**NOTE TO PROGRAMME LEADS:**

**Please refer to APQO guidance note (G2.2) on completing the PS template.**

Programme Specification

**for the award of**

**<AWARD> <Programme Title>**

**<Occupational Standard Title> (for Degree Apprenticeships only)**

**Managed by the Faculty of <insert name of Faculty>**

**delivered by Department/School of <insert Dept/Sch name>**

**OR <insert name of partner organisation>**

|  |  |
| --- | --- |
| Date approved: | Date approval confirmed, on recommendation of University validation panel or other authorised body. |
| Applies to students commencing study in:  | Month/YearList for all cohorts to which the PS applies. |

record of updates

|  |  |  |
| --- | --- | --- |
| Date amended\* | Nature of amendment\*\* | Reason for amendment\*\* |
|  |  |  |

Extend list as necessary.

\*Date of meeting of Faculty AESC/QLIC, validation panel, or other authorised body at which changes were formally approved.

\*\*Give brief outline of what has been updated and why (e.g. “*section 4.2 updated due to changes in PSRB requirements*”).

section 1: General information

|  |  |
| --- | --- |
| Awarding body: |  |
| Teaching institution and location: |  |
| Language of study: |  |
| Final award/s: | For degree apprenticeships, please ensure all final awards are listed (e.g. including EQA award). |
| Programme title: |  |
| Interim exit awards and award titles available: |  |
| Brookes course code: |  |
| UCAS code: |  |
| JACS code: |  |
| HECoS code: |  |
| Mode of delivery:(Mode of study is given in brackets) | Delete as appropriate (please select from the following six options for primary intended mode of study):\*\*Face to face/on-campus (full-time) \*\*Face to face/on-campus (part-time)Distance learning (full-time)Distance learning (part-time)\*Sandwich mode (full-time)\*Sandwich mode (part-time)\* for sandwich mode on undergraduate programmes, the year of study in which the placement occurs must be specified\*\*in the context of a more flexible approach to on-campus delivery to meet Covid-19 safety requirements |
| Duration of study: | Give normal expected, and maximum possible, duration for each mode of study\*.\*for Degree Apprenticeships, give the normal, max and min length of time to complete the full qualification, including the End Point Assessment - **except** where the main provider is an ACP college, in which case just give the duration of the degree programme.  |
| Subject benchmark statement/s which apply to the programme: |  |
| Professional accreditation attached to the programme: | If applicable, give:Name of professional body/iesURL of PSRB websiteNature of accreditation/recognition |
| Apprenticeship Standard: | If applicable (i.e. for Degree Apprenticeships)If an ACP college is the main provider, please indicate here. |
| University Regulations: | The programme conforms to the University Regulations for the year of entry as published/archived at: <http://www.brookes.ac.uk/regulations/> Add, if applicable:A variation to regulation [insert regulation reference] was approved by [insert group] on [insert date] – give brief details of the variation (e.g. a variation to progression requirements) |

SECTION 2: WHY STUDY THIS PROGRAMME?

This section is an opportunity for the programme team to highlight any distinctive features of the curriculum/learning experience or (where the programme is unique or uncommon in the sector) the reasons for designing a programme of study leading to the award described– e.g. to respond to the needs of a particular industry or profession.

The CMA recommends that information about the teaching qualifications and experience of staff teaching on a programme should be provided to potential applicants. **You should therefore provide a link to where staff profiles for members of the core teaching team can be found on Department/School websites.** This section can also be used to provide a more general statement about how the programme is taught, for example, including details of the range of experience across the teaching team, teaching delivered by visiting professionals, etc, as part of the statement on distinctiveness, as noted above.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 Academic literacy

List relevant programme learning outcomes…

3.2 Research literacy

List relevant programme learning outcomes…

3.3 Critical self-awareness and personal literacy

List relevant programme learning outcomes…

3.4 Digital and information literacy

List relevant programme learning outcomes…

3.5 Active citizenship

List relevant programme learning outcomes…

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 Programme structure and requirements:

List the modules making up the programme in the table below, showing their credit value, level of study, and status (compulsory, optional, etc), and assessment information (as a ratio of coursework to examinations, e.g. 60:40). Keep it simple: more detailed course diagrams can be included in the programme handbook.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Code | Module Title | Credits | Level | Status | Coursework:Exam\* ratio |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

\*The exam category includes traditional and online examinations and in-class tests

For Degree Apprenticeships only:

|  |  |  |  |
| --- | --- | --- | --- |
| Code | End Point Assessment - title and description | Integrated | Non integrated |
|  |  | Y/N | Y/N |

4.2 Progression and award requirements

Indicate any specific requirements for progression and awards in respect of the modules that must be passed, including any requirements that must be met to qualify for interim exit awards:

4.3 Professional requirements

For programmes with professional accreditation, provide a list of any modules which are required (or have specific requirements, such as a minimum mark for all assessment tasks) in order to achieve accreditation.

SECTION 5: TEACHING AND ASSESSMENT

Information about the learning experience is provided in the prospectus course entry. Include information here about:

* typical contact/independent study mix across the programme – how student time is divided between different teaching and learning methods;
* how the assessment strategy is informed by the Brookes [Inclusive Teaching](https://www.brookes.ac.uk/ocsld/inclusive-teaching/) and IDEAS frameworks, and how it has been designed to enable students to achieve the programme learning outcomes;
* an indication of the typical mix of coursework/examinations students will experience across the programme.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 Entry requirements

Prior qualifications necessary for entry to the programme, including English language requirements.

Do not include tariff points or ‘typical offer’ information (unless you can give details of when the typical offer is made and how it might be varied).

6.2 DBS and other pre-course checks required

If applicable (please indicate if not applicable).

6.3 jOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

If applicable (please indicate if not applicable).

SECTION 7: PREPARATION FOR EMPLOYMENT

Please provide information about how the programme has been designed to prepare students for employment. This may include, for example: the involvement of visiting lecturers from relevant industries/professions; involvement of relevant professionals/employers in other learning activities; mentoring; work placements (optional or integral to the programme); any other opportunities for work-based learning. Refer to the IDEAS model for an outline of what prospective students want to know about employability.

For Degree and Higher Apprenticeships please outline expected job roles and progression on completion of the apprenticeship.