Designing your Programmes and Modules:
Guidance notes

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http://www1.plymouth.ac.uk/ouruniversity/teachlearn/Pages/default.aspx

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How to use this guide

Course Design\(^1\) should be one of the most creative tasks that you do as an academic. Whether you are designing a whole programme or part of a programme, it is the chance to sort out your priorities and to translate them into an interesting course structure. It allows you and the programme team to share your vision and to take ownership of your programme. It will help you make the learning process effective and stimulating for your students.

Unfortunately all too often course design seems much more like a nightmare! The aim of this guide is to minimise confusion and to clarify what you are required to do. It endeavours to help you though the apparent bureaucratic maze so that you can spend more of your energies focusing on what you want your programme to be about and how you can make it an engaging learning experience.

What does the guide contain?

- The guide is based around a diagram (p6.) that shows what you need to take into account and the documents that you will have to produce to design a programme for approval at Plymouth University.
- The design process is divided into a number of stages which are numbered and briefly defined in the key (p7.). Each stage is described in more detail in the subsequent sections.
- In the 'How to' sections you (the team and, in particular, the programme leader) are given practical guidance on implementing the design processes.

The guide is written as though you are starting from scratch, but in fact you are probably working with established practices and many pieces of the jigsaw will be in place already. The processes are described systematically but, in reality, course design is rarely linear; it is messy and creative with lurches of insight. Seeing the overall shape described here will, hopefully, make it easier for you to pull the components together coherently.

How to:
If you are the programme leader it would be worth trying to get your mind around this guide before you and your team get together to start to explore and share your vision and aims for the programme. Check you have the latest version of this document. [http://www1.plymouth.ac.uk/ouruniversity/teachlearn/guidanceresources/Pages/programmesandmodules.aspx](http://www1.plymouth.ac.uk/ouruniversity/teachlearn/guidanceresources/Pages/programmesandmodules.aspx)

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\(^1\) In this guide course design is used as a generic term to refer to programme and module design
National and institutional context

Higher Education Institutions are required to be publicly accountable. We need to demonstrate how we assure the quality of our programmes and standards of our graduates. Designing high quality programmes and modules that describe the knowledge, skills and attributes students will have on graduating is one way of providing explicit evidence of quality and standards. It helps students find the right courses, enables graduates to find the right employment and employers to find the right students.

National contexts

The Quality Assurance Agency (QAA), with responsibility for assuring the quality of the work within Higher Education, provides the framework within which we design our programmes. A Framework for Higher Education Qualifications defines the generic characteristics of awards at each of five levels. Subject benchmark statements capture the knowledge, understanding and skills that graduates from particular subjects will be expected to have gained. Plymouth University has mapped its provision against these and each programme has to ensure that its aims and learning outcomes are congruent with the framework.

All this external intervention has been viewed by some as an intrusion into subject and personal autonomy; however, most tutors now accept that a professional approach to programme design is an important part of their role. In QAA reviews at Plymouth University, external reviewers have usually found programme design practice to be excellent. However, this has not always been the case and this guide supports programme designers in order to help raise the standard of University provision.

Institutional contexts

Our challenge is to develop programmes that we believe in while addressing the external criteria described in this guide. To this end, Plymouth University encourages programme teams to use design principles that ensure:

- an effective ‘transition’ curriculum for new students entering the University;
- clear progression in terms of complexity and autonomy with reference to level descriptors;
- a focus on project and/or problem based learning in the final stages of the programme.

How to:
Before you start working on a new programme familiarise yourself with the most recent information about the QAA

Framework for Higher Education Qualifications

Subject benchmarks
http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx
Course design in theory

Cowan (1998) describes course design as, 'the purposeful creation of situations from which motivated learners will not be able to escape without learning or development.' If we accept this, it might be expected that course developers would draw upon up to date theories about how to create situations in which people learn. However, Gibbs (1999) suggests course design is usually based on institutional culture and disciplinary traditions rather than recent theory.

For example, consider these facts:

- Architecture and civil engineering are not enormously different areas of study. However in architecture assessment is project based and the learning is through studio work while in civil engineering assessment is through exams and learning is through lectures and labs.
- At Oxford Brookes University exams count for 50% of a student's marks whereas down the road at Oxford University they count for 75%.
- Open University teaching is almost exclusively distance learning while most universities are predominantly lecture and workshop based.

At Plymouth University the theory of course design is underpinned by

(1) the concept of 'constructive alignment' (see Biggs and Tang, 2002, Ch 4)
This means that you need to ensure that the learning outcomes, the learning processes and the assessment mode and criteria relate systematically to each other. If your course is constructively aligned it describes and links together:

- what the course is for (aims)
- what level it is at
- what students will learn (outcomes)
- the content and sequence
- how it will be taught
- the assessment design
- student support and learning resources
- methods of evaluation

(2) the philosophy of student centred learning.
This means that students should become increasingly autonomous and that the learning opportunities should reflect student diversity. Student centred courses reflect an understanding of:

- what students want or need to learn
- what students already know or can do
- what engages students
- how to develop collaborative learning
- how to encourage deep learning
- how to promote student autonomy
- what students do outside class time
- support for student differences

There are interesting resources for designing an imaginative curriculum at http://www.heacademy.ac.uk
Designing a Programme for Approval

**External reference points**

- Framework for Higher Education qualifications (FHEQ) 1.
- National subject benchmarks (QAA) 2.
- Level descriptors (SEEC) 3.
- Professional accreditation requirements (if any) 4.
- Code of practice (QAA) 5.

**Definitive documents**

- Programme Specification (6)
  - Aims 7.
  - Learning outcomes 8.
  - Learning, Teaching and Assessment Strategies 9.
  - Distinctive Features 10.

**Process**

1. Go to section 3 ‘Design to Delivery’
External reference points
1. Framework for Higher Education Qualifications (FHEQ)
   This describes the standards expected of the awards/qualifications offered in the programme. It must be complied with when designing a programme.

2. National Subject Benchmark
   Subject benchmarks covering all the disciplines are published by the QAA. These define the attributes and skills expected of Honours graduates (level H). They are written at 'Threshold standard' (i.e. a minimum standard for a pass). All undergraduate programmes should refer to one or more benchmark statements.

3. SEEC Level Descriptors
   These set out broad generic characteristics of knowledge and skills at each of five levels and can be used in designing module outcomes. They are not subject specific. These are for guidance when writing MRs.

4. Professional accreditation requirements
   This is normally where there is dual accreditation from a professional body or a requirement for licence to practice. In many areas there is no such requirement but where they exist they must be used in course design.

5. Code of Practice
   This is the QAA set of 'precepts' which set out expectations regarding quality and standards across all aspects of higher education. Programmes must reflect these (but they are mostly incorporated into University policies and guidelines).

Key to Diagram (explained in more detail later in this guide)

Plymouth University requirements
6. Programme Specification
   This summarises the features of a programme. These include 7, 8, 9, 10 & 12 below. All of these features are required for internal approval.

7. Programme Aims
   These convey the teaching intentions and curriculum coverage of the programme. These are written broadly but avoid aims that are so aspirational that they cannot be represented in the outcomes. They will reflect both the broader purposes of HE (e.g. employment, widening participation) and the specific subject aims.

8. Learning outcomes
   These convey more precisely what the student can expect to learn though the programme. They include the core intended learning outcomes and other learning outcomes achievable through opportunities offered in option modules. They should be defined for each stage of the programme.

9. Learning, Teaching and Assessment Strategies
   These describe the approaches adopted at each stage of the programme and explain the rationale for their inclusion. It should be clear how the programme relates to the assessment policy and to the University's equality schemes for disability, gender and race.

10. Distinctive Features
    These define the unique selling points for the programme i.e what makes it special. They usually identify the options/pathways through the programme and may include interesting learning opportunities e.g. field trips, travel abroad, work placements, lab work.

11. Module Records (MRs)
    These give a detailed description of each credit bearing element of the programme including module aims, assessed learning outcomes, indicative syllabus, schedule of teaching and learning, assessment mode and criteria and indicative reading. The University requires a MR template to be completed for each module in the programme.

12. Programme Outcomes Map
    This shows how each of the core Intended Learning Outcomes relates to the programme aims and the subject benchmark; it details the core modules in which it will be assessed. Each exit award (i.e. HE level C, I, H, M, D) requires a separate outcome map for approval.

13. Approval Document
    This definitive document explains the background and rationale for the new programme including evidence of market research. It incorporates admissions criteria, a research and scholarship statement and transition and partnership arrangements. It gives a rationale for proposed changes if there is an existing document.

14. Approval Process
    This process considers all the definitive documents. Scrutiny will normally be Faculty based. Conditions or recommendations may be applied before a document is approved.

15. Student Handbook
    This is a required document that covers what the student needs to know about the structure of the programme; the core and options; the distinctive features (e.g. work based learning); and where skills and attributes will be developed. It also has information on staffing, student support, resources and generic services. It is compiled after the approval event and revised annually.
A Ten Step Guide to Designing a Programme

Use this guide in conjunction with the current Quality Assurance Handbook

<table>
<thead>
<tr>
<th>STEP</th>
<th>What you need to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discuss ideas informally with colleagues and come up with a rough outline for your new/revised programme. Who is it for? Is there a demand for the programme? What sort of content and structure might be appropriate? Make sure that you discuss the outline with your Head of School at a very early stage.</td>
</tr>
<tr>
<td>2</td>
<td>Investigate the resources it might require by going through the checklist on the Quality Assurance Handbook <a href="http://www1.plymouth.ac.uk/ouruniversity/organisation/quality/qahandbook/Pages/default.aspx">http://www1.plymouth.ac.uk/ouruniversity/organisation/quality/qahandbook/Pages/default.aspx and the University</a> This may inspire you to go on, or lead you abandon the idea! Then fill in the resources on the new programme planning approval template.</td>
</tr>
<tr>
<td>3</td>
<td>Take advice from your Associate Dean (Learning &amp; Teaching/Postgraduate Affairs) and your quality administrator. If your proposal is supported you will now fill in the two University Planning approval forms.</td>
</tr>
<tr>
<td>4</td>
<td>Set up a programme development committee to take the programme forward. The approval event ‘aide memoire’ makes a good starting point for your committee. Copies are available from your Faculty quality administrator.</td>
</tr>
<tr>
<td>5</td>
<td>Refer to the external reference points before starting to construct the programme documentation. Subject benchmarks may need to be supplemented by other guidance from national bodies with expertise in the subject</td>
</tr>
<tr>
<td>6</td>
<td>Draft your programme specification and module records; complete an outcomes map. Use University programme, module and mapping templates (there are different versions for PUC available in the Quality Assurance Handbook).</td>
</tr>
<tr>
<td>7</td>
<td>Write the approval document.</td>
</tr>
<tr>
<td>8</td>
<td>Participate in the approval event (usually a Faculty event with external representatives present). PUC approval events will be in two stages.</td>
</tr>
<tr>
<td>9</td>
<td>Approval should be a positive experience for the team and a chance to test out and sell your ideas. However there will inevitably be some recommendations laid down by the panel. These should be addressed as soon as possible.</td>
</tr>
<tr>
<td>10</td>
<td>Once you have the go ahead write your programme handbook and start to prepare your module outlines and course materials.</td>
</tr>
</tbody>
</table>

The Quality Assurance Handbook is available online: [http://www1.plymouth.ac.uk/ouruniversity/organisation/quality/qahandbook/Pages/default.aspx](http://www1.plymouth.ac.uk/ouruniversity/organisation/quality/qahandbook/Pages/default.aspx) and the University
Section 1: Framework for Higher Education Qualifications (FHEQ)

The QAA has developed the Framework to assure comparability and consistency in awards offered across the HE sector. It sets out what is expected at five levels:

<table>
<thead>
<tr>
<th>Level</th>
<th>Award title</th>
<th>Named Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>D (Doctoral)</td>
<td>Doctoral (PhD, DPhil, EdD)</td>
</tr>
<tr>
<td>7</td>
<td>M (Masters)</td>
<td>Masters Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates</td>
</tr>
<tr>
<td>6</td>
<td>H (Honours)</td>
<td>Bachelors Degrees with honours Bachelors Degrees Graduate Diplomas Graduate Certificates</td>
</tr>
<tr>
<td>5</td>
<td>I (Intermediate)</td>
<td>Foundation Degrees Diplomas of Higher Education Higher National Diplomas</td>
</tr>
<tr>
<td>4</td>
<td>C (Certificate)</td>
<td>Higher National Certificates Certificates of Higher Education</td>
</tr>
</tbody>
</table>

For each level the QAA provides **qualification descriptors** to exemplify the outcomes and level of each exit award in order to:

- communicate the level of intellectual and conceptual activity that can be expected of anyone successfully completing the award at a specified level.
- define what the award bearer is capable of in terms of knowledge of the key aspects in their field of study, transferable skills and employability.
- improve understanding both within and outside the HE sector of what a qualification implies or 'is worth'.

Progression through the levels is related to increasing autonomy, breadth and depth of subject knowledge and understanding and proficiency in using the tools of the discipline for investigation and enquiry. The exit awards will become increasingly important as the sector is expected to respond to the government widening participation agenda of 50% of 18 -30 yr olds to have 'some experience of higher education'. ’Some experience’ is deemed to be at least one year of certificated HE whatever the entry/exit points. So the importance of exit awards is increasingly important as more students choose to exit at a level appropriate to their needs and aspirations.

**How to:**

- Check that you have a copy of the Framework, this can be accessed online at [www.qaa.ac.uk](http://www.qaa.ac.uk). You should become familiar with the details.
- Use the framework as you write your programme outcomes to ensure that they are expressed appropriately for the award.
- When you come to complete the Outcomes Map you will have to complete a separate form for each of the exit points (ie C,I,H,M,D) in your award.
Section 2: National Subject Benchmarks

The benchmark statements indicate the knowledge, understanding and skills that can be expected of an Honours graduate in a particular subject. They have been produced by specialists in each subject community and are generally well received by academics as a result. They aim to clarify graduate standards to potential employers both nationally and internationally and to others (including compilers of league tables). Students also need to know that their qualification will meet national expectations.

Benchmarks are not intended as a blueprint for course design. They are intended to provide greater clarity, coherence and consistency across the sector but not to produce conformity. They have not been established to tell programme teams what to include in their programmes or create a national curriculum. Your team need not feel totally constrained by them. They are there to help inform the process. Indeed the nature of a particular course may be defined by what it decides to select to use from the benchmark statements. It is important that the team is clear about which part of the benchmarks they have agreed to use, so as to be able to articulate and defend their curriculum decisions. It can also be a useful crosscheck for omissions and to point up unique features and strengths of your programme.

The subject benchmark statements are all written at 'threshold level' (ie the minimum standard for a pass). In addition, some set out other standards eg 'typical standard' (ie the 2.1/2.2 border) or 'excellence'. It is important to know which standard you are using and to indicate this in the programme specification.

The statements help approval panels, external examiners and quality assurance to review and evaluate programmes against agreed national expectations and standards. They are also useful for constructing assessment criteria and can help students, via their handbooks, to understand what is expected of them in assessment.

How to:

- Get hold of a copy of the most recent relevant benchmark statement(s) for your subject from http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx
- Your programme team will discuss and select from the benchmark statements, adapting them for your aims and outcomes to suit the nature and flavour of your own programme
- When you complete your Programme Outcomes map you will need to give a reference to show which of the benchmark statements each outcome relates to
- In practice you could work either way i.e. start with the benchmarks and see which of your outcomes it most closely resembles – or start with your programme outcomes and match them against the appropriate national benchmarks
Section 3: SEEC level descriptors

Level descriptors describe generic characteristics of learning at each level of an award. They reflect how our expectations of students will increase between levels as they deepen their knowledge and understanding and develop their skills.

The descriptors did not arise from any government or top down directive. They were a SEEC (South East England Consortium) for Credit Accumulation and Transfer initiative led by a group of academic staff who got together to devise, share and define their practice more clearly and consistently. These descriptors are now widely adopted across the UK and were reframed in 2010. Make sure you refer to the updated descriptors.

Although the descriptors are concerned with progression in learning, they are not subject specific; they set out the generic knowledge and skills expected at HE Certificate, Intermediate, Honours, Masters and Doctorate Level. At each level the descriptors address: the setting; knowledge and understanding; cognitive skills; performance and practice; personal and enabling skills. The differences between the levels are to do with

- the degree of autonomy and responsibility that is expected from the learner;
- extending the challenge to learners;
- the learners’ ability to work out their own solutions and approaches;
- increasing complexity and range in analysis.

The level descriptors are guides rather than dictates and are particularly helpful as guidance when writing module outcomes and assessment criteria. They articulate for us the kind of judgements we have previously used implicitly and have arrived at through our experience of assessing work but which hitherto was rarely written down or shared. In the past this had posed particular problems for new course designers and assessors.

How to:

- The descriptors help in suggesting vocabulary which can provide a starting point for writing your own outcomes at each level.
- The descriptors are relevant in one way or another to most programmes but it is often necessary to ‘translate’ the descriptors into subject specific language.
- To get the sense of the levels and assure yourself that you are comfortable with them, read the descriptor for the level you are describing and gauge how it differs from those above and below.
- In designing a programme it is not necessary to demonstrate that all of the SEEC descriptors are present at each level. This is a matter for professional judgement by the programme team.
- Once the level descriptors are built into the programme, use them to inform the development of assessment criteria and in setting marking standards
- The use of level descriptors is clearly described in Gosling & Moon (2001).
Section 4: Professional accreditation requirements

This is usually a requirement in vocational awards eg education, engineering, health, medicine, social work when Plymouth University has applied for dual accreditation incorporating a licence to practice. Programme staff in these areas will already be aware of what this entails. In most subject areas there is no such requirement.

How to:

- If your programme incorporates professional accreditation requirements, these will be a major influence on your aims, learning outcomes and the content of your syllabus
- Even if they are not a requirement, it is worth doing some research in your field with relevant subject associations, or a range of employment areas that your graduates move on to, as this may enhance your students’ employability. It also helps to support and give external reference to your own (implicit) sense of standards.
- It is certainly worth contacting the Higher Education Academy to find out what the current influences are in your field and if there is existing work you can cite or relate to. Find out more at [http://www.heacademy.ac.uk](http://www.heacademy.ac.uk)

Section 5: Code of Practice

The QAA code of practice describes what HEIs are expected to achieve in relation to quality and standards. While you need to know it exists it should not be necessary to consult it in detail, as the University has addressed the precepts through its own policies. Those relevant to programme design are

- review and approval of programmes and
- assessment
- equal opportunities

There is a duty to ensure that inclusive design informs programme and module construction at every stage.

How to:

- Consult the full range of sections of the code at [www.qaa.ac.uk](http://www.qaa.ac.uk). Many of these are currently being revised so do not rely on an old version!
- Consult the Plymouth University Quality Assurance Handbook [http://www1.plymouth.ac.uk/ouruniversity/organisation/quality/qahandbook/Pages/default.aspx and the University](http://www1.plymouth.ac.uk/ouruniversity/organisation/quality/qahandbook/Pages/default.aspx)
- Plymouth University Assessment Policy [http://www1.plymouth.ac.uk/ouruniversity/teachlearn/guidanceresources/Pages/Assessment.aspx](http://www1.plymouth.ac.uk/ouruniversity/teachlearn/guidanceresources/Pages/Assessment.aspx)
- Check the Code of Practice for Placements if you have work experience in your programme.
- Workbased learning web pages provide detailed information [https://staff.plymouth.ac.uk/place/](https://staff.plymouth.ac.uk/place/)  
Approval process documentation

Section 6: Programme Specification

The programme specification is the key document for approval purposes. It pulls together:

- what the programme sets out to achieve
- what is distinctive about it
- the teaching and learning methods that enable the outcomes to be achieved
- the assessment methods that enable the achievement to be demonstrated
- the relationship of the programme and its study elements to the qualifications framework and to any subsequent professional qualification or career path.

It also indicates to students and employers what all graduates of the programme can demonstrate in terms of knowledge, understanding and skills relating to employment and lifelong learning (from the core modules) as well as the range of additional learning opportunities they may choose to pursue (from the optional modules).

For further information go to the Programme Specification pages in the Quality Assurance Handbook website.


Section 7: Programme Aims

This is a real opportunity for the team members to reflect on, and share, their philosophy, beliefs and values. Programme aims will capture the

- The body of knowledge that graduates will acquire;
- The professional, technical or other employment related skills that graduates will be able to apply;
- The generic skills that all graduates should have regardless of their discipline.

They may be inspirational and aspirational and some aims may be so generic that they will be demonstrated and evaluated throughout the student experience. For example, your programme may aim to develop ethical and professional values or inspire a genuine engagement with the research/scholarship of the discipline.

However aims will, wherever possible, be realistic in the sense that they will later have to be unpacked into demonstrable programme outcomes. In fact, more often than not, the outcomes from various core modules will be grouped to write the programme outcomes (see section 8) and aims will be written to reflect each group of programme outcomes.

How to:

Precede the aims with the words, 'The programme is intended to …'
Then use a verb:

- prepare students for …;
- meet the requirements of…;
- develop knowledge/skills in …

Programme Aims must be deliverable (rather than a wish list) as they have to be able to be capable of interpretation as outcomes and justified in practice.

Write them broadly to leave scope for change and development.

Programme Aims must be deliverable (rather than a wish list) as they have to be able to be capable of interpretation as outcomes and justified in practice.
Section 8: Learning Outcomes

Programme learning outcomes are an essential part of the programme specification. They apply to all undergraduate and postgraduate awards, including HND and Foundation Degrees. They are broader and more generic than module outcomes and will represent clusters of outcomes from more than one module.

Their purpose is to ensure that:
- academic and support staff have a shared understanding of the programme they are working on;
- students have accurate information about the opportunities within their programme;
- students have information about the intellectual level of the outcomes;
- students can use the outcomes (through assignments and personal development plans) to demonstrate lifelong learning skills, reflect critically on their academic, personal and professional development, identify/articulate their achievements and plan for their futures (this is both University policy and national requirement for all students)
- employers will know that a Plymouth graduate can demonstrate and can do ‘what it says on the tin’
- accreditors and reviewers can understand and gauge the validity of the programme.

See Appendix 1. for Learning outcomes and assessment criteria.

It is extremely important to get outcomes right and this is where much of the work for the programme team will be. They must be seen to derive from the stated programme aims and be informed by all of the external reference points (section 1-5). They are not as specific as module outcomes but it must be possible, for quality assurance processes, to ascertain whether the learning has been achieved, for it to be verified in assessments and tracked through students' work. It is the lack of this evidence and of transparency of these connections that has been the most common reason for loss of points in the external review process.

The focus of this guide is on the programme core learning outcomes. However other skills and attributes that are developed in option modules, and are therefore a matter of student choice, may be included and referred to as ‘learning opportunities’ rather than learning outcomes. They will form part of the individual student’s profile of outcomes which makes up their ‘Personal Development Record.’

All learning outcomes will be written at ‘threshold standard’ - the minimum standard for a pass. (see National Subject Benchmarks)

You will need to use the following headings taken from the Framework for Higher Education Qualifications (FHEQ): knowledge and understanding (subject specific); cognitive/intellectual skills (generic); key transferrable skills; practical skills (subject specific); employment related skills.

**How to:**
Try one of these approaches:

**First approach**
List the key attributes of your programme graduates using the headings above. Use the subject benchmarks as a guide. Once you have got these right you will be able derive your module outcomes from them.

**Second approach**
Write the learning outcomes for the modules first and put together a list of all core module outcomes. Then group them under the headings above. Next, and this is the really hard part, try to summarise these by expressing each group into one broad outcome in a concise but overarching way that encompasses the underlying intentions and reflects what the threshold award holder will have achieved.

Add any module outcomes from the option modules but refer to them as ‘other learning opportunities’ rather than core programme outcomes.

You will also need to indicate where in the programme students will critically reflect on their academic, professional and personal development and plan for their future through their own individual Personal Development Record (PDR).

**How to:**
When writing a set of outcomes start with the words, ‘on completion of the programme the student will be able to…. ‘

Then for each outcome follow this immediately with a verb. The verbs used to introduce programme outcomes are more overarching than those used for modules (see Appendix G) so can, if necessary, be less specific eg show awareness of… demonstrate knowledge of… show comprehensive understanding of…

This needs to be followed by a noun eg. project, concepts, practice, theory

You then need to expand this, explaining the degree of autonomy and an operational context eg with support in an area related to their study; or independently in complex situations; or with the minimum of guidance in unpredictable situations; or in a structure and managed environment.

**Examples**

<table>
<thead>
<tr>
<th>Verb (do)</th>
<th>Object (what)</th>
<th>Context / Condition (how)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>data</td>
<td>with guidance, using a wide range of appropriate techniques</td>
</tr>
<tr>
<td>Communicate</td>
<td>information and concepts</td>
<td>to specialist and non-specialist audiences</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>initiative</td>
<td>acting autonomously, in unpredictable situations</td>
</tr>
</tbody>
</table>
Section 8: Verbs for Writing Learning Outcomes

NB: These are only suggestions, there are no boundaries to using them in any one category

Knowledge and Understanding (subject specific)

acquire illustrate recognise
calculate indicate record
clarify interpret recount
define judge refer to
describe label reproduce
disclose list respond to
discover make observations restate
discuss measure reveal
draw on name state
explain outline
identify recall

Cognitive/Intellectual Skills (generic)

analysis account criticise extrapolate
analyse debate discuss
appraise distinguish predict
categorise draw question
come compare draw distinctions show insight
comprehend elaborate translate
contrast examine underline

Synthesis

arrange carry out analyse
combine compare conceptualise
cout construct conceptualise
create create demonstrate

design develop experiment

evaluate advocate appraise assess
challenge compare challenge

criticise critically evaluate discriminate

distil estimate judge

Application

apply assemble construct debate
derive plan produce

draw exhibit generate implement

Key/Transferable Skills (generic)

working with others

accommodate acknowledge others arbitrate
assist collaborate confirm confront
consider others construct co-operate co-ordinate
### Section 8: Verbs for Writing learning Outcomes (continued)

#### Information Technology / Learning Resources

<table>
<thead>
<tr>
<th>Access</th>
<th>Explore</th>
<th>Search</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraise</td>
<td>Locate</td>
<td>Select</td>
</tr>
<tr>
<td>Collate</td>
<td>Manage</td>
<td>Work to deadlines</td>
</tr>
<tr>
<td>Develop &amp; derive new information</td>
<td>Research</td>
<td></td>
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</tbody>
</table>

#### Improve Own Learning and Performance

<table>
<thead>
<tr>
<th>Achieve</th>
<th>Evidence</th>
<th>Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action plan</td>
<td>Identify</td>
<td>Plan/meet own targets</td>
</tr>
<tr>
<td>Challenge received opinion</td>
<td>Improve</td>
<td>Recognise</td>
</tr>
<tr>
<td>Criticise</td>
<td>Judge</td>
<td>Reflect</td>
</tr>
<tr>
<td>Develop criteria</td>
<td>Justify</td>
<td>Review progress</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Monitor</td>
<td>Uncover</td>
</tr>
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</table>

#### Management of Information

<table>
<thead>
<tr>
<th>Access</th>
<th>Extrapolate</th>
<th>Prioritise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply</td>
<td>Identify</td>
<td>Report</td>
</tr>
<tr>
<td>Compare/contrast</td>
<td>Make sense of</td>
<td>Research</td>
</tr>
<tr>
<td>Critically analyse</td>
<td>Memorise</td>
<td>Select</td>
</tr>
<tr>
<td>Decide</td>
<td>Obtain / summarise</td>
<td>Select strategies</td>
</tr>
<tr>
<td>Explore</td>
<td>Plan</td>
<td>Use</td>
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</tbody>
</table>

#### Autonomy

<table>
<thead>
<tr>
<th>Apply</th>
<th>Formulate</th>
<th>Propose</th>
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<tbody>
<tr>
<td>Assess</td>
<td>Identify</td>
<td>Recognise</td>
</tr>
<tr>
<td>Choose</td>
<td>Implement</td>
<td>Resolve</td>
</tr>
<tr>
<td>Define</td>
<td>Plan</td>
<td>Select</td>
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</table>

#### Communication

<table>
<thead>
<tr>
<th>Advocate</th>
<th>Explain</th>
<th>Network</th>
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<tbody>
<tr>
<td>Argue</td>
<td>Express</td>
<td>Present</td>
</tr>
<tr>
<td>Articulate</td>
<td>Formalise</td>
<td>Question</td>
</tr>
<tr>
<td>Debate</td>
<td>Illustrate</td>
<td>Rebut</td>
</tr>
<tr>
<td>Defend</td>
<td>Involve</td>
<td>Respond</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Justify</td>
<td>Sense problem solving</td>
</tr>
<tr>
<td>Display ideas</td>
<td>Liaise</td>
<td>Summarise</td>
</tr>
<tr>
<td>Examine</td>
<td>Listen</td>
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#### Problem Solving

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<th>Experiment</th>
<th>Persuade</th>
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</thead>
<tbody>
<tr>
<td>Apply given methods</td>
<td>Generate ideas</td>
<td>Present</td>
</tr>
<tr>
<td>Create</td>
<td>Implement</td>
<td>Propose</td>
</tr>
<tr>
<td>Define</td>
<td>Justify</td>
<td>Resolve</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Perceiving</td>
<td>Select appropriate methods</td>
</tr>
<tr>
<td>Execute</td>
<td>Perform</td>
<td>Solve</td>
</tr>
</tbody>
</table>

#### Application of Number

<table>
<thead>
<tr>
<th>Calculate</th>
<th>Interpret</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derive</td>
<td>Justify</td>
<td>Present findings</td>
</tr>
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</table>

#### Practical Skills

<table>
<thead>
<tr>
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<th>Demonstrate</th>
<th>Operate</th>
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</thead>
<tbody>
<tr>
<td>Collect</td>
<td>Design</td>
<td>Perform</td>
</tr>
<tr>
<td>Conduct</td>
<td>Disseminate</td>
<td>Produce</td>
</tr>
<tr>
<td>Construct</td>
<td>Draw</td>
<td>Use</td>
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#### Professional/Employment Related

Many of the skills above – particularly key/transferable skills are difficult to apply and assess in the university setting. The work place or year abroad, (subject related or not) does offer the opportunities.

<table>
<thead>
<tr>
<th>Develop</th>
<th>Plan career</th>
<th>Facilitate</th>
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<tbody>
<tr>
<td>Monitor</td>
<td>Prioritise</td>
<td>Introduce</td>
</tr>
<tr>
<td>Establish</td>
<td>Report</td>
<td>Involve</td>
</tr>
<tr>
<td>Observe</td>
<td>Research career</td>
<td>Listen</td>
</tr>
<tr>
<td>Perform</td>
<td>Review</td>
<td></td>
</tr>
</tbody>
</table>
Section 9: Learning, Teaching and Assessment Strategies

*A teaching strategy is the support that needs to be given to learners to enable them to achieve learning outcomes. Learning can of course, be achieved without involvement of teaching.*’

Moon (2002)

In this section you should explain the approaches used in the programme and provide a rationale for why these particular approaches have been selected. For example you might explain:

- how your lectures have been made interactive through the use of buzz tasks or audience response systems in order to increase engagement and employ a conversational approach to teaching and learning (Laurillard, 2002)
- why group work is used and how it develops skills required by most employers
- how problem based learning contributes to motivation and enhances the ability to analyse and research issues
- how small group tutorials are used to discuss and consolidate knowledge or report back on projects and group work
- why peer learning is used and how it develops students confidence and critical self-reflection

This is an opportunity to show what an interesting and varied learning environment you provide and to demonstrate that different learning styles have really been taken into account. It is vital that the Equality Act (2010) inform this section

This learning, teaching and assessment strategies section needs to show how you address the key themes in the university’s Teaching, Learning and Student Experience strategy. [Link](http://www1.plymouth.ac.uk/ouruniversity/teachlearn/Documents/Teaching%20Learning%20and%20Student%20Experience%20Strategy%20Final%20with%20logo.pdf)

This includes themes such as: enterprise, student engagement, experiential or work based learning, internationalization, education for sustainable development, widening participation, technology enhanced learning and lifelong learning opportunities.

You also need to demonstrate where and how Personal Development Planning (PDP) is supported within your programme. Plymouth University has encouraged programme leads to choose a PDP framework that is most suitable to their programme needs. PDP may be linked to the personal tutoring system, you may have taught elements of PDP spread through your programme, or PDP may be largely the responsibility of each student on an individual basis. Whichever framework or combination of frameworks you chose to use, remember that the university supports an e-portfolio (PebblePad) for each student and every member of staff.

How to:

- **See Appendix 4. for further information**
- List the learning, teaching and assessment activities you are planning for your programme. Make sure it is clear if they vary between levels. Consider whether there could be more variety or if they could be more student centred
- Many programmes find it convenient to link the programme intended learning outcomes and the teaching, learning and assessment strategies
- Identify the main activities and write a brief justification for their use explaining how they relate to the intended learning outcomes
- Select some innovative and authentic activities and give a rationale for their inclusion
- Describe how PDP will be supported and make it clear if employment related activities are included
- Check that activities align with learning outcomes and assessment
- Ensure the assessment is inclusive for all students with minimal requirements for modified assessment provision
Section 10: Distinctive features

This is an opportunity to communicate what is special and unique about your programme. It is likely to include what the programme team feels most strongly about and is particularly proud of. It highlights the distinctive nature of your graduates. It may point out how your award differs from those in other HE institutions. This material also has considerable marketing potential and creates a positive, motivating ethos, so it is worth spending some time on it.

It may draw attention to specific outcomes both from the core modules and optional modules. It will also identify particular strengths of the curriculum e.g. field trips, residential, work based learning or work experience, periods abroad, expeditions, special projects, simulations, performances, exhibitions. You can use this section to include access to unusual resources and opportunities e.g. simulator, studios, survey vessel, specific IT software.

Examples of distinctive features

- The year abroad is an essential element of this course and students derive a deeper appreciation of work and study in a different cultural milieu.
- This programme has exceptional resources including a state of the art simulator and a survey vessel for fieldwork and survey trips.
- The placement element is a highly valued element of this programme when students see how their knowledge and skills relate to the 'real world' and gain an insight into how the elements they have been learning fit together.
- Problem Based Learning provides a particular focus in module X. Students find it very motivating and also find that it develops the analytical, research and group skills which are highly valued by employers.
- A wide range of fieldtrips is possible due to the proximity of variety of agricultural; coastal, moorland, marine and industrial sites.
- Video recordings of role play situations add significantly to the practice skills and theory/practice links in module X and have been particularly noted as contributing to excellence by externals and employers.

How to:

If you are already running a similar programme, you will already have a good idea of what is distinctive. In addition, check out:

- What the programme team feels are particular strengths.
- What the students rate - you can 'mine' course reviews, evaluations or even run some focus groups or design a questionnaire for your students and graduates to tell you more on this - and what else they would like to have incorporated.
- What your programme administrators think, they often have a clear and realistic idea about this.
- What employers of your graduates think make your students special
Section 11: Module records

Module Records summarise the learning experience and teaching methods that will be used for each ‘building block’ of the curriculum. All modules need to be approved on the standard University Module Record form available from the Quality assurance Handbook. https://www1 plymouth.ac.uk/ouruniversity/organisation/quality/qahandbook/Documents/2013-2014/PU%20Arrangements/Revised%20Programme%20Template%202013%20(confirmed).doc

For most programmes the University encourages the use of 20 credit modules running through the whole Academic Year; this will enhance the assessment experience for students and minimise the assessment load for you. However, modules may be completed in one term and may be worth 10 credits if this is academically justifiable.

How to:

- Refer to the Quality Community for the module template and further guidance on regulatory requirements.
- Check your programme aims and learning outcomes and reflect these in the module outcomes.
- You will also find that going back to the subject benchmark statement will help you keep the language and the wording appropriate. You may find the vocabulary in the SEEC level descriptors (Appendix C) helpful in describing the outcome appropriately, and in getting the level right.
- Note that not every module has to have outcomes in each of the categories: setting; knowledge and understanding; cognitive skills; performance and practice; personal and enabling skills. It is the programme which ensures the coverage across a range of modules.

Three ways of devising learning outcomes:-

1. break down the aims into demonstrable elements
2. start with an idea for assessment and establish what it will demonstrate
3. start with the syllabus content and work out appropriate outcomes that enable students to demonstrate their grasp of it and ability to apply it

When you create the Programme Outcomes Map ensure that the module learning outcomes are still commensurate with the programme outcomes.

Assessment Mode
The Assessment Mode lists summative assignments in broad terms-- do not be tempted to be more detailed than this or you will lose the flexibility to change the task or method within the review period. Visit the Assessment pages on the Teaching and Learning website for examples of assessment methods

Assessment Criteria
Assessment criteria are descriptions of what the learner has to do in order to demonstrate that the learning outcomes have been achieved. It is important that the criteria are stated at a threshold standard – in other words the minimum expectation in order to satisfactorily achieve credit for learning. Some people find this difficult to accept, believing that it may encourage students to work at a low level of achievement. However, there is no evidence that this happens and, if you also use grade descriptors, these will encourage higher levels of achievement.

In the Module Record describe the general assessment criteria used in assessing the students’ work. It is quite a challenge to write something succinct to reflect how students’ achievement of learning outcomes will be judged. Try to write criteria that can be used for different types of assessment so that you are not tied down to the same kind of question, task, content or resources each year.
Section 12: Programme Outcomes Map

The programme outcomes map is part of the Programme Specification and is used in programme approval and review. It also ensures that the award is both appropriate and valid and it will be checked in review procedures for consistency with learning and assessment activities.

You will need a separate map for each level or exit point you are offering. This is because the QAA National Qualifications Framework states that a lower level award can no longer be given as compensation for a fail at the higher level (e.g. a student can not get Intermediate level award for failing at Honours Level). Therefore, you need to define the specified outcomes that the student will meet to warrant the level at which the award is given.

- Completing the map is probably the last part of the planning process although you will have been compiling it from an early stage to ensure your module and programme outcomes relate to each other.

- Include core programme outcomes only as these are the outcomes achievable by all students on the programme.

- The templates already incorporate (in italics), the outcomes required by the FHEQ framework. You may customise them to suit your programme as long as they comply with the spirit of the FHEQ statements. You should then add any additional core intended learning outcomes from your programme specification.

- Refer to the programme aim(s) that the outcome relates to. All outcomes should relate to at least one aim.

- Column 3 Indicate whether each outcome relates to a Subject Benchmark (If your subject benchmark statements have bullet points rather than letters you will have allocate a letter to each statement). Remember that Subject Benchmarks are for Honours level awards. Foundation degrees will need to refer to the foundation degree benchmark statement.

- Multi-disciplinary programmes may need to refer to more than one subject benchmark

See Appendix 7. for the template for a Programme Outcomes map
Section 13: Approval document

This is also a definitive document. It gives the background to the programme and the foundations on which it is built. It explains and justifies the programme on academic grounds. It includes:

- Rationale
- Market research: potential applicants and employers
- Relationship to external and internal regulations/policies/procedures (including relevant sections of the QAA Code of Practice, University Academic Regulations, Assessment Policy and where appropriate professional body requirements etc)
- Relevant research/scholarship/professional activities
- Resource base
- Programme management structure
- Modes of learning
- Tutorial support
- Careers information and development
- Referencing conventions

Partner Colleges have a different documentation for the approval document that they are required to use.

https://www1.plymouth.ac.uk/ouruniversity/organisation/quality/qahandbook/Pages/default.aspx

How to:

- The Quality Assurance Handbook describes the definitive requirements for the approval document.
  https://www1.plymouth.ac.uk/ouruniversity/organisation/quality/qahandbook/Pages/default.aspx

- Seek help from someone in your School who has written one before as there is quite a lot of work involved. In writing the rationale for example, you may be able to show that your course offers graduates a range of employability skills by researching the careers literature.

- Arrangements for Transition are becoming increasingly important, so discuss the issues with students who have gone through the process.

- Partner College staff will work closely with their academic liaison person to create the approval document.
Section 14: Approval Process

This process is designed to ensure that you have covered all the bases and that your paperwork properly reflects what you intend to do in your new programme or module. After you have put the paperwork together, you will meet with a scrutiny team who will examine the documents and list any updates, amendments or changes that need to be made. Following the meeting, those changes must be made before you go forward to the formal approval process.

The formal approval involves a small team of colleagues, including an external peer (and where it is appropriate, representatives from the relevant Professional and Statutory Bodies), in considering the definitive documents. In most cases, this is followed by a meeting at which the programme team has the opportunity to answer questions about their programme. The emphasis of these discussions will be on the curriculum; the teaching, learning and assessment strategies adopted; research; scholarly activity and staff development. A standard brief is used by the Approval Panel (the aide-memoire). An example is available on the Quality Assurance Handbook website. At the end of the approval meeting, a brief report is given that may have recommendations or conditions that have to be met prior to final approval. A formal Approval Report is provided using a standard format. Once agreed, the definitive documents are held in the Faculty Office.

Most programmes are approved by a Faculty based process using the standard University processes and templates. Faculty Boards will be responsible for approving new programmes; Faculty offices will be responsible for holding the definitive copies of the approved documentation including the up to date programme handbook. Partner Colleges have a separate set of procedures and should refer to the PUC Faculty Office for details. Quality Assurance website contains key information.

The documents required by the panels will always include the Approval Document, the Programme Specification and a programmes outcomes map using the University templates. The Module Records are also required although some Faculties have decided to discontinue the use of the second page.

How to:
- Your Faculty quality administrator will help you prepare for these events.
- Quality Office staff are also happy to explain requirements, as helping you get it right before the event saves time at the event itself.
- Contact your Faculty quality administrator if you would like to sit in as an observer on another Approval event to help you understand and anticipate the process.
Section 15: Student Programme Handbook

The handbook will cover everything students need to know about their course. It will be written in clear, student-friendly language using 'you' instead of 'the students'. In order to make it livelier, drawings, photos, pictures etc can be included. This is the opportunity to engage students and communicate the ethos of the department / discipline. The more you can help students anticipate what will happen in the course, the better able they will be to handle it. This could well be reflected in future retention rates.

**The Student Programme Handbook can be produced after the programme is approved but it is a required document.** It must provide access to the Programme Specification the MRs and the Outcomes Map. It will be updated annually and may be required by Review Committees.

You may also have Module Handbooks/Outlines for your students. This is always a requirement for approval. It will refer to the current delivery of the course e.g. who is teaching it, current assessment tasks, dates of particular events. Providing students with assignment briefs is a requirement of the University's assessment policy.

### How to:

- Check with your quality administrator to find the Faculty guidance on producing programme and Module handbook
- Choose someone who communicates well with students to put this together. Finding someone with some graphic or desktop publishing skills would be an advantage.
- Have a look at some other handbooks used by programmes in your Faculty. Many of the words you use can be imported from other sources. Foundation degrees have a student handbook template which they are required to use (details are available from the PUC office).
- You will need to ensure that the version of your handbook which is given to students is accessible re size of print, font etc. For example font size will be at least 12 pt using a sans serif font such as Arial. (Waterfield and West 2002). This should be available on the module web pages
- Ask a group of students to help write the handbook and ask them to read the final draft. To liven up the handbook include some quotes and tips from a previous cohort eg:
  - 'The project is fun and will really help you understand how it all fits together - but don't leave it till the last moment.'
  - 'Don't miss the early lectures or it will never make sense.'
  - 'The fieldtrips are what made it come alive for me and I got to know the staff well.'
  - 'I know reading intrudes on your social life but you DO need to read X!'
- Students claim that they seldom refer to their handbooks. Despite this it is worth going through the handbook with them as part of their induction. If you get students into the habit of referring to the handbooks before they ask you or email you, your life could become a little easier.
Section 16: Design to delivery

Once the programme documentation is complete and has been approved, the team needs to focus on how it will deliver teaching, learning and assessment. The precise nature of the student learning experience will need to be clear. At this stage you will work out how you will be able to help students achieve the outcomes so that they are able to demonstrate what they can do.

This section of the guide only provides a brief account of the ‘design to delivery’ process and there are many other sources of information that do this in considerably greater detail. If you would like further guidance on these issues, try batting around a few innovative ideas with other members of your subject team, or contact Educational Development teachandlearn@plymouth.ac.uk to arrange an appointment or workshop.

The elements above are not definitive and do not have to be presented for approval. However it is important that they are considered and addressed to ensure there is ‘constructive alignment’ (Biggs and Tang, 2007). From the student’s viewpoint these are the elements of the design process that are most likely to contribute to a good experience.
Section 17: Assessment

At first sight it might seem logical to design the learning methods before the assessment tasks. However, there is also a rationale for focusing on assessment first to ensure that learning methods align well with assessment. This is referred to as constructive alignment (Biggs and Tang, 2007). It is crucial that assessment tasks are designed so that learners can demonstrate if they have met the learning outcomes. Thus, it will be possible to trace the learning from aims, through outcomes to assessment and grading.

Assignments should:
- enable students to show that they have achieved the outcomes;
- make it possible to discriminate how well individuals have succeeded;
- be clear to students;
- be fair to all students;
- be sustainable for all concerned.

**How to:** You will need to

- introduce the assignment using an assignment brief
- design assessment criteria for how the students' performance will be judged.
- make sure that assessment is at an appropriate level

For example an assessment task at:
- Level one might determine how well a student can explain a theory, principle or law
- Level two might determine how well a student can critically evaluate that theory
- Level three might determine how well a student can comprehensively demonstrate the ability to appraise criteria, evaluate, speculate …

A major aim of all these processes is to be clear what students do, what they achieved and how well they achieved it. It is also important that the team thinks through assessment practices to ensure a variety of approaches across the programme.

**How to:** Try to come at this from the ‘blank sheet of paper’ approach, (rather than relying on previous practice). Ask:

- what are we really trying to do here?
- what methods will challenge, motivate and engage students?
- what do we need to know our students can do and how do we give them opportunities to demonstrate this?
- what methods suit which elements and which skills?
- do we have a range that allows for different strengths and styles of different students, while still encouraging them to develop their weaker styles?
- how can we help our students show us what they can do?
- when is the best time for a particular part of the curriculum to be assessed?
- is this form of assessment going to help students learn from their mistakes?
- are we giving feedback which will helps students learn?
- are we over assessing our students?
- can self, peer and group assessment help students build their judgement?

For resources for assessment practice
http://www1.plymouth.ac.uk/ouruniversity/teachlearn/guidanceresources/Pages/Assessment.aspx

See Appendix 1. for a template for learning outcomes and assessment criteria
Section 18: Methods and activities for teaching and learning

This is where the teaching and learning strategies (Section 9) are translated into action. You are not required to give details of teaching and learning methods in the programme specification. This is to avoid tying you down to methods that might become tedious and to allow freedom to adapt to the strengths of different staff.

However, considering methods and activities at the design stage helps create an overall picture of a varied range of learning experiences for students. It is helpful to look at these from the students’ perspective by designing activities that will motivate, encourage deep learning and are adaptable to different learning styles. It is also useful to describe how you provide students with formative experiences and feedback to help them develop the knowledge and skills to perform well in summative assessment tasks.

In selecting the teaching, learning and assessment methods best suited to the programme and your students, it is helpful to consider opportunities provided through work related learning. Make the activities authentic, up to date and relevant. These can provide a valuable means of enhancing undergraduate understanding of the subject and its application. Such methods might include work placement, work experience, work based projects, company visits, speakers from industry or other local organisations.

How to . . . In planning learning activities:

- start from your experience of working with students and make a list of some of the activities that have been highly successful
- think about staff expertise and interests
- consider how learning activities need to vary between levels as the work becomes more challenging and rigorous
- design appropriate ‘two minute interventions’ to re-focus attention during lecture based sessions, as well as longer project or group work activities
- use activities to enable the students to develop and ‘own’ their subject knowledge, this switches the focus from your delivery to a more significant emphasis on their learning
- ensure that there is continuity between activities to provide opportunities to reinforce skill development

See Appendix 2. for further information on teaching and learning methods
See Appendix 3. Ideas for active learning sessions
Section 19: Scheme of work

The scheme of work is not a formally required document but is usually prepared for a module or part of a module. It lists the sessions, their dates, the main outcomes or aims being addressed in each session; the activities and crucially how they relate to formative and summative assessment. Although this is not a required document it will help students (and staff) to understand the structure of the module, anticipate where the workloads will fall and to organise their time and their work. A template of how you might tackle the Scheme of Work is available. There are a variety of other ways you could do this eg a flow chart and you could also show other elements such as student support. Use whatever approach you feel suits your module.

The logical process is to establish the major activities and assessments within a module so that they can be entered into the scheme and then add the sessions planned to lead up to and reinforce them. However, there may be a variety of reasons why other priorities may dictate the structure of the module to some extent.

In organising the sequence of events, where possible incorporate a particularly interesting activity early on to help engage students. Try also to incorporate a short formative assessment (peer or computer marked?) early on so students can gauge how they are doing.

A larger formative assessment some time later can help the students identify which areas they have to focus on or simply make them realise that they’ve got to get on with it.

Out of class time can also be included in the scheme of work. It is important to remember that 1 unit of credit is roughly meant to equate to ten hours of work (in line with the Higher Education Credit Framework for England http://www.qaa.ac.uk/publications/informationandguidance/documents/creditframework.pdf).

The scheme of work allows you to map the activity in and beyond the classroom. Students are sometimes unsure what to do or how to use their own time effectively. At the stage of structuring your schedule, consider what tasks you could or would expect them to do between sessions. Projects are an effective means of getting that engagement. This is not always appropriate but even simple instructions about which chapter(s) to read or a problem(s) to work on will get more involvement. The chances are further improved if the next or subsequent sessions incorporate some feedback (to the whole group - perhaps with self or peer assessment) and/or builds on it in some way or if there is computer aided assessment which students can access to check on their own learning.

See Appendix 5. for a template for a Scheme of Work
Section 20: Session Plan

There is no required method of planning sessions. However, the template (Appendix 6) offers an approach to help you to plan and link together the elements or episodes of a session i.e.

- how session aim(s) are unpacked into intended learning outcomes
- how these are realised through inputs and learning activities
- how the timings might work out
- what you need to remind yourself to have produced or collected or other things that you have to organise.

The plan also helps you see if you are providing variety of activity within the session to appeal to different learning styles and enable learners to learn actively.

The University is committed to student centred learning. This means coming at the planning of session from the perspective of the student's experience. This differs from teacher centred learning where the lecturer plans what he or she will do - which tends to lead to a 'knowledge transmission' model. If you feel that your session needs to incorporate information delivery, it may be worth considering if some of that role could be done in a range of ways eg through student independent reading, online materials, recordings. The point about student centred learning is that it involves more active approaches. There is a significant body of research which demonstrates that students learn better through what they do. The approach used in the template is designed to incorporate more student activity.

Once you are involved in delivering the session, if something occurs that is exciting the students and is a better way of doing it - do it. Or, if students are struggling with something fundamental, deal with it - although it may mean requiring them to work independently on some of what was missed.

How to . . .

- The aim of the session - this is teacher focussed, it's what you, the lecturer, intends to do and hope the session will lead to eg 'to explain and explore aspects of X to develop students' understanding of the interconnections and causal factors and make informed judgements.'

- The intended learning outcomes make the aim more concrete. They say exactly what the student will be able to do as the result of the session or a number of linked learning experiences eg lecture and tutorial; lecture and laboratory; set reading and workshop.

- For each outcome, think of an activity that would help the student achieve that outcome by the end of the session(s). Start your plan by writing in these activities and what students will do. Such activities need not be time consuming and can be very short. The variety will help the students come freshly to each bit of learning.

- Now put your input around these ie what you will do to set the scene / provide the theory/explain the terms or concepts/facilitate the skill development.

- Now look at the timings and adjust - but don't lose the activities. Check there is variety and that students have to do some work and thinking.

- Note all the things you need to remember eg overhead transparencies/handouts/PowerPoint/model.

- Afterwards, reflect on the session and note changes for next time. File it.
Section 21: Evaluation

It is essential to evaluate your courses and teaching even though this is sometimes seen as a bureaucratic penance. One of the primary sources of evaluation is student feedback. It is important at the end of a module to check whether students are satisfied with their experiences and are meeting the learning outcomes.

Module evaluation complements the University’s student perception questionnaire and the National Student Survey as sources of student feedback. Available from the Central Quality Office.

Not all evaluation need to be done at the end of the module, students will be much more likely to take it seriously if you do some evaluation early in the course and take action - where you can - on the points they make. It is sometimes seen as an end in itself and is not taken seriously. However, students will be more convinced of the value of module evaluation, if they see how past feedback has been taken into account.

There is no point getting the data if you are not going to do something with them, ie analyse them, and decide what changes are feasible. It is not ‘failure’ to find things that need changing; courses take time to mature. Remember that you cannot change the aims or outcomes in your MR; however, you can get a sense of the balance and priorities amongst them and react accordingly. Evaluation can prompt useful changes in assessment, teaching schedules, resources, use of accommodation, teaching and learning methods. However avoid changing too many things at once; quite apart from the stress you won't be sure which changes are having what effect. You need time too, to get a perspective on the whole thing, to build more effective resources / case studies / assessment. Through reflection on your data, you and colleagues, can improve the learning experience for the students by developing more appropriate approaches. The University’s peer review guidance encourages teaching teams to evaluate aspects of their programmes and modules and can be used as a driver for change.

How to:

- Establish what it is you want to know about e.g. what students feel they have achieved in terms of the outcomes and skills or aspects of them, what they have found difficult/easy/enjoyable/discouraging.
- Check out how much of this will be covered in the end of module questionnaire.
- Decide if you want to investigate some of these at an earlier stage in the course so that you have a chance to resolve issues en route.
- Beware of questionnaire fatigue. Consider if you can you find these things out by means other than a traditional questionnaire e.g. an 'Instant questionnaire' or 'stop/start/continue' post-its, (Gibbs et al 1989).
- At the end of the course you might set up a focus group (ask a third party unconnected with the course to run it), or some other form of evaluation. Or you might consider an alternative approach e.g. where students recount a significant aspect of their learning experience in the form of a story or a learning log
Section 22: References


## Appendix 1: Example template: Learning Outcomes and Assessment Criteria: Ship simulator - Learning on the bridge – complete the gaps!

<table>
<thead>
<tr>
<th>Assessed Learning Outcome</th>
<th>Method</th>
<th>0-40</th>
<th>40-50</th>
<th>50-60</th>
<th>60-70</th>
<th>70-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 State procedures and protocol in sea-going situation</td>
<td></td>
<td>Excludes vital procedure or protocol in simulation exercise</td>
<td></td>
<td></td>
<td></td>
<td>Clearly states protocols and procedures relevant to the given scenario and gives relevant commands</td>
</tr>
<tr>
<td>2 Examine range of contributing factors that will affect actions taken in bridge scenario</td>
<td>Ship simulation 75%</td>
<td></td>
<td>Mentions one or two contributing factors without giving information about their possible impacts</td>
<td></td>
<td></td>
<td>Examines full range of factors, how they interplay and what impacts they may have on resulting action</td>
</tr>
<tr>
<td>3 Demonstrate rational decision making in high pressure environment</td>
<td></td>
<td>Unable to express instructions clearly or coherently for crew. Shows signs of indecision or panic.</td>
<td></td>
<td>Expresses instructions clearly to identified members of the crew</td>
<td></td>
<td>Rationale for decisions is explicit. Expected actions and impacts communicated clearly to specific members of crew.</td>
</tr>
<tr>
<td>4 Reflect on personal performance in sea-going environment with reference to relevant literature</td>
<td>Written report 25%</td>
<td>Written report does not critically examine behaviour in simulator environment, or refer to relevant literature</td>
<td></td>
<td>Well-structured report which critically reflects on personal performance with reference to relevant literature on behaviours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Report the rationale behind decisions in the given scenario and explain any possible amendments</td>
<td>Written report</td>
<td>Reasons for decisions given at basic level. Impacts or alternatives are not considered in enough depth</td>
<td></td>
<td></td>
<td>Very well structured report. Detailed discussion of rationale behind decisions and other options that could be considered in hindsight. Outlines key lessons learned.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2: Rationale for different teaching methods

projects
- time management
- planning
- research
- crisis management
- obtaining information from diverse sources
- self learning
- develop teamwork skills and discipline

tutorials
- monitoring learning/understanding
- problem posing/solving
- pastoral - breaking down barriers
- communication, formulation of questions, inter-personal skills
- expand on lectures
- clarification
- 2 way feedback process

seminars
- presentation skills/confidence and understanding of a topic
- transferable skills
- research skills
- listening skills
- questioning/debating
- critical analysis
- encourage debate/participation
- teamwork
- interaction
- communicating

peer learning
- interpersonal skills useful for work
- communication skills
- teamwork
- personal development
- seeing from another person’s point of view copying

surgeries
- help less able catch up
- clarify points

lectures
- transfer of knowledge
- listening skills
- comprehension
- note taking
- assimilation skills
- scene setting for future learning
- lots of information can be given in a short time
- engender interest and enthusiasm/ good storytelling
- opportunity to catch up on sleep
- provide direction
- symbolic point of contact with academic staff and institution (promotes sense of belonging)

practicals
(workshops/labs/studios)
- manual skills
- hands on
- learn procedures
- practical applications
- measurement techniques
- numeracy skills
- time management
- team working & individual working
- decision making
- dexterity
- can make mistakes in a ‘safe’ environment
- planning and preparation
- interpretation of theory etc

private +/-or guided study
- develop depth in subjects
- fill in the holes
- become aware of support available
Appendix 3: Ideas for active learning in sessions

1. Break Activities
These may be used to break up a standard lecture. Alternatively they may simply afford a mental break or change of pace or be an opportunity to explore ideas or find out about students’ previous knowledge.

Examples

a) Read your notes
"Take two minutes to look at your notes. Check them, fill in gaps, make sure you understand them."

b) Read another’s notes
"Swap notes with the person next to you and see what they have written about. You may spot things you could add to your notes when you get them back."

c) Use another medium
"This short piece of video or audio extract will help you understand the point."

d) Hands up
"To give me an idea how many of you have already covered this, raise a hand so that I can see it."

e) Write down some questions
"I’d like you to write a question you have at this point in the lecture. Get the wording exactly right so it addresses what you are unsure of or confused about."

f) Organise your handout
"Just take a couple of minutes to go back through the handout and use three different colours or underlining systems to distinguish the key points, sub-points and examples."

g) Fill in the gaps
"You’ll see I’ve left some gaps in your handouts – fill them in now."

h) Light relief/humour (relevant anecdote, joke, cartoon, picture)
"Perhaps this will help you think of it differently."

i) Give me an example
"You’ve probably all come across something that would illustrate the point I’m making. Write it down in no more than 10 words then I’ll ask some of you to share your examples with us."

j) Read some material
"Read this case/text/poem/account on the handout."

k) Rest
"OK, take a break for a minute, stretch or move about if you can – but don’t leave the room!"

l) Have a look at this
"This is the sort of [real thing] that shows what I mean – pass it along OR I’ll leave it at the front for you to have a better look at the end of the lecture."

m) Complete the gaps
"Your handout has a partly worked example of this – complete it now."

n) Who knows about this?
"Who has particular experience of this? What did you find?"

o) Discussion
"Discuss this question . . . and write down a few answers. I’ll find out what you came up with in two minutes."

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2. Activities which help integrate the learning
If learning is to be achieved and be meaningful to students, hearing it will not be enough. They will need some time to reflect what they have heard, to digest it and relate it to their existing framework of understanding. It will need to be reinforced and consolidated.

a) Ask your question
„Write down a question about something you are not sure of, get the wording right, then ask the people next to you until you get a satisfactory answer.”

b) Apply this concept
„In twos or threes, analyse this case/problem/text using the concepts I've outlined.”

c) Planning
„Take two minutes to plan out what you need to read, try out, get practise on...

d) Silent reflection
„Take three minutes to think about what we have dealt with so far. Stay silent so as not to disturb with others’ reflections.’

e) Write an exam question
„Write a question that could be used in an exam or test which would demonstrate if this concept has been understood.

3. Activities which help students rehearse ideas or skills
These opportunities will help demonstrate to students (and any visiting observer) that the outcomes are being achieved. This helps increase their confidence and assure you that building blocks are being put in place.

a) Think about the exam
„This is the sort of question you might find in exam on this topic. Make some notes about what you think the examiner would be looking for.”

b) Tackle a problem
„Tackle this problem on the overhead. You have 3 minutes.”

c) Discuss your question
„Write a question that you still are not sure about and ask people next to you but if you can’t get a satisfactory answer, put it in on the table by the door as you leave. I'll deal with any recurrent ones next week. No need for your names on them.”

d) Write a summary
„Imagine a friend is ill and couldn't come to this lecture. Take a few minutes to compile a list of key points which will your friend grasp the main points and where and how to find out more”
How to facilitate:

**Start with short activities**

- Clear instructions left up on OHP
- Agree a signal to get attention back: "When I clap my hands . . ." "When I raise my arm help me by letting those around you know I want attention."
  "I'll signal that I want to get going again by a couple of flashes on the overhead projector."
- Indicate how you want responses ie "keep it to sentence, I'll want a few responses."
- In gathering responses avoid ‘picking on’ individuals
- Draw responses from around the room "One at the front to start us off . . ."
  "One from the back now . . ." "How about over at this side?" "Others?"
- As each student replies, repeat the answer (maybe condensing it and putting it in to the language of the discipline) so that the whole group can hear.
- Value student responses, use encouraging body language (eg smile, nod).
- Avoid commenting until you’ve gathered a few responses.
- When you’ve got enough on the right track do a general, "Good" or, "Thanks" or, "That all helps", before pulling together the best points. (Even the occasional 'Great' or 'Brilliant', does not go amiss).

**Longer activities**

The same principles apply but you need to ensure very clear instructions.
- Have the instructions already written on the overhead with timings and then read them out.
  "I will want someone from each group to be prepared to share their thinking." "Any problems?"
- Check they’re on task - go to the back of the room (the front rows will be doing it anyway).
- Avoid getting into discussion - you’re there at this stage to iron out any hiccups in carrying out the task not to give short tutorials.
- You may want responses passed to you at the front to read out anonymously.
- or give each group a piece of OHP acetate (about 1/3 of a sheet) and OHP pen to write their response on and show the ones you want to use of follow up.
- Don’t forget thanks and/or encouragement.
- Point out to them that what they’ve just done shows them that they are they’re achieving the objectives.

**Planning for activities**

The activities will make most sense if they are built into your planning process. Start with the intended Learning outcomes (objectives) of the session. If they are written in terms what the student should be able to do/ know / understand by the end of the session they will lend themselves to activities. Ask yourself, ‘How will I, or they, or an observer know they can do X?’ It is the activity itself which will provide the evidence. So look at each objective in turn and think what kind of activity or interaction would be appropriate. Then choose which to use on the basis of importance, expediency and fun.
## Appendix 4: Teaching, Learning and Assessment Strategies

<table>
<thead>
<tr>
<th>Teaching learning and assessment strategies</th>
<th>Examples</th>
<th>Developed through</th>
<th>Rationale for approach</th>
<th>Assessed through</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge / understanding</strong></td>
<td>factual knowledge; basic precepts; comprehension; theories; methodologies.</td>
<td>lectures + handouts &amp; tutorials; seminars; study of texts (hard copy and electronic) PBL</td>
<td>principles and theory explained in lectures, explored in tutorials; encouraging ownership of learning</td>
<td>coursework; essays; exams; computer based assessment; projects; experiments; lab. reports</td>
</tr>
<tr>
<td><strong>Intellectual skills</strong></td>
<td>application of methodology, critical analysis; synthesis, evaluation</td>
<td>project work, problem solving, case studies; design; debate; critiques;</td>
<td>active learning processes e.g. projects groupwork, critical incident analysis</td>
<td>essays; problem solving tests; dissertations; computer tests;</td>
</tr>
<tr>
<td><strong>Transferable skills</strong></td>
<td>communication, numeracy, teamwork; learning to learn; ethics.</td>
<td>presentations; work experience; workbooks; simulations collaborative projects; role play; seminars</td>
<td>active learning; application of theory in a variety of situations.</td>
<td>self assessment; peer assessed presentations; posters; group projects &amp; project diaries</td>
</tr>
<tr>
<td><strong>Subject specific/practical skills</strong></td>
<td>appropriate selection of tools, methods or materials; technical mastery, graphics; IT health and safety</td>
<td>workshops, studios, labs; performance computer workshops; simulations; surgeries; watching others</td>
<td>linking theory to practice: working through examples: continual cycles of development and refinement</td>
<td>performance; products; exhibition; assessed workshops; self assessment; demonstrations;</td>
</tr>
<tr>
<td><strong>Employment – related skills</strong></td>
<td>working with others project management PDP &amp; action planning Reflection on practice and own development Career awareness and planning Professional contexts</td>
<td>reflection on practice; work experience / work based learning; groupwork; personal tutorials; development planning: Professional Development Profiles</td>
<td>may be hard to develop in the university may be better incorporated into ‘other learning opportunities’ eg work placement / experience fieldwork opportunities to practice in context (lab, studio,); year abroad;</td>
<td>lab reports, projects, exhibitions, ‘crits’, field reports; work experience reports; reflective writing; observation reports; critical incident analysis</td>
</tr>
</tbody>
</table>
# Appendix 5: Scheme of work

<table>
<thead>
<tr>
<th>Module title:</th>
<th>Number &amp; type of sessions:</th>
<th>Special Requirements:</th>
<th>No. of students expected:</th>
<th>Start date:</th>
<th>End date:</th>
<th>Module lead:</th>
</tr>
</thead>
</table>

**Module learning outcomes.** By the end of this module students will be able to:

1. 
2. 
3. 
4. 

<table>
<thead>
<tr>
<th>Session title:</th>
<th>Lead lecturer:</th>
<th>Date:</th>
<th>Venue:</th>
<th>Related LOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory tasks for students:</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Themes &amp; student activities:</td>
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<td>Resources:</td>
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<td>Resources:</td>
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<th>Date:</th>
<th>Venue:</th>
<th>Related LOs</th>
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<tr>
<td>Themes &amp; student activities:</td>
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</tr>
<tr>
<td>Resources:</td>
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</tr>
</tbody>
</table>
# Appendix 6: Template for a Session plan

<table>
<thead>
<tr>
<th>Session title:</th>
<th>Place of session in series: eg. 3rd of 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Location:</td>
</tr>
<tr>
<td>Description of Stage/level of study:</td>
<td>Start Time:</td>
</tr>
<tr>
<td>Aims: (What are you trying to achieve?)</td>
<td>Expected number of learners:</td>
</tr>
</tbody>
</table>

## Intended learning outcomes.
(Remember to make these SMART and ensure that these outcomes are aligned to the wider module learning outcomes.)

By the end of this session students should be able to:

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>What I do</th>
<th>What they (learners/participants) do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

What I need to have prepared:

Other Notes:
Appendix 7: Guidance to completing the Programme  Outcomes Map

There is a separate outcomes map for each level at which an award is made.
- Certificate
- Intermediate
- Honours
- Masters

Include ‘core’ modules only, as these are programme outcomes achievable by all students on the programme, regardless of options.

**Column 1**
These already show (in italics) the statements of intended programme outcomes required by the Framework for HE Qualifications (FHEQ)
You may customise them to your programme as long as they comply with the spirit and intention of the FHEQ statements
Add any additional Core Intended Learning Outcomes in your Programme Specification (but keeping the overall number to a minimum).

**Column 2**  Refer to the aim, that the outcome relates to; all outcomes should be related to an aim.

**Column 3**  Indicate whether the learning outcome specified is a Subject Benchmark outcome and give the subject reference
* e.g. ‘Computing para 2.6 f’ *(If your Subject Benchmark statements have bullet points rather than letters convert them into letters and use these to refer to the appropriate statement.)*
Multi-disciplinary programmes may need to refer to benchmarks from more than one subject area.

**Column 4** - List the core module codes where these learning outcomes are achieved.

If you feel that this does not give a realistic ‘feel’ of the nature of your programme, remember that you can include option module outcomes and the aspects which do illustrate that within the Distinctive Features

NB the HE level may differ from the module stage, eg languages or mathematics modules taught within business or engineering programmes may be at lower levels.

Please ensure that any paper versions which you may have to hand match the latest web edition.
### Programme Intended Learning Outcomes Map

**Core Programme Intended Learning Outcomes**  
(as worded in the Programme Specification)  
*The FHEQ requirements are already given in here in italics*

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Certificate Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study principles of their area(s) of study;</td>
<td>Aim</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intellectual Skills (generic)</th>
<th>Certificate Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study</td>
<td>Aim</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferable and employment-related skills</th>
<th>Certificate Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;</td>
<td>Aim</td>
</tr>
<tr>
<td>ii) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;</td>
<td></td>
</tr>
<tr>
<td>iii) undertake further training and develop new skills within a structured and managed environment;</td>
<td></td>
</tr>
<tr>
<td>iv) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject specific/practical skills</th>
<th>Certificate Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Programme Intended Learning Outcomes Map

<table>
<thead>
<tr>
<th>Core Programme Intended Learning Outcomes</th>
<th>Intermediate level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge/ Understanding</strong></td>
<td>Aim(s)</td>
</tr>
<tr>
<td>i) knowledge and critical understanding of the well-established principles of their area(s) of study, and the way in which those principles have developed;</td>
<td></td>
</tr>
<tr>
<td>ii) knowledge of the main methods of enquiry in their subject(s) *</td>
<td></td>
</tr>
<tr>
<td>iii) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge;</td>
<td></td>
</tr>
<tr>
<td><strong>Intellectual Skills (generic)</strong></td>
<td></td>
</tr>
<tr>
<td>i) ability to apply underlying concepts and principles outside the context in which they were first studied**</td>
<td></td>
</tr>
<tr>
<td><strong>Transferable and employment-related skills</strong></td>
<td></td>
</tr>
<tr>
<td>i) continued ...* and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;</td>
<td></td>
</tr>
<tr>
<td>ii) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;</td>
<td></td>
</tr>
<tr>
<td>iii) effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;</td>
<td></td>
</tr>
<tr>
<td>iv) continued ...**including, where appropriate, the application of those principles in an employment context;</td>
<td></td>
</tr>
<tr>
<td>v) undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations;</td>
<td></td>
</tr>
<tr>
<td>vi) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.</td>
<td></td>
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<tr>
<td><strong>Subject specific/practical skills</strong></td>
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</table>
## Programme Intended Learning Outcomes Map

<table>
<thead>
<tr>
<th>Core Programme Intended Learning Outcomes</th>
<th>Honours Degree Level</th>
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<tbody>
<tr>
<td>(as worded in the Programme Specification)</td>
<td>Aim</td>
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### Knowledge/ Understanding

1. a systematic understanding of their area(s) of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline;
2. an ability to deploy accurately established techniques of analysis and enquiry within a discipline;
3. an appreciation of uncertainty, ambiguity and the limits of knowledge;
4. apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

### Intellectual Skills (generic)

1. conceptual understanding that enables the student:
   - to devise and sustain arguments, and / or solve problems, using ideas and technique, some of which are at the forefront of a discipline; and
   - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
2. critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;

### Transferable and employment-related skills

1. the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline), communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences
2. qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility;
   - decision making in complex and unpredictable contexts and
   - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

### Subject specific/practical skills
### Programme Intended Learning Outcomes Map

<table>
<thead>
<tr>
<th>Core Programme Intended Learning Outcomes (as worded in the Programme Specification)</th>
<th>Masters (M) Level</th>
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<tbody>
<tr>
<td>The FHEQ requirements are already given here in italics</td>
<td>Aim</td>
</tr>
</tbody>
</table>

#### Knowledge/Understanding

- **i)** A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
- **ii)** A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- **iii)** Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

#### Intellectual Skills (generic)

- **i)** Conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline;
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

#### Transferable and employment-related Skills

- **i)** Typically, holders of the qualification will be able to:
  - deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
  - demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; non-specialist audiences.
- **ii)** Qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility;
  - decision-making in complex and unpredictable contexts; and
  - the independent learning ability required for continuing professional development.

#### Subject specific/practical skills