



PROGRAMME SPECIFICATION SINGLE HONS

FACULTY NAME:

AWARD TITLE:

DOCUMENT CONTROL

Responsibility for documentation production	[insert role]
Version:	
Approved by and date:	Academic Committee Senate
Frequency of Review:	Five years
Next Review date:	Spring 2030
Revisions:	
EIA	This is considered as part of the ARE process for academic provision.

SECTION 1: PROGRAMME OVERVIEW	
Programme Title	
Provision Type	Single Hons <input checked="" type="checkbox"/>
Awarding Institution	Liverpool Hope University
Faculty / School	
Level of Study	Undergraduate <input checked="" type="checkbox"/>
Final Award	BA <input type="checkbox"/> BSc <input type="checkbox"/>
Teaching Location	Hope Park <input type="checkbox"/> Creative Campus <input type="checkbox"/> Other (please specify) <input type="checkbox"/>
Frequency of intake	Annually (Start of Academic Year)
Mode of Study / Programme duration	Full Time <input checked="" type="checkbox"/> Part Time <input checked="" type="checkbox"/>
Does this provision have accreditation or professional recognition	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, provide full details of the Accrediting Body
FHEQ levels ¹	Level 4 <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/>
Subject Benchmark Statement	<i>Specify the applicable subject benchmark relevant to the provision and the date it was produced</i>
Fees	Standard UG Fees <input type="checkbox"/> Other (specify ²) <input type="checkbox"/>
Additional cost to students <i>Include a statement on any additional costs (including field trips or specialist equipment)</i>	
Brief Marketing statement	
Link to Programme page	

¹ The programme is designed in accordance with the [FHEQ](#) to ensure the qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment.

² For example Network of Hope

SECTION 2: PROGRAMME RATIONALE, AIMS AND LEARNING OUTCOMES

RATIONALE

[Insert a short summary of the rationale for the programme]

Overarching Programme Aims *(Please add more aims as required)*

Aim 1

Aim 2

Aim 3

Aim 4

Aim 5

Overarching Learning Outcomes³ *(Please add more outcomes as required)*

Outcome 1

Outcome 2

Outcome 3

Outcome 4

Outcome 5

SECTION 3 – ADMISSION / ENTRY REQUIREMENTS⁴

Frequency of Intake	Annually at the start of each Academic Year.
Academic requirements	
Additional Requirements (such as portfolio, interview, etc.)	
International entry Requirements	
English Language Proficiency	Applications from International applicants will be considered for Foundation Year study but applicants who require a Tier 4 visa to

³ Specific Learning Outcomes are also in place for each module – see individual module specifications

⁴ The admission / entry requirements information is correct at the time this document was approved. Any future changes to the Admission / Entry requirements will be detailed in the Prospectus, the webpages and the subject leaflets. All accredited programmes will adhere to the Entry Requirements set out by the relevant PRSB.

	<p>study in the UK will also have to meet the English Language requirements.</p> <p>In addition to these requirements, programmes may have specific English land requirements which are detailed on the website pages.</p>
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SECTION 4 – CURRICULUM STRUCTURE						
Year	Module code	Module title	Credit Value	Module shape (short / long ⁵)	Compulsory / Optional	Assessment Method and Weighting ⁶
1						
1						
1						
1						
1						
1						
2						
2						
2						
2						
2						
2						
2						
2						
3						
3						
3						
3						
3						
3						
3						

Insert additional lines as required

⁵ Short is Sem 1 or 2; Long is Sem 1&2.

⁶ Maximum three assessments per 30 credit module; minimum two.

SECTION 5 – SYLLABUS
Year 1
<i>[Insert module titles and summaries]</i>
Year 2
<i>[Insert module titles and summaries]</i>
Year 3
<i>[Insert module titles and summaries]</i>

SECTION 6⁷ – LEARNING, TEACHING AND ASSESSMENT

Liverpool Hope's [Learning, Teaching and Assessment Strategy](#) details 10 principles which detail how student learning is enriched and how the University facilitates this. Please see the diagram below.

Student experience is **enriched** by:



TEACHING PATTERNS⁸

Year 1	Year 2	Year 3
Expectations for learning (per week) ⁹	Expectations for learning (per week)	Expectations for learning (per week)
Total contact hours = Total independent study hours =	Total contact hours = Total independent study hours =	Total contact hours = Total independent study hours =
Mandatory Work-Based learning requirements	Mandatory Work-Based learning requirements	Mandatory Work-Based learning requirements
Placements <input type="checkbox"/> Industry projects <input type="checkbox"/> Internships <input type="checkbox"/> Year in Industry <input type="checkbox"/> None <input type="checkbox"/>	Placements <input type="checkbox"/> Industry projects <input type="checkbox"/> Internships <input type="checkbox"/> Year in Industry <input type="checkbox"/> None <input type="checkbox"/>	Placements <input type="checkbox"/> Industry projects <input type="checkbox"/> Internships <input type="checkbox"/> Year in Industry <input type="checkbox"/> None <input type="checkbox"/>
Non Mandatory Work Placements, Internship and Industry Partnerships (if Applicable)		

⁷ For sections 6, 7, 8 - please note the links are correct at the time the Programme Specification was produced and any updates or amendments to regulations, strategies, and Student Support Services can be found on the Hope Website

⁸ For programmes with a year in Industry, the student will be placed with the employer following the end of year 2.

⁹ Year 1/level 4: the expectation is for 72 contact hours over one semester. The associated Independent Study hours would be 228 hours producing a total of 300. Year 2/Level 5 & Year 3/Level 6: the expectation is for 30 contact hours over one semester. The associated Independent Study hours would be 240 hours producing a total of 300

SECTION 7 – STUDENT SUPPORT AND RESOURCES	
Academic Support:	Personal subject tutors, Academic Skills mentors, Senior Academic Advisors, Academic Subject leads and Student Advice Service ; Study Support and Skills Mentors
Pastoral Support:	Student Life support services - Student Life
Library and Digital Resources	Services including but not limited to: Library Services ; Study Support and Skills Mentors ; Finding resources ; Borrowing resources ; Referencing help and other guides ; Archives and Special Collections ; Disability Support
Careers and Employability Support.	Services including but not limited to: Careers and Employability support ; Careers advice ; Graduates and alumni ; Reach your full potential ; Service and Leadership Award ; Services for employers

SECTION 8: CONTINUATION AND AWARD REQUIREMENTS	
Normal requirement to Pass a module	Currently Universal Assessment Regulations Continuation, Completion and Award Classification for Undergraduate Bachelors Awards states that student must achieve a minimum mark of 40% in order to pass a block of study ¹⁰ .
Continuation Rules between levels and completion of award	Detailed in the Degrees Leading to Award of Undergraduate Bachelor's Awards . Currently, at each year of study, student must have gained an overall weighted aggregate of 40% or above for 120 credits of academic study. Other specific requirements are detailed in the regulations
Award Classification: Universal Conventions and Procedures	Students who successfully complete Year 3 of their studies will become eligible for the award of a Bachelors Degree with Honours, classified according to the regulations ..

SECTION 9 REGULATIONS AND POLICIES
The Academic Regulations that relate to this programme can be found at the Student Enrolment and Administration pages Student Policies and Procedures and the Academic Regulations

SECTION 10: CAREER OPPORTUNITIES
Evidence of demand /employment opportunities/industry links

¹⁰ Changes may be approved at Academic Committee and Senate as appropriate

Other progression opportunities from the Programme for example, to Masters or Doctoral level study (if applicable)

SECTION 11: GRADUATE ATTRIBUTES STATEMENT

As defined in Liverpool Hope's [Learning, Teaching and Assessment Strategy](#), and in the context of a changing world, every Hope graduate will have:

1. A clear sense of social responsibility and the need to be ethically and sustainably engaged with the world, the environment and its future
2. An Inclusive and respectful approach to others, grounded in an understanding of different contexts, lived experiences, beliefs and cultures
3. An intellectual curiosity, harnessing disciplinary and interdisciplinary knowledge
4. Self-management skills including resilience, flexibility and reflective thinking
5. The ability to think critically and independently looking for the bigger picture to inform decision making and professional practice
6. The ability to work collaboratively and to take on leadership responsibilities
7. The confidence to be an effective and confident communicator with strong interpersonal skills able to share ideas and experiences
8. Transferable skills alongside real-world experience, equipping them for the world of work and for the jobs of the future.

Graduate Profile (programme specific)

Insert statement which details how graduates from the programme are equipped to move forward into graduate opportunities.

Please complete the graduate mapping table on the next page.

Graduate Attributes Mapping

In order to meet the University's Graduate Attribute requirements, please complete the table below listing each module code/s in which the attribute is met, across all years of the programme. At least module code must be mapped to meet the Graduate Attributes as defined at section 11.

Graduate Attribute	Year 0 ¹¹ Module Codes/Titles	Year 1 Module codes/titles	Year 2 Module codes/titles	Year 3 Module codes/titles
A clear sense of social responsibility and the need to be ethically and sustainably engaged with the world, the environment and its future				
An Inclusive and respectful approach to others, grounded in an understanding of different contexts, lived experiences, beliefs and cultures.				
An intellectual curiosity, harnessing disciplinary and interdisciplinary knowledge.				
Self-management skills including resilience, flexibility and reflective thinking.				
The ability to think critically and independently looking for the bigger picture to inform decision making and professional practice				
The ability to work collaboratively and to take on leadership responsibilities				
The confidence to be an effective and confident communicator with strong inter-personal skills able to share ideas and experiences				
Transferable skills alongside real-world experience, equipping them for the world of work and for the jobs of the future.				

¹¹ If this programme has a related Foundation year offer, please complete the Graduate Attributes mapping for year 0.