completed by or on behalf of the Head of College.**

<table>
<thead>
<tr>
<th>Date of signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2. Name of Signatory:</td>
</tr>
</tbody>
</table>
BLOOM’S TAXONOMY

Knowledge
- define
- repeat
- record
- list
- recall
- name
- relate
- underline

Comprehension
- translate
- restate
- discuss
- describe
- recognise
- explain
- express
- identify
- locate
- report
- review
- tell

Application
- interpret
- apply
- employ
- use
- demonstrate
- dramatise
- practice
- illustrate
- operate
- schedule
- sketch

Analysis
- distinguish
- analyse
- differentiate
- appraise
- calculate
- experiment
- test
- compare
- contrast
- criticise
- diagram
- inspect
- debate
- question
- relate
- solve
- examine
- categorise

Synthesis
- compose
- plan
- propose
- design
- formulate
- arrange
- assemble
- collect
- construct
- create
- set up
- organise
- manage
- prepare

Evaluation
- judge
- appraise
- evaluate
- rate
- compare
- revise
- assess
- estimate
UNIVERSITY of GLASGOW

Senate office
Part of University Services ►

Examinations - Duration

Key Information: The introduction of prescribed maximum lengths of examinations determined by the level and credit rating of the course to which the exam belongs and the weighting of the examination within that course's scheme of assessment. The prescription will be introduced by regulation in 2008-09 but Course Conveners may wish to test implementation in 2007-08.

For whom: Assessment Officers and Course Conveners.

Summary: The Academic Structures Working Group recommended (Recommendation 77) that exam durations should be regulated and should reflect the credit rating of the course and the weight of the exam within the course's assessment scheme. The following prescription was developed by the Code of Assessment Working Group and the Academic Standards Committee and reflects a preference for maximum as opposed to fixed durations. ASC did not envisage that durations currently at a lower level should be increased to the prescribed maxima.

1. Where examinations account for 100% of the total assessment, the maximum duration of these examinations combined shall be as follows:
   - 10 credits: 90 minutes (Levels 1 & 2) or 120 minutes (Levels 3 to M)
   - 15 credits: 120 minutes (Levels 1 & 2) or 150 minutes (Levels 3 to M)
   - 20 credits: 150 minutes (Levels 1 & 2) or 180 minutes (Levels 3 to M)
   - 30 credits: 240 minutes
   - 40 credits: 330 minutes
   - 60 credits: 480 minutes

2. Where examinations account for less than 100% of the total assessment, the maximum duration of these examinations combined shall be determined by multiplying the above duration by the exam weighting, and rounding the result to the nearest multiple of 30 minutes. The minimum duration so calculated shall be 60 minutes.

3. In accordance with Recommendation 75 of the Academic Structures Working Group, individual examinations must last 1 hour, 1.5 hours, 2 hours, or (only in the spring examination period) 3 hours, inclusive of reading time. A course's maximum examination duration may be composed of two or more examinations whose total duration is as above.

4. Where the calculated maximum duration is 60 minutes or 90 minutes, the Faculty shall have discretion to approve an examination of 90 or 120 minutes respectively where an extension by 30 minutes is justified by the nature and content of the examination.

URL: The original ASC report to Senate which, in respect of point 4 above was subsequently amended may be downloaded here: original ASC report (doc)

Date effective: With force of regulation from 2008-09

Policy Number: 07-01-S111007

Approved by: ASC, 5 October 2007

Ratified by: Senate, 11 October 2007
Aims and Intended Learning Outcomes (ILOs)¹

Definitions

Aims are the broad intentions and orientation of the course or programme of study. In other words they express what the programme/course offers students.

Here are several examples taken from different disciplines:

The aim of this programme/course is to provide participants with the opportunity to develop confidence and skills to apply basic principles of adult learning in different contexts (Education).

This course aims to encourage the acquisition of general scientific skills relating to the systematic assembly, critical analysis, interpretation and discussion of factual information and data (Biological sciences).

This course aims to offer a fresh and stimulating approach to the major forces instrumental in the shaping of politics, society and culture in Europe (History).

Intended learning outcomes carry a more specific meaning. They describe what the students should be able to do or demonstrate, in terms of particular knowledge, skills and attitudes, by the end of the programme/course.

For example:

By the end of this programme/course students will be able to:

- evaluate practical solutions to problems that most educators of adults are likely to encounter in their practice (Education);
- apply the principles of transmission genetics to a haploid organism, and describe the role of meiosis in the life cycle (Biological sciences);
- make valid comparisons between different parts of Europe and across different historical periods on the basis of sound historical evidence (History).

Identifying aims and ILOs

When identifying aims and ILOs, consider what knowledge, understanding and skills you intend students to learn through the programme/course. The following questions may help with this:

- What do you want students to know and be able to do by the end of this programme/course?

¹ This section is adapted from Mann, S.J. (2004) Guidelines for Writing Aims and Intended Learning Outcomes at the Programme and Course level (see resources at the end of this document for the web-link).
- How will students be able to use this learning? Doing what? In what contexts?
- What level are you aiming for?
- What will students need to do in order to demonstrate if and how well they have achieved these outcomes?
- If someone were to ask the students what they have learnt in this programme/course, how would you like them to answer? This can give a good indication of what you are hoping they will learn.

Course ILOs need to reflect the level at which they are aimed, in other words at level 1, level 2, Honours, or taught Masters. Subject Benchmark Statements and the Scottish Credit and Qualifications Framework (SCQF) offer indicators of knowledge, understanding and skills that would generally be expected in different subjects and at different²

According to the QAA Programme Approval, Monitoring and Review Code of Practice, level is ‘an indicator of the relative demand, complexity, depth of study and learner autonomy involved in a Programme’. The level descriptors in the SCQF are meant to represent a generic understanding of what would be expected as a normal level of achievement at this level. They address the following five areas:

- knowledge and understanding (mainly subject based)
- practice (applied knowledge and understanding)
- generic cognitive skills (e.g. evaluation, critical analysis)
- communication, numeracy and IT skills
- autonomy, accountability and working with others

Subject Benchmark Statements on the other hand express student attainment in the discipline in terms of subject knowledge and understanding (including as appropriate applied knowledge and understanding), discipline specific skills and transferable skills. Both discipline specific and transferable skills may also sometimes be referred to as intellectual/thinking skills, practical, or professional skills. Transferable skills are sometimes also referred to as key skills.

Discipline specific skills are those which are needed in the pursuit of the particular degree being followed. They may well be the skills necessary to demonstrate knowledge and understanding.

An example for Civil Engineering is ‘able to perform a Form Function & Environment Analysis to determine the necessary properties for the materials of a given structural design’. An example for Sociology is ‘the ability to relate classical sociological analysis to contemporary issues’.

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² In October 2006, Scotland became one of two out of a total of 45 countries who have committed to the Bologna process and to verify that its national higher education framework is compatible with that of the European Higher Education Area (EHEA). For information on this go to http://www.qaa.ac.uk/academicinfrastructure/FHEQ/SCQF/SelfCertification2007.asp
A transferable or key skill is one which is recognized as having applicability beyond the confines of a particular academic subject. These include skills such as teamwork, time management, problem solving, and communication skills.

If your programme or course has a professional orientation, you will also need to refer to any relevant professional, statutory and regulatory bodies (PSRBs).

**Writing ILOs**

It is helpful to express ILOs using an active verb (what students will be able to do) + object + a qualifying phrase to provide a context.

Table 1: Writing ILOs

<table>
<thead>
<tr>
<th>Active verb</th>
<th>Object</th>
<th>Qualifying phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate</td>
<td>practical solutions to problems that most educators of adults are likely to encounter in their practice</td>
<td></td>
</tr>
<tr>
<td>Apply</td>
<td>the principles of transmission genetics to a haploid organism</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td>the role of meiosis in the life cycle</td>
<td></td>
</tr>
</tbody>
</table>

Try to avoid using verbs like 'understand' or 'appreciate' or 'be familiar with'. Instead, ask yourself what your students will be able to do if they understand 'x' and try to express this in the learning outcome. ILOs must express in operational terms what candidates should be able to demonstrate they can do for the purposes of assessment. This approach does not diminish the significance of knowledge and understanding in favour of mere task performance, but rather acknowledges that the possession of knowledge or understanding is beyond direct observation. An inference based on evidence presented by way of some particular action is therefore required: it is this action which an ILO must seek to communicate.

Table 2 is based on Bloom's Taxonomy of cognitive learning and provides ways of describing outcomes at different levels of knowing and understanding. This taxonomy provides a potential vocabulary for articulating different kinds and level of outcome.
<table>
<thead>
<tr>
<th>Class</th>
<th>Description of class</th>
<th>Cue words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Terminology, facts, conventions, trends &amp; sequences</td>
<td>Write, State, Recall, Recognize, Select, Reproduce, List</td>
</tr>
<tr>
<td></td>
<td>Classifications, criteria, methodology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theories, principles</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>The ability to translate, interpret and extrapolate knowledge.</td>
<td>Identify, Illustrate, Represent, Formulate, Explain, Contrast, Paraphrase, Summarize</td>
</tr>
<tr>
<td>Application</td>
<td>The use of theories, principles and ideas in particular and concrete situations.</td>
<td>Predict, Select, Assess, Find, Show, Use, Construct, Compute, Solve</td>
</tr>
<tr>
<td>Analysis</td>
<td>The ability to identify relationships, omissions, parts, organizational structure,</td>
<td>Select, Compare, Separate, Differentiate, Contrast, Break down, Classify</td>
</tr>
<tr>
<td></td>
<td>unstated assumptions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To distinguish fact from opinion, conclusions from evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize relevancy for the validation of a judgement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Detect errors in logic, Distinguish cause and effect</td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td>Put material together to form a new whole</td>
<td>Summarize, Argue, Relate, Précis, Organize, Generalize, Conclude, Design</td>
</tr>
<tr>
<td></td>
<td>Production of unique communication, plan or hypothesis</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Quantitative and qualitative judgements about the extent to which material and</td>
<td>Judge, Evaluate, Support, Conclude, Avoid, Select, Recognize, Criticize</td>
</tr>
<tr>
<td></td>
<td>methods satisfy criteria</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comparison of major theories.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation of accuracy of communication using evidence such as consistency or logic.</td>
<td></td>
</tr>
</tbody>
</table>
Resources

(Please click on the link below or copy and paste the link into an already open browser window)

Mann, S.J. (2004) Guidelines for Writing Aims and Intended Learning Outcomes at the Programme and Course level
http://www.gla.ac.uk/media/media_105307_en.pdf

Subject Benchmark Statements
http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp

Scottish Credit and Qualifications Framework (SCQF)
http://www.scqf.org.uk/

QAA Programme Approval, Monitoring and Review Code of Practice
http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section7/progmedesign.pdf

The level descriptors in the SCQF
http://www.gla.ac.uk/services/senateoffice/qea/programmeapproval/scottishcredprogrammeleveldescriptors/

Further help

For further support please contact your Academic Development Unit College Contact as follows:

<table>
<thead>
<tr>
<th>Contact</th>
<th>Email</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Vicky Gunn</td>
<td><a href="mailto:Victoria.Gunn@glasgow.ac.uk">Victoria.Gunn@glasgow.ac.uk</a></td>
<td>3890</td>
</tr>
<tr>
<td>Dr Catherine Bovill</td>
<td><a href="mailto:Catherine.Bovill@glasgow.ac.uk">Catherine.Bovill@glasgow.ac.uk</a></td>
<td>4997</td>
</tr>
<tr>
<td>Dr Mary McCulloch</td>
<td><a href="mailto:Mary.McCulloch@glasgow.ac.uk">Mary.McCulloch@glasgow.ac.uk</a></td>
<td>3356</td>
</tr>
<tr>
<td>Dr Velda McCune</td>
<td><a href="mailto:Velda.McCune@glasgow.ac.uk">Velda.McCune@glasgow.ac.uk</a></td>
<td>3197</td>
</tr>
</tbody>
</table>

A step by step guide to programme and course design and review is available at http://www.gla.ac.uk/services/learningteaching/goodpracticeresources/designingprogrammesandcourses/
Guidance Notes on

the Preparation of

Programme Specifications
1. The General Context

1.1 The Scottish Funding Council requires that programme specifications must be available in all HEIs for the purposes of internal review and as part of the evidence base for QAA institutional review.\(^1\) This follows on from earlier recommendations in the Dearing and Garrick Reports and by the Quality Assurance Agency for Higher Education (QAA).

1.2 At national level, the expectation is that universities' internal quality management systems should focus on whether intended learning outcomes (ILOs), as articulated by the specification:

- are able to be achieved;
- are achieved by students as demonstrated by their performance in formally assessed work;
- are appropriate to the position of that award within the Scottish Credit and Qualifications Framework (SCQF) (i.e. reflect the relevant generic level descriptor within the Framework); and
- reflect any relevant Subject Benchmark Statement.

1.3 Consequently, programme specifications must take into account:

- **SCQF level descriptors** which set out the characteristic generic outcomes of each level.\(^2\) They are intended to provide a general, shared understanding of each level and to allow broad comparisons to be made between qualifications and learning at different levels. The most relevant level descriptors are included in Appendix 1.

- **QAA subject benchmarks** which "describe the nature and characteristics of programmes in a specified subject. They also represent general expectations about the standards for the award of qualifications at a given level and articulate the attributes and capabilities that those possessing such qualifications should be able to demonstrate.\(^3\)" The QAA subject benchmark statements can be found at: www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp

- **QAA Code of Practice** which requires institutions to support students in acquiring knowledge and skills and to demonstrate their acquisition. Precept 6 of Section 6 on the Assessment of Students states "Institutions (should) ensure that the amount and timing of assessment enables effective and appropriate measurement of the student's achievement of intended learning outcomes." The QAA Code of Practice can be found at: www.qaa.ac.uk/AssuringStandardsAndQuality/code-of-practice/Pages/default.aspx

Programme specifications can also take account of:

- current research or other advanced scholarship carried out by the academic staff;
- the University's and School's mission statements;
- any University, College or School policies on development of skills and employability in fields such as communication, information, technology, team working, etc.;

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\(^1\) Details available at www.sfc.ac.uk/library/06854fc203db2bd000000f5740b6d29

\(^2\) QAA Code of Practice on Programme Approval, Monitoring and Review, described "level" as "an indicator of the relative demand, complexity, depth of study and learner autonomy involved in a programme".
• graduate attributes – Further information will be available in the LTC guidance on
programme and course development and design (see:
www.gla.ac.uk/services/learningteaching/goodpracticeresources/designingprogra-
mesandcourses/);
• requirements of professional and statutory regulatory bodies;
• occupational standards;
• national key skill standards.

2. Purpose of Programme Specifications

2.1 Programme specifications are intended to provide the core factual information to a range
of stakeholders, including students or potential students, about a programme of study.
[For this purpose, the University definitions for programme³ and course⁴ apply.]

2.2 It is University Policy that programme specifications at the University of Glasgow should
be primarily aimed at current and potential students, so they should be written in
language that students will understand – plain English, no jargon and a good average
sentence length.

2.3 When a School designs a new programme, or redesigns an existing programme, it is
strongly recommended that development of the programme specification should guide
the process from start to finish. The programme specification focuses attention on the
key questions that should be addressed during programme design.

2.4 Programme specifications will also be required as part of the documentation for the
approval of any new programme and for the Periodic Subject Review.

2.5 Programme specifications should be readily available and will have multiple placings.
They will be published online (www.gla.ac.uk/services/senateoffice/qea/progdesignapproval/progspec/ps/find/) and
should also be incorporated into student handbooks. The University is required to make
programme specifications publicly available on its website and to provide a link to the
Teaching Quality Information pages of the Higher Education and Research Opportunity⁵
(HERO) website.

Programme specifications are also likely to be of interest to employers and to academic
and institutional reviewers, although not primarily directed to this audience. They will be
referred to on the forthcoming HEAR (Higher Education Achievement Report) which will
be issued to Glasgow graduates from June 2012 onwards. The HEAR will include a
weblink to the published programme specifications to provide detailed information on the
programme structure and content for employers etc.

2.6 Given the Funding Council’s requirement for programme specifications as part of the
Public Information on Quality data set, these documents must provide an overview of a
programme of study. In more specific terms, the QAA states that programme
specifications should set out clearly and concisely the:

³ Programme = the defining set of courses which lead to an award.
⁴ Course = a unit of study on a particular topic with defined aims, intended learning outcomes, mode(s) of delivery,
assessment scheme, and credit value.
⁵ The HERO website is supported by all the UK funding and research councils, and by Universities UK (UUK) and
the Standing Conference of Principals (SCOP). The website will contain a “Teaching Quality Information” (TQi)
area. In common with other UK universities, this university will have to post information on the HERO website. At the
time of writing, SHEFC has issued further guidance on “Public Information on Quality” and it is likely that
programme specifications will form part of this information.
• aims and intended learning outcomes of a programme;
• teaching and learning methods that enable learners to achieve these outcomes and the assessment methods used to demonstrate their achievement;
• relationship of the programme and its study elements to the qualifications framework.6

3. Preparing Programme Specifications

3.1 These guidance notes should be used for the preparation of programme specifications. Cross-references to other guidance or information sources are included. The University’s programme specification template is provided in PIP (see www.gla.ac.uk/services/it/projects/pi/aboutthesystem/templates/) and examples of programme specifications are available at: www.gla.ac.uk/services/senateoffice/qua/progdesignapproval/progspec/guidanceandtemplates/.

3.2 The Learning & Teaching Centre (LTC) will provide support and advice in preparing programme specifications. Named staff from the LTC’s Academic Development Unit offer guidance and advice to staff in specific Colleges so please contact your LTC representative directly for further advice/details. The LTC also provides extensive guidance on programme development and design: see www.gla.ac.uk/services/learningteaching/goodpracticeresources/designingprogrammesandcoursess/

3.3 Programme specifications are required for all new programmes. They should also be updated annually. Colleges will request Schools to update their documents each summer in advance of the new session. The Senate Office co-ordinates the annual web publication of the University’s programme specifications.

3.4 Programme specifications should be developed for programmes lasting one or more years and leading to a final undergraduate or taught postgraduate award7. Programme specifications should not be produced separately for interim awards8, but possible exit points can be identified in the specification.

Accordingly:

1. Each School should produce a programme specification for its single honours programme(s) (except where the same degree is delivered in more than one faculty – see 5 below), and for its PGT programmes.

2. Separate programme specifications are not required for early exit awards. Discrete programme specifications are only required for designated degrees where students are explicitly recruited to the three year degree on a separate UCAS code.

3. One programme specification may be sufficient to cover a number of closely related degree programmes where there is substantive commonality between the

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6 For information on the Qualifications Framework in Scotland please consult www.gaa.ac.uk/academicinfrastructure/FHEQ/SCQF/default.asp.
7 An award is a degree, certificate or diploma which is conferred following the successful completion of a defined programme of study. This might be a one-year Certificate of Higher Education as provided by DACE, a three-year ordinary/general/designated degree, a four-year Honours degree, or a one-year Masters programme.
8 Such as the Certificate/Diploma of Higher Education, or a Postgraduate Certificate/Diploma where the same programme leads to a Masters award.
programmes, including Programme Aims, ILOs, Assessment Methods, and Teaching & Learning Approaches. It is not appropriate to group programmes in one programme specification if this produces a lengthy document with different sets of aims, ILOs etc. for different named streams.

4. MSc and MEng degrees should have separate programme specifications from Bachelor awards in the same discipline as there should be different aims and intended learning outcomes between these levels of award.

5. A single programme specification should be produced where the same degree is delivered in more than one College (e.g. Geography, or Psychology). The School in which the programme is primarily located should be responsible for its specification and the College in which that School resides is responsible for approval. Other Colleges offering the degree should be advised of any development or update of the specification.

6. Each School should produce a programme specification covering its half of any joint honours programmes to which it contributes. In most cases one programme specification should suffice for this purpose. Joint designated degree programmes would be included as exit awards in the honours programme specification, or as separate documents if the designated degrees are explicitly recruited to on a separate UCAS code.

7. The Schools concerned should jointly produce a programme specification for any integrated honours programme to which they contribute.

8. Programme specifications are not required for research programmes.\(^9\)

4. Approval of Programme Specifications

All Programme Specifications have to be approved through College Board of Studies and subsequently by the Academic Standards Committee.\(^10\)

Programme specifications are required for any new programmes, or for programmes undergoing a major change and should be submitted for approval to College Board of Studies and Academic Standards Committee as part of the programme approval process. The usual timescales for programme approval are provided in our guidance, see: www.gla.ac.uk/services/senateoffice/qua/progdesignapproval/progapproval/timetable/

5. The University’s Programme Specification Template

The programme specification template has been designed to help departments through the process of compiling programme specifications for their programmes of study, and is available on the PIP system. Please note that all sections of the template must be completed.

General guidance has been included in the template in red italicised text, which will be deleted in PIP when the programme specification has been approved. More detailed guidance follows.

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\(^9\) These principles were approved by Education Committee on 15 December 2004 and confirmed by Academic Standards Committee on 3 October 2008.

\(^10\) Formerly Academic Regulations Committee.
5.1 General Information (Fields 1–8)
These fields should be straightforward to complete as they contain largely factual information. Enter "not applicable" where appropriate (e.g. for accreditation details in 7).

5.2 Programme Aims (Field 9)
(i) This field should state what the University/School aims to provide to students through the programme. Start with a short introductory paragraph describing the subject of study covered by the programme, explaining the nature of the subject (particularly for the benefit of potential students who have not studied it before) and outlining what is involved in the study of the subject at university level. Emphasise any distinctive features of the programme, e.g., the benefits of studying in a research-led environment.

(ii) Following this introductory paragraph, list the principal aims (normally not more than about 6) of the programme. This would normally be done in bullet points, though text could be used if this were considered to be more appropriate. The list of aims should be designed for the programme overall (no matter what the selection of options might be).

5.3 Intended Learning Outcomes of Programme11 (Field 10)
(i) This field should describe the programme intended learning outcomes (ILOs) and should reflect the core attributes of a graduate of the programme. The ILOs should describe what all students should be able to do or demonstrate, in terms of particular knowledge and understanding, qualities, skills and other attributes. The ILOs should be written at a level that reflects the final award. With the exception of the final grade or classification of awards, all assessment at Glasgow is conducted at course level. It will therefore be necessary to ensure that instruments of assessment which will test the achievement of Programme ILOs are built into course structures (see also 5.4).

(ii) There can be confusion between ILOs at the programme level and ILOs at the individual course level. Programme specifications are directly concerned only with programme ILOs. When developing programme ILOs, it is important to ensure that no permitted selection of option courses would deny students the opportunity to demonstrate achievement of all the programme ILOs. In practice this means that the programme ILOs must all be achievable through core and option courses. It may prove helpful to map the relationship between programme ILOs and courses clearly to be sure that all students will have the opportunity to demonstrate achievement of the ILOs.

(iii) ILOs should be developed in consultation with any relevant QAA subject benchmark statements and other relevant reference points as listed in section 1.3 above should be consulted. Compliance with QAA subject benchmark statements is not compulsory, but the School should be in a position to provide a clear rationale, which has the support of the relevant academic staff in the School, for any deviation from what is set out in the subject benchmark. It is advisable to record this rationale in writing at the time when the programme specification is drafted, so that it can be referred to in the context of internal departmental review processes so avoiding any confusion arising from changes in departmental personnel.

(iv) The set of ILOs should be categorised as follows (in the same manner as many subject benchmark statements). Each category should be addressed.

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11 Further information is available at: www.gla.ac.uk/services/senateoffice/qaa/progdesignapproval/progdesign/ilosguidelines/
- **Knowledge and Understanding**
  The knowledge and understanding that a student will be expected to have upon completion (such as "theoretical knowledge of the principles and methods of archaeology" or "knowledge of the major types of chemical reaction and the main characteristics associated with them").

- **Skills and Other Attributes**
  This category of ILOs can then be further subdivided into subject-specific/practical skills, intellectual skills, and transferable/key skills. The boundary lines between these sub-categories may not always be clear, and the department may have to decide into which sub-category certain skills fit most logically. For example, something deemed to be a transferable skill in one discipline may be more appropriately categorised as a subject-specific/practical skill field in another discipline.

  **Subject-Specific/Practical Skills:** For example, laboratory skills, scientific report writing, research skills and methods, etc.

  **Intellectual Skills:** For example, ability to analyse, criticise or synthesise, ability to formulate and test concepts and hypotheses, ability to solve problems and ability to learn independently.

  **Transferable/Key Skills:** Suggestions for inclusion in the transferable/key skill field are listed below. However this list is not exhaustive and Schools may want to include other skills that are relevant.

  - oral communication skills
  - written communication skills
  - graphical communication skills
  - oral and visual presentation skills
  - teamwork
  - leadership
  - negotiation skills
  - numeracy
  - information retrieval and research skills
  - interpersonal skills
  - forward planning
  - time management
  - self evaluation
  - IT skills e.g. web, word processing, spreadsheets, etc

5.4 **Assessment methods (Field 11)**

(i) This field should detail how the assessment for the programme (conducted via course assessments) is structured to ensure that the learning outcomes are tested effectively, i.e. in such a way that enables all students to demonstrate achievement of outcomes to the best of their ability.

(ii) Before including an ILO in a programme specification, the School must be satisfied that there are courses within the programme which allow students to demonstrate the actual achievement of the outcome. This will only be possible if the ILO is appropriately assessed. This last point is particularly important in the light of the University’s Code of Assessment. [Section 1 of the Guide to the Code of Assessment, www.gla.ac.uk/media/media_124292_en.pdf, provides more details.]

(iii) The categories of ILOs can be associated with certain modes of assessment. Knowledge and understanding of a subject is often assessed through unseen written examinations, but most if not all assessment methods also require some demonstration of knowledge and understanding. Assessment of intellectual skills can utilise unseen written examinations or problem based exercises. Independent project work or research dissertations are typically used to demonstrate capability in a range of intellectual skills
linked to specialist knowledge, understanding and practical skills. Assessment of competence in exercising a practical skill must involve practical demonstration of it. Assessment of transferable and key skills can utilise unseen written examinations or problem based exercises. Independent project work or research dissertations are typically used to demonstrate capability in a range of skills linked to specialist knowledge, understanding and practical skills. Other transferable/key skills, that are readily transferable to employment and other contexts, such as communication/teamwork can be developed through structured opportunities in the curriculum. For example, written communication skills can be developed and assessed through essays or dissertations; oral communication skills through presentations in seminars; or team-working skills through collaborative projects.

(iv) The paragraph below can be used for Field 12, followed by specific information as indicated in the associated example.

(v) All assessment, except for final award grades and degree classifications, is conducted in the immediate context of the courses comprising the programme. The intended learning outcomes indicated in Field 11 are, however, generic to the programme as a whole and the extent of any individual student's attainment of them will be demonstrated as follows:

**Example**

The student's theoretical knowledge of the principles and methods of archaeology will be assessed in the examinations, coursework essays and fieldwork assignments set within the core courses in general and theoretical archaeology. They will be further assessed in the examinations and coursework set within the optional courses comprising the programme. The student's detailed knowledge of two or more special areas of archaeology will also be assessed in the examinations and coursework set within these optional courses.

The student's laboratory skills and scientific report writing will be assessed throughout the programme as part of the core course in artefact dating.

5.5 **Learning and teaching approaches (Field 12)**

This field should set out the learning and teaching approaches for the programme.

Consideration should be given as to how the teaching approaches used support learning and hence the achievement of the ILOs. Background on how current research interests and activity of staff underpins teaching must also be provided. Relevant QAA subject benchmark statements and any other relevant reference points should again be consulted. Some approaches will be more appropriate than others for developing particular types of learning. For example:

**Knowledge and understanding** of a subject is often developed through lectures and seminars. Such direct teaching methods are usually supported by directed study of textbooks and journal articles (hard copy or electronic) and by assignment or project work.

**Subject-specific/practical skills** need to be developed through opportunities to practise the activity in an appropriate learning context (e.g. in a laboratory, in the field or on workplace placement). Workbooks or guidance manuals may be used to support learning.
**Intellectual skills** may be practised and demonstrated through more active learning processes involving assignments or projects, group-learning activity such as a seminar or tutorial, laboratory, workshop or field based activity.

**Transferable/key skills** may be developed in a number of ways. Some, such as analysis, synthesis, evaluation and problem solving may be practised and demonstrated through more active learning processes involving assignments or projects, group-learning activity such as a seminar or tutorial, laboratory, workshop or field based activity. They may also be developed through extra-curricular activities including work experience, student representative work, and social and cultural activities.

In all of the above, it is important to remember that the more active learning tasks designed to support the development of intellectual, subject specific and key skills will also play a key role in contributing to the development of knowledge and understanding.

5.6 **Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points (Field 13)**

QAA subject benchmark statements exist for honours degrees in most disciplines, and for masters degrees in a small number of disciplines. These benchmark statements can be found at:

[www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)

This field should include a web link to any benchmark statement relevant to the programme.

If the programme has been designed to meet the requirements of a professional or statutory body, this field should also contain a web link to that body’s own benchmark statement.

5.7 **Programme Structure and Features (Field 14)**

This field should include an easily understood description of the programme structure: the basic curriculum information (the structure and credit value of courses year by year, and exit awards available on the completion of each stage). If any courses are taught in any other language than English this must be specified here. A supplementary web link can be provided to any existing information, especially if it is in diagrammatical or tabular form.

A standard paragraph referring to the location of degree regulations has been added to Section 14. Specific detail indicating the relevant regulation(s) for this particular programme should be added e.g. ‘See the Generic Master Regulations in the College of Arts section’; or ‘See the Generic Undergraduate Regulations and the Supplementary Regulations for the Bachelor of Science and Master in Science in the College of Science & Engineering section’.

The following information may also be included (as web links if the relevant information already exists):

- opportunities for placement or overseas study;
- the assessment scheme (if not included in field 12);
- reference to the Code of Assessment or an explanation of the Primary Grades especially if these are used to describe progress requirements;
• progression requirements\textsuperscript{12} (and whether satisfying these would automatically lead to entry to later stages of the programme);
• modes of study (e.g. full-time, part-time, by distance learning) and any differences that might apply if studying on a particular mode;
• matters specific to professional programmes (e.g. a requirement to undertake clinical or school experience placements) or to programmes accredited by professional or statutory bodies (e.g. holders of accredited degrees are eligible to follow a route to corporate membership).

5.8 Additional Relevant Information (Field 15)

This field gives the opportunity to present a more rounded picture of the teaching and learning environment within the School/College to enhance the informative and promotional function of the programme specification. Emphasise areas where the School or Subject Area has distinctive features (more than the norm for the University), such as particularly good IT facilities, using materials from the University’s Archives in learning and teaching, “buddy” systems in operation, etc. To keep the field concise, relevant web links should be provided to standard information/services. Examples of items that could be included under this field are:

• School specific Library and IT facilities;
• student support systems or services;
• employability or other School initiatives;
• student feedback and representation opportunities;
• examples of employment or further study undertaken by recent graduates.

There could also be references to more detailed information on the programme, School, and/or University (either publications or web links).

5.9 Date of Production/Revision

The date of the initial production or revision should be provided.

To ensure that programme specifications remain current they should be reviewed on an annual basis. The best time to do this is likely to be after the annual monitoring process so that any changes identified via that process can be reflected, if necessary, in programme specifications. Should the annual monitoring process result in a major programme change then a revised programme specification will be required for the programme approval process.

Feedback on the usefulness of the guidance notes would be welcomed. Please send any comments to Helen Butcher (helen.butcher@glasgow.ac.uk) or Helen Clegg (helen.clegg@glasgow.ac.uk).

Senate Office
August 2011

\textsuperscript{12} Detailed regulations must not be quoted here as these can easily become out of date. The regulations should be referred to at source (i.e. in the Calendar).
Programme Specifications – Quick Tips

In the past, when Programme Specifications have been submitted for the approval many of them have needed referral back to College (previously Faculty) often due to minor errors. The following points highlight common mistakes which, if avoided, will lessen the number of referrals back to College and therefore speed up the approval process.

1. Avoid vague and non-specific ILOs (e.g. ‘display the key attributes of a global citizen’) and make sure they are written in terms that are assessable/measurable.

2. Also ensure that ILOs reflect the Programme Aims and are appropriate to the level of the award. Help is available in our online Guidance Notes (http://www.gla.ac.uk/media/media_106193_en.pdf) and directly from staff in the Learning and Teaching Centre (http://www.gla.ac.uk/services/senateoffice/gea/progdesignapproval/progspec/guidanceandtemplates/)

3. The Programme Structure and Features section should include a list of available courses (both core and optional) which is often best presented in tabular form. This should clearly show the credits and level for each course (H or M). Exit awards should also be noted. A good example is given in this programme specification: http://www.gla.ac.uk/media/media_176775_en.pdf

4. The Programme Structure and Features section should also be used to make it clear when the programme is to be delivered entirely online versus face-to-face.

5. Avoid repeating or quoting regulations in the programme specification – there is always a risk that regulation updates might not flow into the programme specifications leading to the publication of out of date information.

6. Avoid duplication of information presented in different sections of the document e.g. between the Aims and ILOs.

7. Ensure the document is written in impersonal language throughout (e.g. avoid ‘we will offer one week...’; instead use ‘one week will be offered...’)

8. Ensure correct terminology is used e.g. don’t use ‘module’ or ‘class’ to mean course. The University’s Glossary of Terms is online at http://www.gla.ac.uk/services/senateoffice/academic/policies/glossary/terminology/.

9. Ensure all abbreviations and acronyms are given in full when they are first used.

10. Avoid content that will become out of date (e.g. ‘new’, ‘this year’).

11. Proof read the document to avoid typos, omissions and other small slips - these will be picked up for correction as the approved Programme Specification is a public document.

12. Don’t create too many documents – a single programme specification can be created to cover a suite of related degrees if there is sufficient commonality in the Aims and ILOs of the various awards (section 3.4 of the Guidance Notes explains further when Programme Specs are required).