**PROGRAMME SPECIFICATION TEMPLATE**

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| SCHEME FRAMEWORK AND DATA |
| 1. Awarding institution | Aberystwyth University |
| 1a. Teaching Institution | Click here to enter text. |
| 2. Work-based learning or student placements | Click here to enter text. |
| 3. PSRB accreditation (programme accredited by) | Click here to enter text. |
| 4. Final Award | Click here to enter text. |
| 5. Programme Title in English | Click here to enter text. |
| 5a. Programme Title in Welsh | Click here to enter text. |
| 6. UCAS Code  | Click here to enter text. |
| 7. QAA Subject Benchmark and date of publication | Click here to enter text. |
| 8. Date of publication of programme specification | Click here to enter text. |

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| AIMS, LEARNING OUTCOMES AND SKILLSf their programme, all students are expected to  |
| 9. Educational aims of the programme |
| Click here to enter text. |
| 10. Intended Learning Outcomes |
| Click here to enter text. |
| 10.1 Knowledge and Understanding |
| A1-An | A1 Click here to enter text. |
| A2 Click here to enter text. |
| A3 Click here to enter text. |
| A4 Click here to enter text. |
| A5 Click here to enter text. |
| Learning and Teaching | Click here to enter text. |
| Assessment Strategies and Methods | Click here to enter text. |
| 10.2 Skills and other attributes |
| 10.2.1 Intellectual SkillsBy the end of their programme, all students are expected to be able to demonstrate: |
| B1-Bn | B1 Click here to enter text. |
| B2 Click here to enter text. |
| B3 Click here to enter text. |
| B4 Click here to enter text. |
| B5 Click here to enter text. |
| Learning and Teaching | Click here to enter text. |
| Assessment Strategies and Methods | Click here to enter text. |
| 10.2.2 Professional practical skills / Discipline Specific SkillsBy the end of their programme, all students are expected to be able to demonstrate: |
| C1-Cn | C1 Click here to enter text. |
| C2 Click here to enter text. |
| C3 Click here to enter text. |
| C4 Click here to enter text. |
| C5 Click here to enter text. |
| Learning and Teaching | Click here to enter text. |
| Assessment Strategies and Methods | Click here to enter text. |
| 10.3 Transferable/key skillsBy the end of their programme, all students are expected to be able to demonstrate: |
| D1-Dn | D1 Click here to enter text. |
| D2 Click here to enter text. |
| D3 Click here to enter text. |
| D4 Click here to enter text. |
| D5 Click here to enter text. |
| Learning and Teaching | Click here to enter text. |
| Assessment Strategies and Methods | Click here to enter text. |

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| OTHER INFORMATION (standard university text – do not edit or expand) |
| 11. Programme structures and requirements, levels, modules, credits and awards |
| Information published on web will link to, or draw on, information from scheme structure page |
| 12. Support for students and their learning |
| Every student is allocated a Personal Tutor. Personal tutors have an important role within the overall framework for supporting students and their personal development at the University. The role is crucial in helping students to identify where they might find support, how and where to seek advice and how to approach support to maximise their student experience. Further support for students and their learning is provided by Information Services and Student Support and Careers Services. |
| 13. Entry Requirements |
| Details of entry requirements for the scheme can be found at https://courses.aber.ac.uk/ |
| 14. Methods for Evaluation and Enhancement of Learning & Teaching |
| All taught study schemes are subject to annual monitoring and periodic review, which provide the University with assurance that schemes are meeting their aims, and also identify areas of good practice and disseminate this information in order to enhance the provision.  |
| 15. Regulation of Assessment  |
| Academic Regulations are published as Part B of the Academic Quality Handbook: https://www.aber.ac.uk/en/academic-registry/handbook/regulations/  |
| 15.1 External Examiners |
| External examiners fulfill an essential part of the University’s Quality Assurance. Annual reports by external examiners are considered by Faculties and the Quality & Standards Committee at university level. |
| 16. Indicators of Quality and Standards |
| The periodic Departmental Review process provides an opportunity to evaluate the effectiveness of quality assurance processes and for the University to assure itself that management of quality and standards which are the responsibility of the University as a whole are being delivered successfully. |

**Scheme Approval: Table of Learning Outcomes, mapped against modules**

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| This matrix indicates the relationship between Learning Outcomes at scheme level and core modules. Learning outcomes should be mapped against the core modules. Option modules may be added if desired but if so the core modules should be clearly identified. It may also be the case that Learning Outcomes are achieved through a combination of option modules rather than a defined core. This table should be extended and levels amended as appropriate for the particular scheme proposal. |
| Module*(code and title)* | Scheme Learning Outcomes (please indicate with ‘X’) |
| A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 |
| Level 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Level 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Level 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Form name: | Scheme Development Form 9.1 (SDF9.1) |
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| Approved: | Deputy Registrar, Assurance and Enhancement | Effective From:  | March 2025 |
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