**PROGRAMME SPECIFICATION**
**MAJOR SUBJECT STUDIED AS PART OF**
**COMBINED HONS BACHELORS AWARD**


**FACULTY NAME:**


**TITLE OF MAJOR WITHIN COMBINED HONS**
**AWARD:**

## DOCUMENT CONTROL

| | |
|---|---|
| **Responsibility for documentation production** | [insert role] |
| **Version:** | |
| **Approved by and date:** | Academic Committee<br>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 | |
|---|---|
| Subject Major Title | |
| Provision Type | Subject within Combined Hons ☒ |
| Awarding Institution | Liverpool Hope University |
| Faculty / School | |
| Level of Study | Undergraduate ☒ |
| Final Award | Bachelors award as appropriate to the combination of subject studied. |
| Teaching Location | Hope Park ☐<br>Creative Campus ☐<br>Other (please specify) ☐ |
| Frequency of intake | Annually (Start of Academic Year) |
| Mode of Study / Programme duration | Full Time ☒    Part Time ☒ |
| Does this provision have accreditation or professional recognition | Yes ☐  No ☐<br>If yes, provide full details of the Accrediting Body |
| FHEQ levels[1] | Level 4 ☐   Level 5 ☐ Level 6 ☐ |
| Subject Benchmark Statement | *Specify the applicable subject benchmark relevant to the provision and the date it was produced* |
| Fees | Standard UG Fees ☐    Other (specify[2]) ☐ |
| Additional cost to students<br>*Include a statement on any additional costs (including field trips or specialist equipment)* | |
| Brief Marketing statement | |
| Link to subject page | |

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[1] This provision 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: RATIONALE FOR THE MAJOR, 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 Outcomes[3]** (*Please add more outcomes as required*)

| | |
|---|---|
| **Outcome 1** | |
| **Outcome 2** | |
| **Outcome 3** | |
| **Outcome 4** | |
| **Outcome 5** | |

## SECTION 3 – ADMISSION / ENTRY REQUIREMENTS[4]

| | |
|---|---|
| Frequency of Intake | Annually at the start of each Academic Year. |
| Academic requirements | |
| Additional Requirements (such as portfolio, interview, etc.) | |
| International entry Requirements | |

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[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.

| English Language Proficiency | Applications from International applicants will be considered for Foundation Year study but applicants who require a Tier 4 visa to study in the UK will also have to meet the English Language requirements.<br><br>In addition to these requirements, the provision may have specific English land requirements which are detailed on the website pages. |
|---|---|

| 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 | | | | | | |
| 2 | | | | | | |
| 2 | | | | | | |
| 2 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 3 | | | | | | |
| 3 | | | | | | |
| 3 | | | | | | |

*Insert additional lines as required*

| SECTION 5 – SYLLABUS |
|---|
| **Year 1** |
| *[Insert module titles and summaries]* |

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[5] Short is Sem 1 or 2; Long is Sem 1 & 2.
[6] Maximum is three assessments per 30 credit module; minimum of two.

|  |
| --- |

6 | Page

| **Year 2** |
| --- |
| *[Insert module titles and summaries]* |

| **Year 3** |
| --- |
| *[Insert module titles and summaries]* |

| SECTION 6[7] – 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.



| TEACHING PATTERNS [8] | | |
|---|---|---|
| **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 = <br> Total independent study hours = | Total contact hours = <br> Total independent study hours = | Total contact hours = <br> Total independent study hours = |
| **Mandatory Work-Based learning requirements** | **Mandatory Work-Based learning requirements** | **Mandatory Work-Based learning requirements** |
| Placements ☐ <br> Industry projects ☐ <br> Internships ☐ <br> Year in Industry ☐ <br> None ☐ | Placements ☐ <br> Industry projects ☐ <br> Internships ☐ <br> Year in Industry ☐ <br> None ☐ | Placements ☐ <br> Industry projects ☐ <br> Internships ☐ <br> Year in Industry ☐ <br> None ☐ |
| Non Mandatory Work Placements, Internship and Industry Partnerships (if Applicable) | | |

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[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 &amp; 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 |
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| The Academic Regulations that relate to this provision can be found at the Student Enrolment and Administration pages Student Policies and Procedures and the Academic Regulations |

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

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

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

| SECTION 11: GRADUATE ATTRIBUTES STATEMENT |
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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 inter-personal 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 (provision specific)
*Insert statement which details how graduates from this provision 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 major. 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. | | | | |

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