

| **Middlesbrough College**

| **B.Eng. (Honours) Engineering (Electrical/Electronic Engineering)**

| **B.Eng. (Honours) Engineering (Mechanical Engineering)**

| **B.Eng. (Honours) Engineering (Manufacturing Engineering)**

| **B.Eng. (Honours) Engineering (Operations Engineering)**

| Programme Specifications

May 2018



Programme Specification

(Notes on how to complete this template are provided in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	B.Eng. (Honours) Engineering (Electrical/Electronic Engineering) B.Eng. (Honours) Engineering (Mechanical Engineering) B.Eng. (Honours) Engineering (Manufacturing Engineering) B.Eng. (Honours) Engineering (Operations Engineering)
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	N.A.
Date of latest OU (re)validation	N.A.
Next revalidation	N.A.
Credit points for the award	120
UCAS Code	N.A.
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Engineering (2015) UK Standard for Professional Engineering Competence (UK-SPEC) [3 rd . Ed.]
Other external and internal reference points used to inform programme outcomes	Framework for Higher Education Qualifications QAA Quality Code
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT/PT Face-to Face
Duration of the programme for each mode of study	FT: 30 weeks PT: 40 weeks
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	May 2018

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 overall aims of the programme are to:

- develop students' abilities to realise technical goals;
- develop students' ability to understand relationships between engineering processes and their environmental impact.
- develop students' awareness of the applications of engineering technology in different contexts;
- involve students in an intellectually stimulating and satisfying experience of learning and studying engineering topics.
- provide students with a broad and detailed understanding of key Engineering concepts;
- develop students' ability to utilise a range of study methods in the exploration of engineering topics;
- provide a sector-relevant syllabus for practitioners, or for those aiming for employment in all areas of the engineering industry;
- develop students' enthusiasm, aptitudes and interests to bring out their full potential;
- produce graduates with the sector-relevant skills, knowledge, understanding and professional attitudes required to contribute to the engineering industry;
- develop students to become fully independent learners.

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)

This award provides progression for students holding Level 5 qualifications in Engineering, typically Higher National Diplomas. The Programme Team currently delivers a range of part-time engineering Higher National qualifications validated by Teesside University.

From September 2018, the Programme Team will be delivering a broader range of both full and part-time Higher National engineering qualifications validated by Pearson. The College was approved as a centre to deliver the following eight Higher National qualifications in January 2018:

HNC Engineering (Electrical and Electronic Engineering)
HND Engineering (Electrical and Electronic Engineering)
HNC Engineering (Mechanical Engineering)
HND Engineering (Mechanical Engineering)
HNC Engineering (Operations Engineering)

HND Engineering (Operations Engineering)
HNC Engineering (Manufacturing Engineering)

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

N.A.

2.4 List of all exit awards

B.Eng. Engineering [80 Credits]
| B.Eng. (Honours) Engineering (Electrical/Electronic Engineering) [120 Credits]
| B.Eng. (Honours) Engineering (Mechanical Engineering) [120 Credits]
| B.Eng. (Honours) Engineering (Manufacturing Engineering) [120 Credits]
| B.Eng. (Honours) Engineering (Operations Engineering) [120 Credits]

3. Programme structure and learning outcomes

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Environmental Management	20			Y	Year Long [Weeks 1 to 26]
Final Project In *	35			N	Semester 2 [Weeks 6 to 30]
Graphs, Networks, and Design	20			Y	Year Long [Weeks 1 to 26]
Group Project	20			Y	Year Long [Weeks 1 to 26]
Project Preparation In *	5			N	Semester 1 [Weeks 1-6]
Renewable & Sustainable Energy Systems	20			Y	Year Long [Weeks 1 to 26]
<p>* Students study the specific “Final Project in....” and “Project Preparation in” modules in line with the Programme Title.</p> <p>The four modules are:</p> <ul style="list-style-type: none"> * Electrical/Electronic Engineering * Mechanical Engineering * Manufacturing Engineering * Operations Engineering (Instrumentation) 					

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
<p>A1: Demonstrate a comprehensive and detailed knowledge and understanding of relevant engineering principles, mathematical/modelling techniques and analytical methods.</p>	<p>A1: Lectures, demonstration, and tutorials are used to demonstrate and explore a range of engineering principles and methods. In-session examples allow ample time for formative assessment. Summative assessment is completed via a range of reports and short answer questions.</p>
<p>A2: Synthesise and critically appraise different aspects of engineering to respond systematically to engineering challenges.</p>	<p>A2: Lectures, demonstration, and tutorials are used to demonstrate and explore a range of engineering principles, methods and systems analysis. In-session examples allow ample time for formative assessment. Summative assessment is completed via a range of reports and short answer questions.</p>
<p>A3: Demonstrate understanding of environmental management policies and appropriate social, commercial, ethical/legal and management practices in contemporary engineering.</p>	<p>A3: In lectures and group seminars, students discuss policies and scenarios from a legal/ethical viewpoint. Formative assessment takes place through these discussions, with summative assessment via reports of various structures/complexity.</p>
<p>A4: Apply research/enquiry-based skills to technical goals and demonstrate an awareness of current issues/context and developing technologies.</p>	<p>A4: Group seminars and one-to-one tutorial sessions help students to apply the skills of research/enquiry-based approaches to technical goals and demonstrate an awareness of current issues/creative context and of developing technologies.</p>
<p>A5: Plan, undertake and evaluate a negotiated, self-managed project in an engineering field.</p>	<p>A5: Group seminars and one-to-one tutorial sessions are used to facilitate students in planning, undertaking and evaluating a negotiated, self-managed project in an appropriate engineering field.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
A6: Demonstrate a comprehensive and detailed knowledge of a discipline investigated in an engineering project.	A6: Group seminars and one-to-one tutorial sessions are used to help students demonstrate a comprehensive and detailed knowledge of the discipline investigated in an Engineering based project.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Synthesise and appraise technical principles and evaluate data in formulating technical solutions.	B1: Lectures and group seminars allow learners to demonstrate knowledge of technical principles and apply in practice. Formative assessment takes place through in-session activities. Summative assessments include reports and lab activities.
B2: Critically appraise designs where a user's needs and preferences are transformed into cost-effective, innovative engineered solutions.	B2: Seminars and one-one-session are used to help students identify the skills required for appraisal of designs. Formative and summative assessment is via written reports.
B3: Synthesise, appraise and evaluate data from appropriate sources to make independent judgements regarding personal/professional development.	B3: Lectures, group seminars and one-to-one tutorial sessions are used to help students appraise and evaluate data from appropriate sources to make independent judgements regarding personal/professional development. Formative and summative assessment is via tutorial discussions and reports.

3B. Cognitive skills	
<p>B4: Identify, define and solve complex problems relating to a number of aspects of engineering by applying appropriate knowledge, tools and methods to formulate solutions.</p> <p>B5: Appraise and evaluate data/evidence from appropriate sources to make independent judgements and provide cost effective, innovative solutions to a set engineering project.</p>	<p>B4: Lectures, demonstrations and tutorials are used to help students identify, define and solve complex problems including those related to project implementation. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support.</p> <p>B5: Lectures, seminars, and tutorials facilitate students to appraise and evaluate data/evidence and to make independent judgements from appropriate sources through in-session, individual and group case-study exercises in engineering, mathematical and environmental management issues.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Analyse and evaluate solutions to a set of end-user requirements which utilise a range of engineering skills.</p> <p>C2: Apply appropriate quality/industry standards, codes of practice and intellectual property and contract policies.</p>	<p>C1: Seminars and one-one-session are used to help students identify the skills required for appraisal of designs. Formative and summative assessments are written reports.</p> <p>C2: In lectures and seminars, students explore appropriate policies, codes and standards. Formative assessment takes place through seminar discussions. Summative assessment is via report writing and presentations.</p>

3C. Practical and professional skills	
<p>C3: Undertake engineering projects responsibly, professionally and ethically, with regard to environmental risk and sustainability, and the framework of relevant legal requirements.</p> <p>C4: Demonstrate the application of environmental management, mathematical techniques and engineering principles in a chosen specialism when evaluating and investigating current practice and technologies.</p>	<p>C3: In lectures and seminars, students explore project management theory and apply it in group and individual projects. Formative assessment take place in seminars. Summative assessment is via report writing and presentations.</p> <p>C4: Lectures, demonstration, and tutorials are used to demonstrate and explore a range of engineering principles and methods. In-session examples allow ample time for formative assessment. Summative assessment is via a range of written reports and short answer questions.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Select, apply and evaluate appropriate numerical methods for complex and open-ended tasks.</p> <p>D2: Demonstrate knowledge of project management techniques, employment potential and the ability to manage future professional development.</p>	<p>D1: Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment requires students to develop solutions for a variety of complex tasks.</p> <p>D2: Lectures, group seminars and one-to-one tutorial sessions are used to help students demonstrate their employment potential and the ability to manage their future professional development.</p>

3D. Key/transferrable skills

D3: Communicate complex issues clearly to specialist and non-specialist audiences (where appropriate) during a presentation, taught session or in written materials.

D4: Plan, manage and evaluate the acquisition of new knowledge and skills.

D5: Produce professional quality, appropriately cited written documentation and practise a range of transferable skills (including working with others, IT skills, information retrieval, and career development, and reflection), within the context of progression towards professional engineering status.

D3: Seminars and one-to-one tutorial sessions help students communicate complex issues clearly to specialist and non-specialist audiences (where appropriate) during a presentation, taught session, or via written materials.

D4: Group seminars and one-to-one tutorial sessions help students to plan, manage and evaluate the acquisition of new knowledge and skills.

D5: Lectures, group seminars, and one-to-one tutorial sessions are used to help students deliver professional quality, appropriately cited written documentation, and to develop and their IT skills, information retrieval and self-learning throughout the programme.

[Please insert here title of exit awards(s) at Level 6]

B.Eng. Engineering [80 Credits]

B.Eng. (Hons) Electrical/Electronic Engineering (Top Up) [120 Credits]

B.Eng. (Hons) Mechanical Engineering (Top Up) [120 Credits]

B.Eng. (Hons) Manufacturing Engineering (Top Up) [120 Credits]

B.Eng. (Hons) Operations Engineering (Top Up) (Instrumentation) [120 Credits]

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

4.1 Rationale

The rationale for the program is to expand the opportunities for students to progress into employment and move toward [Incorporated Engineer](#) (IEng) status with the [Engineering Council](#). The programme is also distinctive in offering a clear progression for HND in the local area to progress to a Bachelor of Engineering (BEng) qualification, rather than the Bachelor Technology (BTech) degree offered at the local university.

4.2 Programme Structure

Most modules are delivered long and thin across the 30-week academic year to support students to maintain their students' focus upon learning and teaching and less upon assessment especially in the first half of the academic year.

The 5-credit module *Project Preparation* which concludes in Week 6 followed immediately in Week 7 by the 35 credit *Final Project* module. To better facilitate students to complete the *Final Project* module, all year-long modules apart from the *Final Project* are completed by week 26, so that students can focus exclusively upon the *Final Project* in the last 4 weeks of the academic year.

4.3 Accreditation

The College will apply for direct accreditation from relevant Engineering bodies after validation. These include: Institute of Engineering & Technology (IET), Institute of Measurement & Control (InstMC) & Institution of Mechanical Engineers (IMechE).

5. Support for students and their learning

5.1 Induction

All learners regardless of background, are given an induction to the college, and the requirements of Level 6 assessments. Various activities will take place including meeting with the Programme Team including:

- two taster sessions to give them a feel for the course and to get them into the programme module delivery early on;
- a meeting with a representative from the Student Union helps to elect Student Representatives.

5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the Course Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Course Tutor works with the college Student Support Staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, make a decision to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

5.3 Tutorial Support

Student tutorial opportunities are embedded in all modules. Theory sessions are structured to provide input through demonstration followed by facilitated practical experimentation/discussion in which spontaneous tutorials can be held or scheduled for dedicated, timetabled weekly tutorial sessions. Formative and summative feedback tutorials sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.

5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. Another oft-repeated comment is that students must let lecturers know as soon as possible if a deadline may be missed so that, where appropriate, a deadline *Extension* form can be completed (where such an extension is warranted.)

5.5 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

5.6 Pastoral Support

In recent years, the number of students declaring Asperger's or dyslexia has increased slightly across the education sector. The Programme Team have all attended Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with dyslexia, staff have started to offer dyslexia-friendly versions of their notes and to include a higher-contrast background for notes projected to electronic whiteboards. Students declaring either condition receive a formal assessment after which the Programme Team are advised on the steps they must take. The Programme Team have received many emails from students offering thanks for sensitive and timely support.

5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture followed by a facilitated session in which students tackle exercises outlined in the first part of the session. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked, and that formative feedback is continuous rather than focussed at specific points in academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- members of the Programme Team - module leaders, lecturers and instructor/demonstrators;
- the Programme Leader: The Programme Leader (who has overall responsibility for the programme) is also a member of the Program Team.

The personal tutoring system is in place to support students' full engagement with their programme of study and gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College.

5.8 Technician Support

The specialised workshops containing relevant equipment are supported by excellent technician staff who ensure that equipment is used and maintained appropriately and oversee all the health and safety and risk management concerns.

5.9 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks that contain comprehensive information. These documents are also available to students for the duration of their registration via a web-based Virtual Learning Environment (VLE). This online resource includes lecture notes and additional resources the students may need on the program. There is an ability to contact tutors through the VLE system, and this will also be the method for submitting assessment.

6. Criteria for admission

Admission to the award is through a recognised Higher National Diploma (Level 5) in a relevant engineering subject. Admission will also be possible through the achievement of 120 credits at Level 4 and 120 credits at Level 5, in a relevant engineering subject. In all cases successful candidates also require qualifications in English Language and Mathematics to at least GCSE grade C/4 level.

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N.A.

9. Methods for evaluating and improving the quality and standards of teaching and learning.

9.1 College HE Teaching and Learning

The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011, 2014, have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the College to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moves into 2017, the approach is being further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the [award of the GOLD standard](#) in the recent Year 2 Teaching and Excellence Framework.

9.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the [UKPSF](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity. The current policy and procedure is nearing the end of a recent review and redevelopment ready for a September 2017 launch.

9.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

9.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of the internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. A significant WFD programme in this regard is the Advanced Practitioner programme. Two Programme Team members have successfully completed the programme in 2014, with another currently on the program. Advanced Practitioners share good practice around the college through a range of Staff Developments activities. The two Advanced Practitioners have delivered sessions through Teaching and Learning Fairs, and specific 1:1 mentoring of new staff on both FE and HE based curriculum.

9.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PGCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

9.6 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams have an understanding of the difference in expectations at level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

9.7 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College is adding a new post for the start of 2018, to further support the HE team as the College develops a range of new programmes and increases the number of Level 6 awards it offers.

The College has a HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

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

N.A.

Annexe One: Curriculum map

Annexe Two: Notes on completing the OU programme specification template

Annexe Three: Programme Theoretical Framework

Annexe One - Curriculum map

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

Level	Study module/unit	Programme outcomes																			
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
6	Environmental Management			✓																	
6	Final Project in				✓		✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
6	Graphs, Networks & Design	✓	✓					✓			✓	✓	✓			✓	✓		✓		
6	Group Project	✓			✓		✓		✓			✓	✓	✓	✓			✓	✓		
6	Project Preparation in				✓	✓						✓				✓			✓	✓	
6	Renewable & Sustainable Energy Systems	✓		✓				✓			✓	✓	✓			✓			✓		✓

Annexe Two: 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. Cert. HE, 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.