

University guidelines on taught postgraduate programme specifications

General Notes on Postgraduate Programme Specifications

Introduction

- 1 These notes on writing programme specifications and module descriptions for postgraduate programmes have been informed by the QAA *Guidelines for preparing programme specifications*
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point of reference,

25 The Level 7 Qualifications Descriptor states that:

Master's degrees are awarded to students who have demonstrated:

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

a comprehensive understanding of techniques applicable to their own research or advanced scholarship

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

- conceptual understanding that enables the student:

- to evaluate critically current research and advanced scholarship in the discipline
- to evaluate methodolo9(t)-4(o)7TETBT1 0 0 1 157.1 571.03 Tm[().7 127.34 571.03 e cr3(es -5(

Guidelines on producing Postgraduate Programme Specifications

The numbered instructions below correspond to each item on the accompanying undergraduate programme specification template, as a guide to filling in each part correctly.

Programme specifications for cohorts beginning a postgraduate programme from 2011-12 onwards will be produced and updated via the RISISweb portal. Instructions for Schools/Departments on how to update programme specifications via the portal can be found under the 'Programme Management' section on the 'Useful links and further information' page on the Quality Support Office website (<http://www.reading.ac.uk/internal/qualitysupport/usefullinks/qual-links.asp>). Programme specifications relating to cohorts who began their programme prior to the 2011-12 academic year have been produced in Word format, using Times New Roman (or if this is unavailable, Times Roman), in 12 point size.

Template Item Number	Template Item Title and Contents
1.	Programme title The programme title at the head of the Specification is equivalent to the QAA's 'Final award' and 'Programme title'. In the case of Masters programmes where lesser qualifications can be awarded, this should be indicated in the programme title i.e. Master of Arts/Postgraduate Diploma/Postgraduate Certificate in X.
2.	Awarding and Teaching Institutions

6. Accreditation

Details of accreditation by a professional/statutory body should be included where appropriate. Schools are reminded to ensure that this field is filled in appropriate

40 – 49% Work below threshold standard

0 – 39% Unsatisfactory Work

Additionally, Schools should use the standard paragraphs below and amend or supplement if additional requirements have been approved for the programme.

Further information on the classification conventions, including borderline criteria, are available at

<http://www.reading.ac.uk/internal/exams/Policies/exa>

13.	Admission requirements This constitutes vital information for intending applicants. Entrants to a taught postgraduate programme would usually be expected to hold the equivalent to a 2(i) Honours degree; please state if entry to the programme is intended to be different to this. The name of the Admissions Tutor for the programme, and ideally their contact details, should also be included here.
14.	Support for students and their learning Information regarding the support that students receive for their learning should be summarised here, although some of this information might be more appropriately mentioned in other sections, particularly under the <i>Teaching/learning methods and strategies</i> in the Programme Outcomes. The standard statement on the template is automatically included in all RISIS-genera

Specific statements of intent that predict what learners will know, understand and be able to do as a result of learning in the context of a particular programme. They describe new skills and assessable changes in behaviour that the programme is designed to bring about. They may also highlight desirable educational outcomes that are not directly assessable. For those outcomes that are assessable they provide the basis for the criteria

Programme Specification Template

The numbered items below correspond to the list of instructions on the accompanying Guidelines to producing Postgraduate Programme Specifications document, as a guide to filling in each part correctly.

1 Programme Title

For students entering Part 1 in 200x

2 Awarding Institution: University of Reading

2 Teaching Institution:

3 Relevant QAA subject benchmarking group(s) (if applicable):

Faculty of x

4 Programme length: x months

Date of specification:

5 Programme Director:

Board of Studies:

6 Accreditation:

7 Summary of programme aims

8 Transferable skills

9 Programme content

<i>Compulsory</i>		<i>Credits</i>	<i>Level</i>
Mod Code	<i>Module Title</i>		
<i>Optional</i>			
Mod Code	<i>Module Title</i>	x	x

100 Part-time or modular arrangements

110 Progression requirements

120

Assessment and Classification

Admission requirements

Entrants to this programme are normally required to have obtained:

Admissions Tutor:

Support for students and their learning

University support for students and their learning falls into two categories.

Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (e.g. problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

[School/programme-specific information should follow this standard statement.]

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<i>Assessment</i>

Skills

B. Intellectual skills – able to:

Teaching/learning methods and strategies

Assessment

