Programme specification

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

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) Degree in Computing for Industry
Teaching Institution	Southern Regional College
Awarding Institution	The Open University (OU)
Date of first OU validation	March 2022
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	120
UCAS Code	N/A
HECoS Code	TBC
LDCS Code (FE Colleges)	TBC
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Subject Benchmark Computing
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	• Skills Strategy for Northern Ireland 10 X Strategy • Government Industrial Strategy – Economy 2030. • Southern Regional College Development Plan. • QAA UK Quality Code for Higher Education, Part A. • Feedback from industry (Industrial Advisory Board) and student focus groups. • Northern Ireland Skills Barometer 2019 • Professional Certifications: CompTIA, Microsoft, & EC Council
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	

Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT
Duration of the programme for each mode of study	FT – 1 Year PT – 2 Year
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	Feb 2022

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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in 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.

2.1 Educational aims and objectives

The programme aims to produce graduates who can apply their understanding, experience, specialist skills to the modern computing industry to be economically valuable with the Northern Ireland, UK and beyond economy. The programme will produce graduates of the highest academic quality who understand the underlying principles of Computing, who have a broad knowledge, who can research and evaluate, design, and implement solutions to problems.
Students will have established a knowledge of the key principles underpinning of modern computing at Level 4/5 but will develop these further at Level 6.
The graduates will have the computing and transferrable skill sets to further the development of a critical approach to computing study, assess the abilities of students over a range of skills and encourage learning by curiosity and exploration and so impart an awareness of the importance of life-long learning.
The Dissertation Project module 40 credits will enable students to demonstrate the research philosophy, planning and methodology necessary to carry out significant research. It will allow students to demonstrate the final development of their subject knowledge, skills and understanding through extended research using the technology and knowledge available to them while studying this programme at SRC (Southern Regional College).

Students will develop the knowledge and skills base skills base from which they can proceed to graduate employment or to further studies in the computing industry.

The objective is to develop graduates who:

- Can demonstrate and develop problem solving skills required for the computing industry while critically analysing and evaluating industry-based problems through applying sound concepts, principles, and practices of the computing by showing effective judgement in the selection and use of appropriate tools and techniques.
- Can develop communication and project management skills that enable students to recognise entrepreneurial opportunities and develop as a computing professional.
- Can understand modern industry-based fundamentals, techniques, and technologies in response to a computing scenario.
- Can apply technical, intellectual, creative, and investigative skills and knowledge to anticipate, adapt and develop an industry required innovate high-quality solution/application.
- Are professional and will develop, adopt, and apply best practices through individual and teamwork within a professional, legal, and ethical framework to improve employability and develop engagement with life-long learning.
- Can show organised work both as an individual and as a team member and with minimum guidance.

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)

Southern Regional College currently delivers a FdSc in Computing which is delivered in Newry and Portadown with two modes of delivery – Full time, (over 2 years), Part Time, (over 3 years). The part time route also currently underpins the Higher-Level Apprenticeship programme delivered in Portadown.
The proposed programme will act as a progression route for successful students on these programmes. Students can progress and complete an Honours Degree in Computing through studying 120 credits of learning at Level 6. The aim is to have computing provision where students can progress from existing Level 2 to Level 6 within SRC as well as to offer progression from other institutions. This progression is supported and maintained through strong links with employers and local industry to ensure curriculum taught is relevant to industry so students will have employment opportunities locally and on a wider scale.

The BSc has been developed such that students holding a range of Level 5 qualifications (Foundation Degree, HND or HLA (Higher Level Apprenticeships)) could articulate onto the programme. Such a broad recruitment base would give employers an opportunity to upskill current staff holding a Level 5 qualification or indeed for staff wishing to progress their career options to achieve a BSc on day-release by their current employer. The part-time BSc model opens a new progression route for students who require a flexible approach to accommodating studying into their lives.

Students who have successfully completed below can progress to the Level 6 BSc top-up.

- FdSc Computing
- FdSc Cyber Security
- FdSc Computing Infrastructure
- FdSc Software, Cloud and Application Development
- FdSc Cyber Security and Networking Infrastructure
- FdSc Information Technologies
- FdSc Software Engineering
- FdSc Software Development
- HND Computing
- HND Computing and Systems Development

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.
N/A

2.4 List of all exit awards
BSc (Hons) Degree in Computing for Industry upon completion of all level 6 modules equal to 120 credit points of study.

3. Programme structure and learning outcomes

Programme Structure - LEVEL 6 PT (2 Yrs)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Research Methods for computing Professionals	20			Yes	Yr 1/Sem 1
Advanced Mobile and Cloud for Industry	20			Yes	Yr1/Sem1 & Sem 2
Emerging Technologies	20			Yes	Yr 1 Sem 2
Programming and Web Technologies	20			Yes	Yr 2 Sem 1
Dissertation Project	40			No	Yr 2 Sem 1 & 2

Programme Structure - LEVEL 6 FT (1 Yr)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Research Methods for computing Professionals	20			Yes	Yr 1/Sem 1
Advanced Mobile and Cloud for Industry	20			Yes	Yr 1/Sem 1
Emerging Technologies	20			Yes	Yr 1/Sem 1
Programming and Web Technologies	20			Yes	Yr 1/Sem 2
Dissertation Project	40			No	Yr 1/Sem 2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate a comprehensive understanding of essential concepts, principles and practices relating computing industry. A2 Obtain a detailed understanding of modern industry technology models that support and develop industry growth. A3 Show knowledge and critical understanding of computing trends and the impact on the computing industry. A4 Demonstrate an in depth understanding and application of the professional, legal, social, moral, and ethical issues relevant to the computing industry.	Lectures will provide an overview of core module material, using examples and case studies as appropriate. Students will be encouraged to further investigate aspects of lectures in preparation for Tutorials. Tutorials will provide an opportunity for specific problem solving. Short, weekly exercises, using a variety of mediums will be used to provide frequent, informal formative feedback. Tutorials will provide opportunities for students to present using a range of formats written, oral or electronic. Students will be encouraged to work as individuals or in groups during practical exercises which will enable students to apply their knowledge of basic concepts. Students will be encouraged to research given problems and provide feedback on their findings. Students will be directed and guided to read selected papers and short articles by the Module Coordinators as appropriate. Independent Study Supported by VLE/Course Notes: Students are invited to take part in independent learning through investigating written material or using the internet in the college Learning Resource Centre. In addition, collaborative learning and consulting with peers is encouraged as this

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	leads to the exchange of ideas and effective problem solving. Teaching materials are developed and provided in electronic form for the course. Southern Regional College facilitates all students with remote login access to the college VLE (Virtual Learning Environment) to access all electronic materials and to take part in online discussions\forums and email. Textbooks\eBooks: A core resource to supplement and support curriculum. Allows extension to learning outside and inside the classroom to assist, give direction, and facilitate research and independence to develop confidence of learning. The experienced teaching team use a range of pedagogical approaches in their teaching to allow students to deepen their understanding of the topic for a range of learning styles. Assessment materials may be marked using tutor or computer marked assignments (multiple choice, short answer, essay), interactive computer marked assignments, labs, formal examinations or progress tests or reports.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critically analyse criteria and specifications appropriate to specific problems and plan strategies for their solutions. B2 Demonstrate computational thinking relating to everyday life. B3 Deploy theory, practices and tools for the design and implementation of a range of solutions to meet the modern industry needs. B4 Adopt professional practices relating to computing industry.	Digital Literacy and Independent research: Digital Literacy will be evident throughout modules through online reading materials, multimedia presentations, use of online resources and the internet for research, custom made learning materials such as videos\quizzes etc., bespoke software tutorials, use of communication tools, electronic plagiarism software and several types of content creation. Students will complete independent research through case studies to develop critical thinking, reasoning and problem solving to get a better understanding of complex computing issues in its real-life context. Lectures: Lectures are designed to engage the learner's interest in a topic and provide a framework on which students can build their knowledge and understanding, and they continue to be a vehicle for the instruction of students. Lectures provide summarised information from a range of sources, updating students with new developments and current issues. Lectures to the student group studying a module are used to present theory and to provide relevant worked examples. Lectures will provide students with the key information and knowledge and will form the basis of a learner centred approach. Practicals: These provide an opportunity for students to apply the taught theory and allows for the reinforcement of the material with the lecturer available to provide support and guidance when required. This takes place in the IT rooms and hardware lab and aims to allow students to take control of specialised resources and equipment. Working under guidance and within the constraints of training, risk assessment and

3B. Cognitive skills	
	health, safety and well-being, students have ownership over the intended outcome making it more motivating and enjoyable. Assessment: Writing experimental reports; Demonstrating knowledge of software packages through assignments; Practicals and associated structured worksheets; Case studies; Class test; Exams;

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Critically analyse, design, and evaluate modern computing systems, using appropriate techniques to meet the needs of an industry-based scenario C2 Evaluate the risks and safety aspects in the deployment of a computer-based system and be aware of limitations. C3 Synthesis findings using critical thinking skills in response to a computing scenario.	Practical activities based on and supported by theory taught through lectures will allow students design and implement computing solutions follow good practice in the IT lab, using the industry relevant software and hardware. Learning and teaching will nurture and enable the development of practical and professional skills learners equipping students for life-long learning through the development of critical thinking and problem-solving skills.

3C. Practical and professional skills	
C4 Interact effectively within a team/learning group. C5 Develop an increasing autonomy in relation to own professional learning appreciating the need for lifelong skills.	Individual Work: Students producing independent work where students get interested in a variety of information sources and practical experience through engagement and stimulation of learning. Students learn as an individual to study and develop independent thinking, problem solving, analysing, and evaluation and self-reflection skills. Group Work: students will work as a part of a team, where peer assessment overseen by the tutor, will reflect each candidate's contribution to the team and effectiveness as a team member while the team is working on the project. Assessment: Demonstrating knowledge of software packages through assignments; Completing risks assessments; Practical worksheets; Practicals – Exams;

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Communicate effectively with others in both written and oral forms to a range of audiences. D2 Develop time management and organisational skills to meet tight timelines and a range of demands.	Through group, independent learning, practicals, and seminars learners will increase their confidence and their development of skills in research, academic writing and referencing throughout the module supported by the tutors.

3D. Key/transferable skills	
D3 Problem solve in both familiar and unfamiliar situations making effective use of information retrieval skills and learning resources D4 Demonstrate the ability to apply appropriate methods to make informed choices using a range of computing-based technologies.	Creative and critical thinking will be encouraged through lecturer mentoring on a weekly basis, as throughout the programme students will be given problems to solve as individual and/or in groups to improve communication and problem-solving skills. Assessment: Critical evaluation of research communicated by a variety of means. Worksheets. Practicals Exams; Assessments

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs 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

The programme is designed to facilitate both students in full-time education and those in employment, with both a full time and part structure. (See section 3 above)
The full-time option is delivered in 2 semesters over 1academic year, while the 2-year part time option will allow the modules to the value of 120 credits being completed.

The Dissertation Project module 40 credits will enable learner to demonstrate the research philosophy, planning and methodology necessary to carry out significant research. It will allow students to demonstrate the final development of their subject knowledge, skills and understanding through extended research using the technology and knowledge available to them while studying this programme at SRC.

All modules are mandatory, and the programme has no pathways or routes, with the selection of modules agreed after consultation with local industry around their own needs and current computing trends.

The programme actively engages with employers via the SRC Business Support & Innovation Centre and the employer events, with companies advising the team on the graduate qualities and skills required to ensure curriculum is relevant and matches their expectations. Employers currently offer work-based learning opportunities and assessment and PBL (Project Based Learning) opportunities based on real world scenarios, thus giving students a vital insight into the computing industry.

The College has recognised that additional support for students learning. The College invested significantly in the development of a blended learning platform.

Students avail of an additional online support on a weekly basis throughout the duration of the programme and are expected to attend synchronous and asynchronous tutorials to consolidate previous learning and / or prepare students for coming lessons. Each module has a weekly schedule of face-to-face taught sessions as well as details on the weekly online sessions. These are clearly defined in each module study guide which is available for all modules. The course co-ordinator and team have intimate knowledge of the skills, job roles and procedures required in computing industry through the vast experience gained over the past six years on the delivery of the HLA.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the workplace)

The College is committed to supporting all students and their learning. The pre/post
enrolment induction process affords all students the opportunity to discuss their learning needs within a supportive interview with both Curriculum and Student Services staff. The primary aim of this interaction is to ensure that all students are on the correct programme
of study and have regular and planned support put in place to enable the review of their progress towards their learning goals and their personal and career development.

Students and their learning are supported in several ways:

- The College provides admissions and pre-enrolment support including student
  finance advice to looked after children and care leavers.
- All new students participate in a comprehensive induction programme prior to and during the commencement of the programme. At this time, the students will be issued with HEI and SRC literature pertaining to the programme and
  support networks available to them
- Course handbook and module information are provided
- Each course has a Course Director who deals directly with all students
- Each student is allocated a Personal Tutor whose function is to provide a measure of pastoral care. Students will have access to support and guidance from a range of specialist personnel e.g., careers officers, finance officers, student counsellors
- The programme has a course committee which includes all academic staff

teaching on the programme. Student/staff consultative meetings will take place
twice yearly (once per semester) and will review academic, administrative issues and developments affecting and supporting their learning. Matters arising from the student/staff consultative meetings are addressed and actioned at course committee meetings

- Placement co-ordinator provides careers advice and the preparation for Work- Based Learning.
- Facilities and assistance offered by the library and computer staff
- Student Services Department provides advice and services relating to accommodation, health, counselling and guidance, careers, childcare, finance, and special needs.
- Information Learning Technology support is available to all students to ensure access to SRC VLE, internet and email facilities.
- Southern Regional College recognises the crucial importance of pastoral care as it seeks to provide a safe and caring environment in which learners can strive for full personal and academic potential. Student services provide help in the field of health, counselling and guidance, careers, finance, and special needs.
- The College aims to provide a safe, supportive, and friendly learning environment for all students with learning difficulties and/or disabilities. Confidentiality is maintained in line with the Data Protection Act (2018) and EU GDPR standards.
  The team is supported by the Student Services Committee, which has representatives from all Schools within the College and is chaired by the Assistant Director for Student Services. The Committee meet regularly during term time and is responsible for encouraging exclusivity. This support will assist students to realise their full academic and personal potential. If the student has a physical disability, sensory impairment, mental health or learning difficulty, Learning Support Services is available to help them.
- Students with additional learning support requirements will be interviewed and assessed in relation to their needs and an individual Action Plan drawn up and agreed with them. Students on Higher Education programmes may be eligible to apply to their Education and Library Board for the Disabled Students' Allowance (DSA) (www.studentfinanceni.co.uk for further details). This support can be used for: Technical Support, Non-medical Helpers, General Allowance, and Travel Allowance.
- The Admissions office will offer advice on issues relating to International Students:
  - Eligibility to Study
  - How to get help to improve your English
  - Application
  - Finance

- The College has an active Students' Union. The student's union is an integral part of student life and exists to further the interests of all students at the college and to facilitate the representation of their views. As such there are two class representatives elected by their peers to help raise their issues through the student council. An annual Freshers' Fayre is organised and well supported each year prior to commencement of programmes. This is supported by a calendar of events for the academic year. In addition, there are several clubs and societies that are currently operational. Each campus has its own student union facilities.

- Sport and Recreation facilities are available for all students including a fully equipped Fitness Suite. The Suite boasts a variety of cardiovascular and resistance machines and is currently open to all staff and students and a qualified member of staff is available to undertake relevant fitness tests so that suitable individual training programmes can be devised for all users.

Support available

- Access to Information and Advice
- Classroom Assistants
- Specialist IT Software and Equipment
- Modified Learning Materials
- Referral for Specialist Assessment and Support
- Sign Language Interpreters
- Non–medical Assistants
- Access Arrangements in Examinations
- Note Takers
- Braille Printing Services
- One-to-One Support
- Additional Tuition with a Subject Specialist

Dissertation Supervisor

Each student will be assigned a supervisor who will act as their main point of contact for the module. They will guide the student when choosing projects to ensure suitability, viability, and assure that they are satisfied that the Learning Outcomes of the module can be met within the scope of the potential project. Where possible the supervisor will have no more than 4 students to supervise, to ensure a quality of experience for the student. Supervisors will meet their candidates regularly by various means and guide them through the challenges of the module.

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

Applicants must:

The Honours Degree Top Up will be available to any candidate who satisfies the criteria below:

- An Open University, Ulster University or Queen's University Belfast Foundation Degree with a pass mark of 55% or above in L5 modules. (Or other relevant L5 qualification such as a Pearson's Higher National Certificate/Diploma) DipHE qualifications in a computing related discipline.
- Candidates presenting with FDs or HNC/Ds from other awarding bodies will be considered under APEL (Accreditation of Prior Experience and Learning) procedures
- GCSE English language and Maths at grade 4 (grade C) or above. (Or equivalent, - for example, Level 2 literacy and numeracy Essential Skills qualifications are also accepted).
- Have reached the age of 18 years on admission.

All applications will be individually considered.
Any applicant claiming APEL must complete the Accreditation of Prior Learning application.
The Course Director will act as the APEL advisor and provide applicants with information
on the following:

- the entry requirements for the programme
- the generic outcomes of the programme
- a comprehensive skill required
- the University graduate qualities

Applicants applying for entry onto the programme via the APEL route must present a comprehensive portfolio that clearly demonstrates learning that equates with the programme entry requirements as previously outlined. The OU (Open University) will be involved in this process prior to registration.
The APEL route will comprise of a transparent, rigorous, clear, and concise guidance materials aligned to the UK Quality Code requirements to ensure consistency in the portfolio as evidence of prior learning. All evidence submitted must be authentic, current, reliable, sufficient, and valid.

Course (both PT and FT)
Complete online application for the course

Attend Pre-enrolment Advice Session (PEAS) with Course Directors • Overview of course structure, course demands, application process, individual interviews with applicants • CD (Course Director) confirms if entry criteria are met or if results are pending – conditional offer issued to applicants who meet or will potentially meet entry criteria upon receipt of results.
Upon receipt of evidence of results unconditional offer issue to applicant for the course.

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
SRC's curriculum delivery at HE assures consistency and rigour in marking through internal and external moderation as appropriate. Consistency and parity is achieved through the definition of the forms of assessment and a requirement for each programme to adopt a range of assessment methods. Assessment is governed by a structure which is rigorous and transparent.

9. For apprenticeships in England End Point Assessment (EPA). *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
Evaluation of teaching and learning is assessed through lesson observations, module evaluations, and students' responses to questionnaires, focus groups, students' comments in course meetings. All full-time teaching staff are required to have achieved or be working towards a recognised teaching qualification in addition to their subject/sector qualifications/experience. Improvements are through group and individual staff development. In addition, all staff must partake in the College Staff Development Programme both of which focus on raising standards in teaching and learning as well as individual tutors' Continuing Professional Development. Improvements in teaching and learning are recorded in the College's annual HE Self-Evaluation Report (SER) and any required improvements in the Quality Improvement Plan. The HE SER is validated by the HE Advisory Board and reported to the Governors Quality and Standards Committee. To support the evidence to produce this report several mechanisms are employed • Student /Staff Committee meetings • Student Surveys • National Student Surveys A staff appraisal process is carried out each year to assess the individual lecturer performance and identify any staff development required in the incoming year. Every 2 years classroom observations are carried out to assess the pedagogic performance of lectures and any develop needed, The college has developed a team of Teaching and Learning Advisors to help support staff and teams in improving the quality and standards of teaching and learning.

10. Changes made to the programme since last (re)validation
N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
6	Research Methods for computing Professionals	X					X					X	X		X				
	Advanced Mobile and Cloud for Industry		X			X				X									X
	Emerging Technologies			X				X			X						X		
	Programming and Web Technologies	X					X			X							X		
	Dissertation Project				X			X	X					X		X		X	

Annexe 3 - Curriculum mapping against the apprenticeship standard N/A

This table indicates which study units assume responsibility for delivering (shaded) and assessing (□) particular knowledge, skills and behavious.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
5																										

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.