

Programme Specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	Master of Education in Educational Leadership (M.Ed. EL)
Teaching Institution	Arab Open University, Faculty of Education Studies
Awarding Institution	The Open University (OU)
Date of first OU validation	
Date of latest OU (re)validation	
Next revalidation	
Credit points achieved for the award	180 Credit Points (36 Credit Hours)
UCAS Code (if applicable)	
HECoS Code (if applicable)	
LDCS Code (FE Colleges England only)	
Programme start date and cycle of starts if appropriate.	September 2025
Underpinning QAA subject benchmark(s)	QAA Characteristic Statement for Master's degree with regard to <ul style="list-style-type: none"> • Context • Content • Purpose • Structure and delivery • Assessment • Volume of Learning & credit
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	FHEQ Level Descriptors for Qualifications at master's Level wherein master's degrees, Postgraduate diplomas Postgraduate Certificate in Education (PGCE) /Postgraduate Diploma in Education (PGDE) are placed at Level 7
Professional/statutory/ accreditation recognition	
For apprenticeships fully or non-integrated Assessment. If fully integrated, EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Blended Learning

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, teaching, learning, and assessment methods of each module can be found in the student module guide(s) and the students' handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

Duration of the programme for each mode of study	Minimum 2 years; Maximum 4 years
Dual accreditation (if applicable)	
Date of production/revision of this specification	

2. Programme overview

2.1 Educational aims and objectives

2.1.1 Rationale:

For the past ten years, the Faculty of Education (FoE) has successfully launched and graduated learners in the Master of Education-Educational Leadership (M.Ed. Educational Leadership). This programme aims to fulfil AOU's mission in:

- 'Providing a high-quality education for all segments of society and providing them with labour market skills' and '...working on developing the science and knowledge society by providing a stimulating environment.'

In addition, the programme is expected to:

- Meet the high demand for qualified well-trained leaders in different sectors.
- Prepare employed individuals for leadership roles.
- Respond to employment market demands for personnel with skills and qualifications in educational leadership.
- Contribute to the development of scientific research in the field of educational leadership.

2.1.2 The overall aims of the programme (as adapted from QAA 2023), p4, are to:

- Enable learners to focus on the field of educational leadership in greater depth than they have prior knowledge encountered in previous study or employment.
- Provide preparation for, and/or further development in, a career in educational leadership, and to assist learners in taking effective roles within organisations.
- Cultivate a positive and inclusive culture within organisations.
- Develop relevant skills and attributes which enable individuals to become more specialised, enhance their employability, and equip them to become impactful leaders, global and inclusive citizens as well as reflective lifelong learners.

- Enable learners to undertake training in research methods linked to a field of educational leadership; attempt research project(s) and conduct research (with due ethical considerations in conducting research and in submitting research).
- Add value to first (or bachelor's) degrees by educating individuals as educational leaders, and thus to improve the quality of leadership as a profession.
- Develop an ability to apply knowledge and understanding of responsible leadership to complex or difficult issues, both systematically and creatively, to improve educational practice, within an international context. This includes the ability to convert theory into practice from a critical and informed perspective to advance the effectiveness of employees and the competitiveness of educational organisations.

Also, the programme aims at qualifying graduates with characteristics that matches the QAA Qualification Characteristics Statement (2020, p4), including critical awareness of current issues and developments in the field; critical skills; knowledge of professional responsibility, integrity, and ethics; and the capacity to apply theoretical perspectives from research and scholarship to professional situations.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

NA

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work-based learning and academic content are organised with the award.

NA

2.4 List of all exit awards

- Postgraduate Degree in Educational leadership:

Learners are required to complete 180 credit points (36 credit hours) to qualify for the M.Ed. in Educational Leadership provided he/she completes 10 mandatory modules in the Comprehensive Exam track and 8 mandatory modules in the Dissertation track and two electives for both tracks.

-Postgraduate Diploma in Educational Leadership (PGDip):

Learners who do not complete the requirements for the M.Ed. in Educational leadership will be granted a Postgraduate Diploma in Education (Educational leadership) provided they have studied and passed 120 credit points (24 credit hours), including the following courses:

ED613 Educational Leadership
ED614 Educational Supervision
ED617 Educational Planning
ED622 Contemporary Issues in Educational Leadership
ED624 Institutional Educational Development

ED626 Economics of Education
ED644 Knowledge Management
ED645 Organizational behaviour in educational institutions

-Postgraduate Certificate in Educational Leadership (PGCert):

Learners who do not complete the requirements for the M.Ed. in Educational leadership will be granted a Postgraduate Certificate in Educational leadership provided they have studied and passed 60 credit points (12 credit hours), including the following courses:

ED613 Educational Leadership
ED626 Economics of Education
ED644 Knowledge Management
ED645 Organizational behaviour in educational institutions.

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Please adjust 'levels' to reflect SCQF if applicable

Option 1: Taught courses

Programme Structure					
Compulsory modules		Credit points	Optional modules (Only two courses from the below list)		Credit points
ED613	Educational Leadership	45 (9 credit hours)	ED621	Educational Policies in the Arab Region	30 (6 credit hours)
ED632	Research Methodology				
ED-633	Technology and Internet Applications in Education		ED622	Contemporary Issues in Educational Leadership	
			ED627	Educational Communication	
			ED-641	Computer Applications in Statistical Analysis	
Compulsory Specialisation Courses			Credit points		
ED614	Educational Supervision		105 (21 credit hours)		
ED617	Educational Planning				
ED624	Institutional Educational Development				
ED626	Economics of Education				
ED-637	Advanced Research Methods for Educators				
ED644	Knowledge Management				
ED645	Organizational Behaviour in Educational Institutions				
EDL698	Comprehensive Exam		Passing the Comprehensive Exam (EDL 698 0 credit hour for registration purposes) according to the in-use regulations and instructions.		

Option 2: Taught courses and Dissertation

Programme Structure					
Compulsory modules		Credit points	Optional modules (Only two courses from the below list)		Credit points
ED613	Educational Leadership	45 (9 credit hours)	ED621	Educational Policies in the Arab Region	30 (6 credit hours)
ED632	Research Methodology		ED622	Contemporary Issues in Educational Leadership	
ED-633	Technology and Internet Applications in Education		ED624	Institutional Educational Development	
			ED627	Educational Communication	
			ED-637	Advanced Research Methods for Educators	
			ED-641	Computer Applications in Statistical Analysis	
Compulsory Specialisation Courses			Credit points		
ED614	Educational Supervision	75 (15 credit hours)			
ED617	Educational Planning				
ED626	Economics of Education				
ED644	Knowledge Management				
ED645	Organizational behaviour in Educational Institutions				
Credit points 30 (6 credit hours)					
EDL699	Dissertation	Writing and successfully defending a Masters' dissertation amounts to 6 credit hours (30 Credit points)			

Intended learning outcomes at Level 7 are listed below:

<u>Learning Outcomes – LEVEL 7</u>	
A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When learners have completed the programme, they will have knowledge and understanding of:</p> <p>A1: Foundational theories and contemporary models of educational leadership.</p> <p>A2: Impact of educational policies, trends, and challenges on educational leadership.</p>	<p>Utilizing course materials, case studies, original texts, study guides, assignments, and multimedia material. As learners in this programme are expected to be independent learners, tutors of modules will provide the required academic support by answering queries, providing additional material, and providing feedback on formative assessments. In addition, tutors in modules will help learners integrate their learning across the range of modules that they will be studying.</p> <p>Informal methods of assessments include learners to assess their own progress and understanding. Formal assessment for knowledge and understanding is achieved by two tutor-marked assignments (TMAs). These assignments are marked and assessed by the module tutor and play a crucial role as they allow learners to display their knowledge and understanding. Furthermore, knowledge and understanding are also assessed in summative assessments that test the overall acquisition of their learning.</p>
B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When learners have completed the programme, they will be able to:</p> <p>B1 Analyse complex educational problems from multiple perspectives.</p> <p>B2 Generate creative and innovative solutions to educational challenges.</p>	<p>Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow learners to analyse, evaluate, and enhance problem-solving skills. Learners manage their learning as they are expected to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs, and develop appropriate learning</p>

B. Cognitive skills	
B3 Apply quantitative and qualitative research methods to assess educational impact.	<p>strategies. At the end of each course, learners' complete self-assessment exercises designed to encourage reflection on their overall growth, identify achievements, and set goals for future development.</p> <p>Cognitive skills are assessed through a combination of formal and informal methods, with a focus on self-assessment and reflective practice: Tutor-marked assignments (TMAs) and examinations test learners' ability to analyse, synthesize, and evaluate complex information, while also applying cognitive skills to problem-solving and decision-making.</p>
C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When learners have completed the programme, they will be able to:</p> <ul style="list-style-type: none"> C1 Enhance learner learning by organising the adapting of teaching strategies to diverse needs. C2 Build high-performing teams through effective communication and collaboration. C3 Integrate technology to improve administrative efficiency and innovative teaching practices 	<p>Learners in this programme are expected to be employed individuals and therefore they can expect to improve their practical and professional skills further. Teamwork skills, presentation skills, effective use of ICT tools, research skills, and critical thinking skills are developed through module components.</p> <p>Practical skills are cultivated throughout the program via the learning and teaching methods and resources used to support the acquisition of practical and professional skills.</p> <p>Each course emphasizes a reflective and structured approach to addressing complex educational issues, with a focus on:</p> <ul style="list-style-type: none"> • Critical Analysis and Reflection • Research Skills • Application of Theory to Practice • Technology Utilization • Research-Based Assessment • Self-assessment and Reflective Practice <p>Practical skills are assessed through a blend of formal and informal methods, ensuring a comprehensive evaluation of each learner's competencies. Formal</p>

C. Practical and professional skills	
	Assessments such as Tutor-marked assignments (TMAs) and examinations assess the learner's ability to apply practical skills to structured tasks and problem-solving exercises, evaluating both the depth of their research and their ability to implement the findings effectively.

D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When learners complete the programme, they will be able to:</p> <p>D1: Analyse complex educational problems and develop innovative solutions</p> <p>D2: Communicate effectively through writing and presentations.</p>	<p>Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative but usually, they are summative. Teaching transferable skills to master learners involves a combination of direct instruction, experiential learning, and reflective practice:</p> <ul style="list-style-type: none"> Integrating transferable skills into the curriculum via dedicating specific sessions to teaching skills. Moreover, tutors design assignments that require learners to apply these skills and offer regular opportunities for learners to practice these skills in different contexts. Creating simulated work environments to practice skills and make learners play different roles to develop some skills as well as encouraging collaboration and teamwork to develop interpersonal and communication skills and facilitate peer review to help learners develop critical thinking and communication skills. Encouraging learners to reflect on their own performance and provide feedback to peers.

D. Key/transferable skills	
	<ul style="list-style-type: none"> • Helping learners to reflect to enable them to identify their strengths and weaknesses. • Observing learners in class discussions, group work, and presentations, and assessing their communication, teamwork, and problem-solving skills. <p>Assessing transferable skills is a multifaceted approach that combines both direct and indirect methods. Tutor-marked assignments (TMAs) and examinations assess the learner's ability to apply practical skills to structured tasks and problem-solving exercises, evaluating both the depth of their research and their ability to implement findings effectively. The programme utilizes essays and reports for assessing critical thinking, research, analysis, and writing skills and has learners to provide a presentation and evaluate the ability to present complex information clearly and concisely.</p>

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

Learners in this programme have access to a study plan that lays out the completion of the programme in 2 years / 4 consecutive semesters. However, learners have the flexibility of deferring a semester(s) and/or reducing the number of modules in a semester. In such cases, learners are required to complete the programme not exceeding 4 years / 8 semesters. There are no impacts on the learners' progression. And there are no pre-requisite modules in the plan.

Elective modules for this programme are offered in year 1 and year 2 in the study plan. Learners are required to opt for 2 electives mandatorily (one in year 1 and the other in year 2).

Compulsory modules are mandatory for all students to meet the requirements of the programme, they fall within the subject area of Educational Leadership. While electives are modules that students can choose from, and they are more advanced or fall outside of the subject area of the programme. For example, students can widen their knowledge in educational communication by registering ED627 module, or in Computer Applications in Statistical Analysis by registering ED641 module. Also, students can deepen their knowledge of the specialization by registering ED622 (Contemporary Issues in Educational Leadership).

Learners are given a choice to choose either the Comprehensive Exam or Dissertation.

Comprehensive Exam

After learners complete 180 credit points (36 credit hours) with GPA 3.0 and above, they have the option to undertake a comprehensive exam (ED698-EL 0 credit hour for registration purposes) according to established regulations and instructions.

Dissertation:

To be eligible for the Dissertation track, the learner is required to file an application to the concerned Deanship after completing 15 credit hours (75 credit points) of the required courses successfully, provided that his/her cumulative average in these courses is not less than (3.00) points.

The content of the study (by year):

Option 1: Taught courses

Year 1: ED613, ED632, ED-633, ED626, ED644, elective

Year 2: ED614, ED617, ED624, ED-637, ED645, elective

EDL698 Comprehensive Exam is offered the following semester with zero credits.

Option 2: Taught courses and Dissertation

Year 1: ED613, ED632, ED633, ED626, ED644, elective

Year 2: ED614, ED617, ED645, EDL699, elective

The programme qualifies a learner for Postgraduate Diploma upon successful completion of the relevant 24 credit hours/ 120 credit points, or Postgraduate Certificate upon successful completion of the relevant 12 credit hours/ 60 credit points.

5. Support for students and their learning

(For apprenticeships this should include details of how student learning is supported in the workplace)

In general, the number of full-time tutors appointed to the programme is fit to the load of work. Students are allocated to an individual subject tutor in the ratio of 25:1. And announced office hours and academic advising hours are often used to support students on individual basis if needed.

Student Support: The aim of student support is to enable learners to make satisfactory progress in their studies. Tutor office hours, Academic Advisors, Counselling services, and electronic facilities that are available both on campus and off campus.

Office hours of Tutors are informed to all learners and these weekly hours are used to provide academic support outside the formal learning environment.

Academic Advisors provide timely advice to learners through dedicated weekly hours on their academic progress and advice on strategies to enhance their academic outcomes.

Counselling services are available for all learners through dedicated and qualified counsellors who aim to provide intervention and advice if a learner were to face challenges in their academic journey.

Learners, during the time of registration, can declare any kind of disability that they might have. AOU provides a disability service through adequate support through its physical resources and through counselling services if required.

AOU's Student Fund supports learners with limited monetary means and within the framework of policies, are provided with financial support.

Electronic facilities such as individual e-mail accounts for both learners and academic staff, Microsoft cloud storage, Microsoft online applications including MS Teams, internet access in the whole building and lectures' hall, and fully technologically equipped lecture halls provide for a conducive learning environment. E-library access and Learning Management System (LMS) are accessible both from the campus and off-campus.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Admission Criteria: (exemption / compulsory modules)

- The candidate's GPA should be at least (2.0) in bachelor's degree(s).
- The applicant must have a university degree in one of the education specialties.

- Candidates admitted to the programme must normally hold a B.Ed. degree from AOU or another accredited university.
- Holders of a BA or BSc degrees are required, before joining the programme to either submit a General Education Qualification Certificate from an accredited university which has been obtained after the first university degree or mandatorily study three education courses (45 Credit Points, 9 credit hours) including:
 - ED241 Curriculum and Teaching Strategies,
 - ED222 Educational Psychology and
 - ED423 Measurements and Evaluation.
- Candidates must meet the standard for required communication skills readiness and the overall fit into the programme (assessed at interviews),
- Candidates must submit relevant documents including a copy of their bachelor certificate and transcript, a copy of the certificate of general diploma or equivalent, a copy of the certificate of good conduct and/or non-conviction certificate from the Civil Affairs, a copy of civil ID/accommodation, Passport, Personal CV or Resume, Photographs, a copy of work experience certificate.
- Learners who do not complete the requirements for the M.Ed. in Educational Leadership must exit the programme with the Postgraduate Diploma in Educational Leadership, provided that they have earned the required 120 credit points (24 credit hours), or with the Postgraduate Certificate if they have earned the required 60 credit points (12 credit hours).
- Candidates must be Arabic speaking to join the programme as the Arabic language is the medium of instruction and assessment. And must prove good communication skills in language during the interview.

7. Language of study

Arabic is the main language of study and assessment. English fluency is not required. However, students are directed to diversify the references they are using in their assignments to include English references. They don't need to be fluent in English as they can use e-translation services.

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its campuses. AOU regulations include anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation, and formation of different examination committees.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FoE implements:

- ▶ Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.

- ▶ All final examination scripts and TMA samples are sent to AOU HQ from the University's campuses for review by external examiners.

2. Assessment committees

The AOU and the FoE implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the AOU Assessment Bylaws

- a. Branch Examination Committees (BEC)
- b. Course Assessment Committee (CAC)
- c. Faculty Examination Committee (FEC)
- d. Central Examination Committee (CEC)

3. The preparation and administration of examinations

AOU ensures that assessment is conducted with rigor and fairness and with due regard for security:

- a. To guarantee the security of examinations and safeguard against possible leakage, the FoE Dean takes full responsibility for receiving and delivering examination questions through the various stages of production
- b. The examination committee at each campus supervises the administration of the examinations
- c. All stages of exam administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (Programme Dean, Course Coordinators, examination committees)
- d. To guarantee objectivity in marking, learners' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts
- e. Tutors' marking of TMAs is monitored by Course Coordinators and reports, together with samples, are sent to the FoE Dean every semester
- f. All / Samples of final examination and graded scripts are reviewed by external examiners
- g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC)

4. Regulations for Learners:

In order to pass the course/module, a student must obtain:

An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.

In all these assessment components, learners will be assessed according to criteria that are based on learning outcomes.

5. Comprehensive Exam

The comprehensive exam is of a thorough nature that seeks to assess the student's ability to synthesize the different basic and developed concepts she/he had acquired from the different modules in a manner that reflects the application of acquired knowledge in resolving scientific and applied problems.

After learners finish studying 180 credit points (36 credit hours) with GPA 3.0 and above, they have the right to do a comprehensive exam (EDL 698 0 credit hour for registration purposes) according to the in-use regulations and instructions.

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

NA

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience

Peer review sessions are applied through the "Reflective teaching method". Thus, monthly meetings are scheduled for tutors to help them improve their teaching practices. Such meetings provide a good opportunity for all tutors to reflect on their teaching and think over their teaching practices by analysing how certain topic(s) was taught and how to improve or even change their practices for better achieving of the learning outcomes. Analysis of the results of the student feedback questionnaire for all course components and teaching quality also provides insights into learners' perception of the teaching & learning environment. Individual meetings are held with each tutor to discuss those results to improve performance.

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

1. PG Degree In Educational Leadership

Level	Study module/unit	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2
7	ED613	✓	✓	✓	✓	✓	✓				✓
	ED614	✓	✓	✓	✓			✓	✓		✓
	ED617	✓	✓		✓	✓		✓	✓	✓	✓
	ED621	✓	✓	✓	✓	✓	✓				✓
	ED622		✓		✓		✓	✓			✓
	ED624	✓	✓	✓	✓	✓		✓	✓	✓	✓
	ED626	✓		✓	✓		✓		✓		✓
	ED627	✓		✓	✓		✓		✓	✓	✓
	ED632	✓	✓	✓		✓	✓	✓	✓	✓	✓
	ED-633	✓	✓			✓	✓		✓	✓	✓
	ED-637	✓	✓			✓	✓		✓		✓
	ED-641	✓	✓		✓	✓	✓	✓		✓	✓
	ED644		✓	✓	✓		✓	✓	✓	✓	✓
	ED645	✓	✓	✓	✓			✓	✓	✓	✓
	EDL698	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EDL699	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

2. PG Diploma in Educational Leadership

Level	Study module/unit	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2
7	ED613	✓	✓	✓	✓	✓	✓				✓
	ED614	✓	✓	✓	✓			✓	✓		✓
	ED617	✓	✓		✓	✓		✓	✓	✓	✓
	ED622		✓		✓		✓	✓			✓
	ED624	✓	✓	✓	✓	✓		✓	✓	✓	✓
	ED626	✓		✓	✓		✓		✓		✓
	ED644		✓	✓	✓		✓	✓	✓	✓	✓
	ED645	✓	✓	✓	✓			✓	✓	✓	✓

3. PG Certificate in Educational Leadership

Level	Study module/unit	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2
7	ED613	✓	✓	✓	✓	✓	✓				✓
	ED626	✓		✓	✓		✓		✓		✓
	ED644		✓	✓	✓		✓	✓	✓	✓	✓
	ED645	✓	✓	✓	✓			✓	✓	✓	✓

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
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<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
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