***Please delete the guidance boxes when completing this form.***

***Guidance***All sections should be completed by the proposing department.

This programme specification does not stand alone but the text has been provided as an example of what should be added to the programme specification for a standard degree where a year abroad has been added (and where it is not an integrated element of a language degree).

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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. (with integrated year studying abroad) |
| 5a. Programme Title in Welsh: | Click here to enter text. (gyda blwyddyn integredig yn astudio dramor) |
| 6. UCAS Code | Click here to enter text. |
| 7. QAA Subject Benchmark | 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.  To apply [add reference to discipline] approaches, concepts, skills, methods and/or theories learnt in an international academic environment.  To develop highly valued transferable and professional skills during a study abroad placement, providing a competitive edge in the graduate job market.  To enable students to learn about alternative educational practice, providing an excellent opportunity to evaluate further career paths.  On completion of the degree, students will:  Have gained invaluable experience of living and studying aboard, gaining personal skills and international experience which is widely valued by employers in a global job market. | |
| 10. Intended Learning Outcomes | |
| On completion of the degree, students will:  Have gained valuable experience of studying and living in an international environment developing associated skills. | |
| 10.1 Knowledge and Understanding  By the end of their programme, all students are expected to be able to: | |
| A1-An | A1 Demonstrate a range of transferable skills including autonomy in learning and the ability to live and learn in a different country. |
| 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.  During their year studying abroad students will embed themselves within an international environment, allowing for the development of a range of transferable and life skills. Furthermore, students on this scheme will have the potential to utilize the knowledge and skills associated with other outcomes developed at Levels 1 and 2. This will be in part dependent on the University at which they undertake the year studying abroad. |
| Assessment Strategies and Methods | Click here to enter text. |
| 10.2 Skills and other attributes | |
| 10.2.1 Intellectual Skills  By the end of their programme, all students are expected to be able to: | |
| B1-Bn | B1 Adapt to academic life in a foreign country including the ability to communicate across cultural boundaries |
| 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 | Relevant skills will be achieved through the completion of a year aboard studying at one of our partner institutes. |
| Assessment Strategies and Methods | Relevant skills will be evidenced by the submission of a portfolio outlining their year abroad or through the transcript from the partner institute. |
| 10.2.2 Professional practical skills / Discipline Specific Skills  By the end of their programme, all students are expected to be able to demonstrate: | |
| C1-Cn | C1 A range of transferable skills including communication across cultural boundaries, self-management, independence, confidence, adaptability, as well as linguistic skills |
| 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 | Relevant skills will be developed throughout their degree but primarily through the successful completion of the study abroad component. |
| Assessment Strategies and Methods | Relevant skills will be evidenced by the submission of a portfolio outlining their year abroad or through the transcript from the partner institute. |
| 10.3 Transferable/key skills  By the end of their programme, all students are expected to be able to demonstrate: | |
| D1-Dn | D1 Communication across cultural boundaries |
| 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 | The programme aims to promote, develop and nurture students’ awareness of and competence in the key transferable skills developed while living and studying abroad, |
| Assessment Strategies and Methods | Relevant skills will be evidenced by the submission of a portfolio outlining their year abroad or through the transcript from the partner institute. |

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| OTHER INFORMATION (standard university text in yellow – 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 the Student Support and Careers Services |
| 13. Entry Requirements |
| Details of entry requirements for the scheme can be found at <http://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/aqro/handbook/> |
| 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’) | | | | | | | | | | | | | | | | | | | |
| A  1 | A  2 | A  3 | A  4 | A  5 | B  1 | B  2 | B  3 | B  4 | B  5 | C  1 | C  2 | C  3 | C  4 | C  5 | D  1 | D  2 | D  3 | D  4 | D  5 |
| Level 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Level 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Level 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Form name: | Scheme Development Form 9.2 (SDF9.2) | | | |
| Version: | 2 | Publication Date: | | March 2025 |
| Reason for update: | Other information section updated to reflect revised committee structure, and accreditation section updated in section 1 | | | |
| Approved: | Deputy Registrar, Assurance and Enhancement | | Effective From: | March 2025 |
| Contact: | Quality Assurance and Enhancement Team: [qaestaff@aber.ac.uk](mailto:qaestaff@aber.ac.uk) | | | |