Programme Specification

University of Cumbria

Final Award and Title	University Advanced Diploma (UADip). Practice Development: Occupational Health
Exit Award(s) and Title(s)	N/A
Name of Route / Pathway / Framework	Practice Development
Professional Qualifications	N/A
Programme Accreditation	N/A
Modes of Study	Full-time, Part-time, Distance Learning, Flexible & Distributed Learning (FDL), blended learning)
Delivery Sites	All University Campuses and sites. Other approved partner locations Modules within the programme may be offered offsite, for example on employers' premises, in line with the University's policy for offsite delivery
Programme Length	1-2 Years Full-time 2-4 Years Part-time Maximum Registration Period 4 Years
Work Based Learning	

1. Educational Aims of the Programme

The overall aims of the programme are to:

1. Provide a 60 credit flexible, modular framework that provides a coherent programme of study, which recognises and values prior experience and learning in the context of occupational health, for those who do not wish to embark on a 120 credit degree course
2. Provide learners with the opportunity to develop intellectual, analytical, and problem solving skills to enhance occupational health practice
3. Provide learners with the opportunity to develop skills to enable them to critically analyse, interpret and apply evidence to occupational health practice
4. Develop graduate key skills within the lifelong learning context
5. Facilitate the development of learners as leaders and/or change agents, able to respond to a dynamic occupational health practice environment
6. Provide the opportunity to explore and apply effective collaborative and partnership working

2. Programme Features and Requirements

The University of Cumbria has a long tradition of preparing occupational health professionals for work in this unique and exciting field. With strong links to industry, and an established track record of academic publications, national and international presentations, the experienced staff are well placed to help people develop the knowledge and skills necessary to practice confidently in a wide variety of settings. The **University Advanced Diploma Practice Development: Occupational Health** programme provides occupational health professionals with a programme of study at degree level, which aims to add a breadth and depth of knowledge necessary for effective occupational health practice. Students can select from a range of contemporary modules on issues such as the legal and ethical aspects of occupational health, the management of sickness absence, fitness for work, health surveillance, stress management and mental health in the . A strong commitment to evidence based practice and maintaining the highest standards of professional practice is evident throughout the programme. The award incorporates a variety of optional modules which have been explicitly designed to meet the needs of students working in a wide range of practice situations.

To gain the award of UADip. Practice Development: Occupational Health
students will be required to have undertaken the following core modules

> HPHO6008 Legal & Ethical Aspects of Occupational Health

Progression After Programme Completion

Completion of this programme of study will support students' career development in a number of ways. Students could use this qualification to gain promotion within their professional role or to develop or extend their sphere of practice e.g. health & safety, ergonomics or counselling.

Other possibilities could include progressing to BSc (Hons.) Practice Development: Occupational Health or Grad Dip / PgDip SCPHN (OH) in order to gain admission to Part 3 of the Nursing & Midwifery Council's register of Nurses. Alternatively, the MSc Practice Development Occupational Health Management Programme could be studied, thus allowing the development of management skills and if applicable, NMC recognised mentoring and teaching skills for use in the occupational health setting.

3. Learning Teaching and Assessment

(i) Learning, Teaching and Assessment approaches, pedagogy and values that underpin LTA design throughout the programme

This undergraduate programme is based on contextual learning. Teaching, learning and assessment strategies will therefore engage students in significant activities that help them to demonstrate academic judgement by gathering appropriate published research and evidence, and, through critical evaluation and application to practice, develop logical argument and discussion in relation to contemporary paramedic practice. Contextual learning relates not just to theoretical knowledge, but also to the underpinning values, beliefs, ethics and skills, as applied to people of all ages and abilities, recognising differences and diversity within the population. Teaching and learning strategies aim to enhance the recognition of the complexities surrounding inter-personal relationships in occupational health management and support students, through critical reflection, to seek new insights and new approaches to practice, taking a broader perspective on their specialism.

This programme has been designed to be flexible, utilising a full range of UoC digital resources and supported communication through learning technology where suitable – for example through online and distributed places for learning – an approach that embodies inherent (even if latent) opportunities for study across learning contexts . Use will be made of UoC learning technology such as Blackboard and the availability of resources suitable for mobile learning (such as use of PDF file format instead of MS Word; Downloadable podcasts).

Learning and assessment are considered as interrelated. Everything that the student undertakes – and the products of that learning – is couched amongst active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol & McFarlane-Dick, 2006). Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, it encourages and enables progressive development through feedback, and is of relevance to practice needs that also develops skills and capacity for a wider employability context.

Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment.

The delivery of study, academic skills are embedded and extend and adapt definitive resources available centrally through LISS, creating an opportunity to present parity in the student experience across standalone modules and student-owned pathways.

Learning is based in academic study and in professional practice. Students are actively facilitated to apply and integrate their professional knowledge within their practice and to develop an enquiring critical approach to their study and professional practice. Acquisition of enhanced knowledge and understanding is through a combination of the following:

- Use of virtual electronic learning environment
- Online and class based workshop activities
- Facilitated discussion and debate
- Tutorials
- Guided study and reading
- Work based learning
- Reflection on professional practice

Tutorial support is available through a Personal Tutor system as well as through access to module and specialist tutorial support.
Additional support to learning is provided by Learning Information and Student Services.

(ii) Contexts For Learning

This programme will be delivered through blended learning or distance learning, using a range of learning contexts for enactment of the curriculum. Learning will be based in academic study and in practice environments.

Campus-based and off-campus sites provided by partner organisations are used to deliver face-to-face learning and teaching, which will be supported and enhanced by the use of a range of e-learning technologies, including our virtual learning environment Blackboard.

Students will also engage in supported and interactive online learning. The programme has been designed to utilise a full range of UoC digital resources and supported communication through learning technology where suitable. Use will be made of UoC learning technology such as Blackboard and the availability of resources suitable for mobile learning (such as use of PDF file format instead of MS Word; downloadable podcasts).

(iii) Learning, Teaching and Assessment Methods

Learning will be based in academic study and in practice environments. Students are actively facilitated to use, apply and integrate their developing knowledge within their practice and to develop an enquiring, evaluative approach to their study and practice.

Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skills development in their learning and practice contexts in order to develop their ability to make sound professional judgments.

[1] As referred to in LTA Plan 2012-17, *Contexts for learning at University of Cumbria*: a) Campus-based learning experience, enhanced through the use of technology; b) Connected sites, Gateway and placement settings – providing more support online and distributed places for learning; c) Intensive programme attendance, backed up by online learning – for workplace learning, placement and professional learning and short course offers; d) Online, at-a-distance learning – utilising full range of UoC digital resources and supported communication though learning technology.

Intellectual, professional and key transferable postgraduate skills are developed throughout by methods identified above.

Indicative Range of Assessment Methods:
- Case study
- Reflective Account
- Academic essay
- Evidence based analysis
- Production and presentation of a teaching aid
- Presentation
- Practice based vignette
- Written report
- Online assessment
- Work Based Assessment

(iv) Formative Assessment

Formative assessment is an important feature within the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, or multiple choice tests. Peer and self-assessment are also used to give students timely feedback on formative tasks. (Reference: University of Cumbria Guidelines for Good Assessment Practice).

4. Programme Outcomes

This programme provides opportunities for students to develop and demonstrate:

(i) Knowledge and Understanding

The student will be expected to demonstrate that they have developed a systematic and coherent body of knowledge and critical understanding of the following:
1. The evidence, theories and policy drivers that underpin occupational health practice
2. The ethical and legal perspectives of occupational health
3. Strategies for assessment, decision making and managing change in occupational health practice
4. Concepts and frameworks for collaborative and partnership working
5. The holistic nature of practice within occupational health

(ii) Employability Skills

The student will be expected to demonstrate that they have enhanced their ability to:

1. Communicate in oral and written forms to perform effectively within an occupational health setting.
2. Work as a creative and responsive member of an occupational health team.
3. Respond professionally, flexibly and positively to dynamic situations.
4. Access, select and retrieve research and evidence from a variety of sources.
5. Problem solve, make judgements and plan appropriate evidence-based actions.
6. Lead, influence and negotiate, demonstrating assertive, supportive behaviours.
7. Utilise a range of educational technology informatics and IT and develop enhanced research skills appropriate to independent study and enquiry.
8. Plan and manage own personal and professional development.

(iii) Qualities, Skills and Other Attributes

The student will be expected to demonstrate that they have developed and have the ability to apply the following skills, qualities and attributes:

1. Communicate effectively in a variety of ways, such as with clients, customers, colleagues and other practitioners.
2. Make sound professional judgements and utilise different modes of decision making.
3. Manage time and work to deadlines.
4. Search for, analyse and apply a contemporary evidence base for occupational health practice.
5. Identify and access appropriate bibliographical resources and other sources of information relevant to occupational health.
6. Use information technology effectively, as a resource of information, as a learning aid and for the presentation of information.
7. *Take responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraise alternatives and plan and implement actions.*

5. Level Descriptors

At HE Level 6: (Year 3 undergraduate), students will be able to demonstrate that they have the ability: to critically review, consolidate and extend a systematic and coherent body of knowledge; critically evaluate concepts & evidence from a range of resources; transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms; exercise considerable judgement in a range of situations; accept accountability for determining and achieving personal and group outcomes; reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

6. Curriculum Map

Programme Structure					
Level	Module Code	Module Title and Module Aims	Credit Points	Core/ Compulsory/ Optional/ Qualificatory *	Notes *(eg pre/co-requisites,'core optional' etc)*
6	HPHO6008	**Legal & Ethical Aspects of Occupational Health** The aim of this module is to introduce the students to the key legal, professional and ethical issues that are relevant to their practice in the field of occupational health so that they are able to practice from a well-informed professional base	20	Core	If students have studied the equivalent module at Level 5 then they cannot study the Level 6 version
6	HLLG6031-35	**Negotiated Learning** The module will allow students to extend their knowledge and understanding in an area of study that complements previous experience and learning.	20	Optional	The nature of the module content and assessed work will be negotiated and written into a learning contract
6	HPHO6002	**Ergonomics in the Workplace** This module provides a broad based introduction to ergonomic principles and their application in the design of work, equipment and the workplace. Consideration is given	20	Optional	If students have studied the equivalent module at

		to musculoskeletal disorders, manual handling, ergonomic aspects of the environment as well as to the social and legal aspects			Level 5 then they cannot study the Level 6 version
6	HPHG6028	**Facilitating Health Behaviour Change** To enable students to critically explore the nature of health behaviour and apply this knowledge and understanding to the facilitation of behaviour change based on a sound theoretical evidence base.	20	Optional	If students have studied the equivalent module at Level 5 then they cannot study the Level 6 version
6	HPHO6004	**Fitness for Work** This module aims to equip the student with the detailed knowledge and critical understanding that is required to undertake an effective new starter or pre-employment health assessment and judge fitness for work using pre-existing standards in the workplace	20	Optional	If students have studied the equivalent module at Level 5 then they cannot study the Level 6 version
6	HPHO6006	**Health Surveillance Management** To equip the students with the detailed knowledge of the requirements for health surveillance and systematic critical understanding of the practice of health surveillance in the workplace, including the limitations of screening processes in the detection of occupational disease	20	Optional	If students have studied the equivalent module at Level 5 then they cannot study the Level 6 version
6	HPHO6010	**Mental Health in the Workplace**	20	Optional	If students

		This module aims to give the occupational health practitioner the knowledge with which to enhance mental wellbeing in the workplace and to help employees remain in work or return to work following an episode of mental ill health			have studied the equivalent module at Level 5 then they cannot study the Level 6 version
6	HPHO6012	**Risk Assessment and Health and Safety Management** The student will develop the skills and knowledge to be able to advise managers about the complex risks of health and safety in the workplace	20	Optional	If students have studied the equivalent module at Level 5 then they cannot study the Level 6 version
6	HPHO6014	**Sickness Absence Management** To equip the student with the knowledge and skills to be able to manage sickness absence in the workplace.	20	Optional	If students have studied the equivalent module at Level 5 then they cannot study the Level 6 version
6	HPHO6016	**Workplace Stress Management** This module aims to develop the student's detailed knowledge and critical understanding of the concept of occupational stress, highlighting the legal responsibilities that employers have to protect employees from the adverse effects of pressure at work and in using critically the Health and Safety Executive (HSE) management standards	20	Optional	If students have studied the equivalent module at Level 5 then they cannot study the Level

		approach to risk assessment			6 version
6	HPHO6020	**Introduction to Toxicology** This module aims to introduce the student to the detailed knowledge and critical understanding of toxicology applied to their workplace. The student will gain a critical overview of how the human body is systemically affected by toxic substances and how these effects can be avoided or minimised by risk assessment, environmental monitoring and occupational hygiene, personal monitoring and health surveillance. This module is not aimed at those with a background in science or chemistry	20	Optional	If students have studied the equivalent module at Level 5 then they cannot study the Level 6 version
6	HPHO6022	**Travel Health** This module aims to give the student an introduction into travel medicine, risk assessment, strategies to prevent ill health in travellers and the management of travel health services.	20	Optional	If students have studied the equivalent module at Level 5 then they cannot study the Level 6 version

Progression / Award requirements

Module pass mark: 40% (Undergraduate)

Students must pass one core module and pass a further two modules, to a total of achievement of 60 credits.
The choice of optional modules will be approved by the programme leader.

(*) Note: **Core Modules** – must be taken and successfully passed.
Compulsory Modules – must be taken but can be carried as fails (if the award permits).

Optional Modules – students would be required to take an appropriate number of optional modules
Qualificatory Unit of study – Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies professional components that are not credit bearing and are pass/fail.

7. Programme Assessment Map

This map charts the assessment of the Programme Learning Outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the Programme Learning Outcomes including knowledge and understanding, employability and academic skills, qualities and other attributes as indicated in section 4 above.

*D = programme outcome is **developed** in this module*
*F = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module*
*S = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module*

Module Code	Module Name	Programme outcome 1	Programme outcome 2	Programme outcome 3	Programme outcome 4	Programme outcome 5
HPHO6008	Legal & Ethical Aspects of Occupational Health	D,F,S	D,F,S	D,F,S	D,F,S	D,F,S
HLLG6031-35	Negotiated Learning	DFS	D	DS	D	D
HPHO6002	Ergonomics in the Workplace	D,F,S	D,S	D,S	D,S	D,S
HPHG6028	Facilitating Health Behaviour Change	D,S	D,F,S	D,S	D,S	D,S
HPHO6024	Fitness For Work	D,F,S	D,F,S	D,F,S	D,F,S	D,F,S
HPHO6026	Health Surveillance Management	D,F,S	D,S	D,S	D,S	D,S
HPHO6028	Mental Health in the Workplace	D,F,S	D,S	D,F,S	D,F,S	D,F,S
HPHO6030	Risk Assessment and Health and Safety Management	D,F,S	D,F,S	D,F,S	D,F,S	D,F,S

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D = programme outcome is **developed** *in this module*
F = programme outcome, or aspects of the programme outcome, are **formatively** *assessed on this module*
S = programme outcome, or aspects of the programme outcome, are **summatively** *assessed on this module*

Module Code	Module Name	*Programme outcome 1*	*Programme outcome 2*	*Programme outcome 3*	*Programme outcome 4*	*Programme outcome 5*
HPHO6014	Sickness Absence Management	D,F,S	D,F,S	D,F,S	D,F,S	D,F,S
HPHO6016	Workplace Stress Management	D,F,S	D,F,S	D,F,S	D,F,S	D,F,S
HPHO6020	Introduction to Toxicology	D,F,S	D,F,S	D,F,S	D,F,S	D,F,S
HPHO6022	Travel Health	D,F,S	D,F,S	D,F,S	D,F,S	D,F,S

8. Indicative Assessment Calendar

Module Code	Module Title	Method(s) of Assessment	Weighting	Approx assessment deadline (eg mid semester)
HPHO6008	Legal and Ethical Aspects of Occupational Health	Formative: Group seminar 500 words Summative: written assignment 3000 words	100%	Year 1 End S1
HLLG6018	Evidence Based Practice	Formative: group work 1000 words Summative: written assignment 3500 words	100%	Year 1 End S2
HLLG6031-35	Negotiated Learning	Formative: learning contract 500 words Written assignment: written assignment 4000 words	100%	Student choice
HPHO6002	Ergonomics in the Workplace	Formative: Summative: written assignment 3000 words Presentation 700 words	75% 25%	Student choice
HPHG6028	Facilitating Health Behaviour Change	Formative: written work 500 words Summative: written assignment 3000 words	100%	Student choice
HPHO6024	Fitness For Work	Formative: written work 500 words Summative: written assignment 3000	100%	Student choice

		words		
HPHO6026	Health Surveillance Management	Formative: written work 500 words Summative: written assignment 3000 words	100%	Student choice
HPHO6028	Mental Health in the Workplace	Formative: written work 500 words Summative: written assignment 3000 words	100%	Student choice
HPHO6030	Risk Assessment and Health and Safety Management	Formative: group seminar – case study 500 words Summative: written assignment 3000 words	100%	Student choice
HPHO6014	Sickness Absence Management	Formative: written work 500 words Summative: written assignment 3000 words	100%	Student choice
HPHO6016	Workplace Stress Management	Formative: written work 500 words Summative: written assignment 3000 words	100%	Student choice
HPHO6020	Introduction to Toxicology	Formative: written work 500 words Summative: written assignment 3000 words	100%	Student choice
HPHO6022	Travel Health	Formative: written work 500 words Summative: written assignment 3000 words	100%	Student choice

9. Support for Students and their Learning

As a student of University of Cumbria, you will have access to Learning, Information and Student Services (LISS) facilities; careers and employability, financial help, counselling, health and wellbeing, support for disabled students and those with specific learning requirements and taught sessions to develop a high level of information fluency and academic skills.

You will have embedded skills interventions from LISS as part of your induction experience and beyond. Typically the interventions have taken the form of workshops but equivalent online input could be chosen through liaison. Embedded induction input will cover IT network passwords, basic intro to Blackboard and webmail, library services and electronic resources (ebooks, ejournals, image collections etc). Later input will cover more advanced (including level 7) information fluency and critical reading and writing skills.

LISS will provide quantitative and qualitative feedback to the faculty on the impact of the skills support offered to participants on an annual basis.

You can access individual support from LISS via email guidance and by face to face advice throughout your student journey. Further LISS Learning and skills development workshops may be requested by tutors or directly by you. These sessions focus on a range of skills including planning for dissertations and introducing the requirements of academic research and writing at Masters level.

In addition, you will have access to online tutorials and the skills@cumbria support area on Blackboard and on the LISS website: http://www.cumbria.ac.uk/SkillsatCumbria/.

Module leaders will collaborate with LISS learning enhancement advisers to ensure reading lists are current and that ebooks and electronic journal titles have been considered. Reading lists will be made available to LISS Learning enhancement advisers who will transform them into interactive electronic lists using the Rebuslist tool. The finished lists will be made available on an open access basis (for prospective students) from the LISS website (and other appropriate platforms).

10. Criteria for Admission

There is full commitment to equal opportunities criteria. The University is committed to widening access by taking candidates from a variety of educational backgrounds, without compromising academic standards.

Applicants must have achieved 240 credits, 120 each at levels 4 & 5 (or equivalent) in a cognate subject, within the last 5 years. Applicants who do not hold 120 level 5 credits, but who can demonstrate at interview and by the successful completion of 60 credits at level 5 an equivalent level of knowledge gained through relevant qualifications and / or experience, may

be allowed entry to the programme. This decision will be at the discretion of the programme leader and does not constitute the award of credit via APEL.

Applications will be reviewed on an individual basis and potential students will be offered advice by an academic tutor on the suitability of the award and their module choice within the award, dependent on factors such as currency of prior learning, and their personal and professional development needs. Students should be able to show potential benefit from studying for the award and a commitment to attempting the assessment items

Students will not require a Disclosure & Barring Service clearance.

International applicants will need to demonstrate evidence of study at a level equivalent to the general entry requirements. These will be in accordance with NARIC Guidelines (The British Council 2007 and revised annually) and International Qualifications for entry to Higher Education (UCAS, 2007 and revised annually) as well as satisfying the English Language requirements for admission which include any of the following:
- The British Council International English Language Testing System (IELTS) with an average score of 6.0 with a minimum of 5.5 in each component
- Cambridge Certificate in Advanced English, Grade A only.
- Cambridge Certificate of Proficiency in English, Grade C or above.
- Oxford – Arels examination (higher level), Credit or Distinction.
- TOEFL: American Test of English as a foreign language, Minimum score of 550 (for written tests) or 213 (for computer tests).

The amount of external credit (i.e. prior learning at another Higher Education Institution) is governed by the University's regulations on the Accreditation of Prior Learning (APL). The maximum APL allowance for this award is 20 credits.

Where the credit (internal or external) is more than 5 years old, a written Statement of Currency or a short piece of bridging work may be requested to show how the learning has been kept up to date.

In the case of both internal and external credit, the student must be able to demonstrate that the prior learning to be accredited is equivalent to/at the standard of learning required as part of the intended programme of study in respect of skills, subject knowledge, understanding and professional competences as appropriate. Credit judged equivalent may be general or specific.

The decision on the award of credit for purposes of exemption or transfer or admission is an academic judgement.

Specific credit requires the matching of specific learning outcomes at the appropriate level from previous certificated learning, or experience, against the learning outcomes of the module for which accreditation is being sought.
Where the majority but not all of learning outcomes have been met, a student may be required to undertake relevant bridging work.

General credit can be sought against individual modules or levels within a programme where the learning is judged appropriate at the equivalent level.

11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching

Mechanisms for review and evaluation of LTA, the curriculum and outcome standards	Module/programme evaluation Annual Evaluatory Report (L&IL) Peer review External Examiner reports Departmental Quality Committees Staff Student Forums
Committees with responsibility for monitoring and evaluating quality and standards	Departmental Quality Committees Faculty Academic Quality and Standards Committee Academic Quality and Standards Committee
Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience	Module evaluations Student representation on Programme Departmental Quality Committees Staff Student Forums
Staff development priorities for staff teaching this programme	Annual professional updating Continued research and scholarly activity Personal Development and Review Plans (PPDRs)

12. Additional Information

For students with disabilities, an assessment will be made in relation to any reasonable adjustments that may be required, in line with the QAA Code of Practice – Students with Disabilities.

The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.

13. Administrative and Supporting Information

Key sources of information about this programme and its development can be found in the following:	Dame Carol Black (2008) *Working For a Healthier Tomorrow* Department of Work & Pensions (2012) *Statement of Fitness to Work* Department of Health (2010) *Healthy Lives, Healthy People White Paper: Our Strategy for Public Health in England* Royal College of Nursing (2011) *Occupational Health Career Competence & Development*

Quality Group:	Lifelong & Interprofessional Learning
Faculty	Health & Science
Teaching Institution	University of Cumbria
JACS code:	B920
Programme code (CRS):	TBC
UCAS code: (where applicable)	
Date of last engagement with external bodies (eg QAA, Ofsted, etc)	
Date of Programme Specification validation	26th March 2014
Validated period of programme:	5 years from September 2014 to July 2019

	Reason for change: (eg minor changes)	*Date:*
Date of changes to Programme Specification:		

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About Programme Specifications

This programme 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 is provided in the Programme Handbook and associated Module Guides.

Programme Specifications are written with the student audience in mind and are available to students. In addition, they are used in a number of ways:
- As a source of information for students and prospective students seeking an understanding of the programme.
- For the teaching team to ensure there is a common understanding about the aims and learning outcomes for a programme.

- As a reference point for audit, review and monitoring purposes
- As a source of information for employers, and professional bodies to provide evidence that required skills or abilities are developed by the programme.

For more details about Programme Specifications, refer to the <u>QAA Quality Code, Chapter A3: The Programme Level</u>.