

**REValidation Submission Document**

REVIEW of A taught programme

[Programme Title and Award]

[Panel Meeting Date]

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***[GUIDANCE NOTES (to be deleted before submission):***

* + - * ***The word limits are indicative only and can be exceeded at the Programme Review Group’s discretion.***
      * ***The periodic revalidation process is the culmination of the Institution’s quality evaluation cycle that also includes the Annual Programme Evaluation (APE) and all the quality monitoring mechanisms that feed into the APE. The APE (including the APE action plan) should feed into this self-evaluation undertaken for the periodic revalidation.***
      * ***The revalidation submission should include a critical self-evaluation of the different aspects of the programme, including evaluation of any issues and how those have been or will be addressed as well as good practice.]***

# Overview

## Programme context

A brief overview of the programme (approximately 500 words) including:

* + - the date the programme was first established
    - fit with the [Framework for Higher Education Qualifications (FHEQ)](https://www.qaa.ac.uk/quality-code/qualifications-frameworks) and the [OfS Sector-Recognised Standards](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf)
    - market for the programme
    - overall developments that have occurred since the last validation/revalidation (e.g. module amendments, changes to cohort sizes, delivery models etc.)

## Rationale for the programme

Outline the vision and strategy for the programme (approximately 750 words), with respect to:

* + - student demand
    - employer requirements
    - contribution to the sector
    - the 2 Core Aims in [TL’s Strategic Plan](https://www.trinitylaban.ac.uk/sites/default/files/strategic_plan_2018-28.pdf) 2020-2028 (especially in relation to inclusivity and diversity)
    - relevant national/international initiatives (where relevant)
    - opportunities to build external relationships or raise TL’s profile (where relevant)

## Programme management and oversight

A brief overview of responsibilities for Programme development, leadership and support within the Faculty (approximately 500 words)

# Recruitment and Admissions

## Projected applicant and student numbers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Expected applications** | | | **Expected enrolments** | | |
| Home/EU | Overseas | Total | Home/EU (state FT/PT) | Overseas | Total |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |

## Market for the programme

Evidence for continued demand for the programme (approximately 500 words) to include:

* + - commentary on admissions statistics from the previous 5 years
    - diversity of the student body
    - employment outcomes including examples of graduate destinations
    - list of main competitor programmes and USPs of the TL programme in relation to these

## Recruitment and marketing

Self-evaluation of the effectiveness of approaches to recruitment to and marketing of the programme over the past 5 years (approximately 500 words), including:

* + - target markets for recruitment (including underrepresented groups)
    - home and overseas recruitment activities
    - online marketing strategies
    - strategies for widening participation
    - planned enhancements to recruitment strategies

## Admissions

Self-evaluation of how effectively the admissions process 5 year period (approximately 500 words), including:

* + - the application process
    - audition arrangements
    - academic entry requirements
    - non-standard and direct entry arrangements
    - arrangements for progression from other TL programmes (where appropriate)
    - evaluation of the accessibility of current admissions arrangements
    - planned enhancements to admissions processes

# Content and Delivery

## LEARNING AND TEACHING

Self-evaluation of the effectiveness of learning and teaching strategies, including any proposed changes (approximately 1000 words), with reference to:

* mechanisms for keeping abreast of recent learning and teaching developments, in the subject matter and otherwise, and incorporating any such practices in the teaching on the programme, with examples from the past 5 years
* student induction
* accessibility
* peer observations arrangements/outcomes (if applicable)
* tutorial support
* staff development activities undertaken in the past 5 years and mechanisms for encouraging staff development
* proportion of teaching staff with a teaching and learning qualification or fellowship
* examples of innovation and good practice

## CURRICULUM DESIGN AND DEVELOPMENT

Self-evaluation of the continuous mechanisms and practices for ensuring the programme is up to date and coherent (approximately 1000 words), including:

* Mechanisms for keeping abreast of recent **research developments**, and incorporating any such changes in the curriculum, with examples from the past 5 years
* Mechanisms for keeping abreast of recent **professional and industry developments**, and incorporating any such changes in the curriculum, with examples from the past 5 years
* Mechanisms for reviewing and updating topics covered and reading lists
* Confirmation of which Subject Benchmark Statement applies to the programme, whether that has been updated since the last revalidation of the programme and if so, whether the programme has been mapped to the updated Subject Benchmark Statement
* Coherency of the programme structure
  + balance in depth and breadth of modules;
  + sequencing of skills development and key concepts;
  + linking of theory and practice;
  + appropriateness of the balance of teaching and learning methods (group work, one-to-one tuition, seminars, independent study and practice etc)
* development of students’ transferable skills (including entrepreneurial and digital skills)
* educating students on understanding and avoiding academic misconduct (including correct referencing, essay planning and consequences of academic misconduct)

## Assessment and Feedback

Self-evaluation of the effectiveness of assessment methods (approximately 1000 words), including

* Inclusivity of assessment design
* Relationship of assessment to learning outcomes (including a mapping of module assessment component to the learning outcomes in the table in Section 19)
* Volume of assessment
* Assessment and feedback literacy amongst students
* Resit (retake) arrangements
* minimising opportunities for academic misconduct

## Progression and achievement

Self-evaluation of retention, progression and achievement rates over the last 5 years (approximately 750 words), including:

* Identification of any significant attainment gaps and measures to close these
* Strategies to support student retention
* Comments on any significant variation in the number of good degrees (1st and 2:1) over the past 5 years

## Student voice

Self-evaluation of the contribution of students to the design and delivery of the programme (approximately 750 words), including

* Examples of any amendments/enhancements made as a result of student feedback
* Student contribution to the Revalidation process
* Effectiveness of the Student Voice on the programme
* Summary of feedback themes in Programme Surveys from the past 5 years and actions taken to address the feedback
* Information on how the feedback loop is closed on the programme, i.e. how students are told what actions and improvements have been taken based on their feedback

# Student Experience

## Learning resources

Self-evaluation of the adequacy of learning resources and any planned enhancements (approximately 500 words), including:

* + - teaching and learning spaces (particularly those specific to the programme)
    - library, IT and AV provision
    - Performance spaces and production support (where applicable)
    - virtual learning environments

## Student support

Self-evaluation of the effectiveness of mechanisms for student support (approximately 1000 words), including:

* + - personal tutorial support
    - counselling
    - support for students with a disability
    - English for academic purposes
    - careers support
    - Support for placements and WBL
    - Opportunities for volunteering and extra-curricular activities
    - any other relevant support mechanisms

# Summary and action plan

## Proposed changes to the programme

Summary of the proposed changes to the programme emerging from the review process - include a diagram of the new programme structure where appropriate).

## ALIGNMENT WITH ACADEMIC QUALITY HANDBOOK AND ACADEMIC REGULATIONS

Confirmation on whether each of the changes proposed above is aligned to the quality assurance and assessment practices in the Academic Quality Handbook and Academic Regulations.

## Action plan

Action plan addressing any issues emerging from the periodic revalidation exercise. The action plan should be monitored by the relevant Programme Committee and any outstanding actions picked up in the following year’s Annual Programme Evaluation (APE).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** | **Issue** | **Action Required** | **Responsible** | **Date for completion** | **Progress** | **Evidence** |
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## Curriculum map

Programme learning outcomes mapped to the modules or components in which they are assessed.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **[Programme title]** | Part 1 | | | | Part 2 | | | | Part 3 | | | | Part 4 | | | |
| [Module 1] | [Module 2] | [Module 3] | [Module 4] | [Module 5] | [Module 6] | [Module 7] | [Module 8] | [Module 9] | [Module 10] | [Module 11] | [Module 12] | [Module 13] | [Module 14] | [Module 15] | [Module 16] |
| **Knowledge and Understanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Values and Attitudes** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Programme Specification (undergraduate)

|  |  |
| --- | --- |
| **Programme** | [name of award] |
| **Awarding Institution** | Trinity Laban Conservatoire of Music and Dance |
| **Location of study** | [Laban Building/King Charles Court/Laurie Grove/Blackheath Halls etc.] |
| **Mode and duration** | [3 years full time, 6 years part time, 1- 2 years distance learning etc] |
| **UK Credits** | [total number over whole degree] |
| **ECTS** | [total number over whole degree – usually half UK credits] |

## **Summary Description**

[Max 250 words. Overview information on programme (*to be used consistently in programme handbooks, web and prospectus etc.)* – content, outcomes, overall structure etc];

[programme aims]

## **Learning Outcomes**

On successful completion of this programme, a student will be expected to be able to demonstrate:

**Knowledge and understanding**

* [bullet point list of knowledge and understanding learning outcomes]

**Skills**

* [bullet point list of skills learning outcomes – amalgamating cognitive/ intellectual; subject specific; transferable]

**Values and attitudes**

* [bullet point list of values and attitudes learning outcomes]

## **Graduate Attributes**

[Institutional graduate attributes for undergraduate programmes taken from the Learning and Teaching Plan are listed below. These may be adapted to suit the programme as necessary.]

In achieving institutional learning and teaching goals, Trinity Laban aims to produce graduates from our Undergraduate programmes who (variously through their differing programmes of study):

1. Are highly creative and resourceful and exhibit technical excellence within their field

2. Have outstanding performance skills

3. Are familiar with the possibilities offered by and through collaborative forms of working

4. Have extensive knowledge of the context within which dance/music work is created and performed

5. Are confident in the creative use of technologies within their art-form

6. Have the skills to develop as effective project leaders, able both to devise and manage their own performance projects, workshops, research, and to participate as team members in such activities

7. Have the capacity to recognise the applied potential of their art form to engage with a variety of contexts such as social, community, performance, business, education

8. Have the potential to articulate persuasively and encourage and direct the participation of others in their art form;

9. Are equipped to take advantage of the wide range of employment opportunities available within the arts industries, and who understand how to generate their own work and have the skills to manage a sustainable and enriching career.

## **curriculum**

**Structure**

[How year is structured e.g. number of modules, number of core/electives; module co-requisites or pre-requisites. A diagram of the programme structure or table of modules should be included e.g.]

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **Term 1** | **Term 2** | **Term 3** |
| **Part 1**  **(Level 4)** | Module 1 (Core)  X credits | Module 2 (Core)  X credits | |
| Module 3 (Core)  X credits | Module 4 (Option)  X credits | Module 5 (Option)  X credits |
| Module 6 (Core)  X credits | | |
| **Part 2**  **(Level 5)** | Module 1 (Option)  X credits | Module 2 (Core)  X credits | |
| Module 3 (Core)  X credits | Module 4 (Option)  X credits | Module 5 (Core)  X credits |
| Module 6 (Core)  X credits | | |
| **Part 3**  **(Level 6)** | Module 1 (Core)  X credits | Module 2 (Option)  X credits | |
| Module 3 (Core)  X credits | Module 4 (Option)  X credits | Module 3 (Core)  X credits |
| Module 6 (Core)  X credits | | |

**[OR]**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Title** | **Module Code** | **Module Credits** | **Core/ Elective** | **Compensation Yes/No** | **Level** |
|  |  |  |  |  |  |
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**Key Progression Points (if applicable)**

[Students are normally required to achieve all credits in each Part in order to progress to the next Part of the programme. An assessment board will meet at each progression point and is responsible for making progress decisions.]

**Options/Electives (if applicable)**

[Provide an indicative list of electives and clarify whether or not all options will be available in each year e.g. If we have insufficient numbers of students interested in an elective, this may not be offered. There may also be timetabling consideration that limit your choices. If an elective will not run, you will be advised as soon as possible and given help to choose an alternative.]

**Pre and Co-requisites (if applicable)**

[any information on the possibility of pre or co-requisite modules e.g. “there may be restrictions on opportunity to study (some modules – can be more specific e.g. some elective modules or naming the specific modules) depending on whether other modules have or will be studied. More information can be found in the module specifications”]

## **Learning and Teaching**

**Total contact hours [xxxx hours]**

[where possible break contact hours down by type e.g. one-to-one, lectures, seminars, tutorials]

**Total self-directed study hours [xxxx hours]**

**Total learning and teaching hours [3600 hours]**

**Learning and teaching methods**

[Brief summary of the learning and teaching methods/strategies used within the programme e.g. one-to-one tuition, small/large group teaching, online leaning, work-based learning etc.]

**Placements and Exchanges**

[exchange/study abroad opportunities, rules governing them/where to go for further information]

[summary of placement opportunities, rules governing them/where to go for further information]

## **assessment**

**Overview**

[assessment strategies/methods used within programme, including types of formative assessment]

**What do I have to do to pass?**

[e.g. In order to pass the programme you must achieve the credit for each module in each Part. You must pass each module with an overall mark of 40 (except where compensation applies). There may also be a requirement for you to achieve a minimum mark in each assessment. Where this is the case it will be stated in the module specification.

Certain modules may be compensated at the discretion of the assessment board. Compensation is the award of credit for a failed module on the basis of good performance in other modules. Compensation may only be applied to the following modules:

* List of compensatable modules

Rules applying to compensation can be found in the Assessment Regulations for Taught Programmes.]

## **awards**

[Amend as necessary]

This programme can lead to one of three awards: on successful completion of all level 4 modules, the Certificate of Higher Education (CertHE); on successful completion of all level 4 and 5 module the Diploma of Higher Education (DipHE); and on successful completion of 360 credits at levels 4, 5 and 6, the BA (Hons) degree.

The CertHE is awarded without classification.

Dip(HE) The minimum percentage in the overall aggregate of Level 4 and 5 modules for recommendation for the Dip(HE) awards shall normally be:

|  |  |
| --- | --- |
| With Distinction | Minimum 70% |
| With Merit | Minimum 60% |
| Without classification | Minimum 40% |

BA (Hons) The minimum percentage in the overall aggregate for recommendation for BMus (Hons) shall normally be:

|  |  |
| --- | --- |
| Class 1 (I) | Minimum 70% |
| Class 2 Upper Division (II:i) | Minimum 60% |
| Class 2 Lower Division (II:ii) | Minimum 50% |
| Class 3 (III) | Minimum 40% |

Level 5 will constitute 20% of the overall aggregate;

Level 6 will constitute 80% of the overall aggregate.

**Accreditation and additional qualifications**

[Details of accreditation by PSRBs or opportunities to acquire additional external qualifications through the programme e.g. TCL diplomas]

## **admissions criteria**

[Criteria for entry to the programme including, qualifications, experience, audition requirements, English language level, DBS checks, direct entry requirements]

# Programme Specification (postgraduate)

|  |  |
| --- | --- |
| **Programme** | [name of award] |
| **Awarding Institution** | Trinity Laban Conservatoire of Music and Dance |
| **Location of study** | [Laban Building/King Charles Court/Laurie Grove/Blackheath Halls etc.] |
| **Mode and duration** | [2 years full time, 4 years part time, 1- 2 years distance learning etc] |
| **UK Credits** | [total number over whole degree] |
| **ECTS** | [total number over whole degree – usually half UK credits] |

## **Summary Description**

[Max 250 words. Overview information on programme (*to be used consistently in programme handbooks, web and prospectus etc.)* – content, outcomes, overall structure etc];

[programme aims]

## **Learning Outcomes**

On successful completion of this programme, a student will be expected to be able to demonstrate:

**Knowledge and understanding**

* [bullet point list of knowledge and understanding learning outcomes]

**Skills**

* [bullet point list of skills learning outcomes – amalgamating cognitive/ intellectual; subject specific; transferable]

**Values and attitudes**

* [bullet point list of values and attitudes learning outcomes]

## **Graduate Attributes**

[Institutional graduate attributes for undergraduate programmes taken from the Learning and Teaching Plan are listed below. These may be adapted to suit the programme as necessary.]

Trinity Laban Graduate programmes prepare artists and practitioners to contribute to the leadership and future development of the global creative ecology in a sustainable and responsible way. Those who have participated in a graduate programme should be able to:

1. Investigate and interrogate their practices in relation to existing bodies of knowledge and associated theoretical, critical and creative contexts to understand how their practice is situated

2. Design systematic and creative research processes and practices, transferring these into a variety of practical and performance contexts

3. Adopt play and openness within research processes to compliment frameworks that enable purposeful engagement in practice

4. Demonstrate emergent original thinking, and understand how this relates to practice and the conceptualisation of work in their discipline

5. Develop significantly refined practice skills in order to produce socially and ethically aware processes and products, enabling the individual to participate as creative and artistic leaders and as global citizens

## **curriculum**

**Structure**

[How year is structured e.g. number of modules, number of core/electives; module co-requisites or pre-requisites. A diagram of the programme structure or table of modules should be included e.g.]

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **Term 1** | **Term 2** | **Term 3** |
| **Part 1**  **(Level 7)** | Module 1 (Core)  X credits | Module 2 (Core)  X credits | |
| Module 3 (Core)  X credits | Module 4 (Option)  X credits | Module 5 (Option)  X credits |
| Module 6 (Core)  X credits | | |
| **Part 2**  **(Level 7)** | Module 1 (Option)  X credits | Module 2 (Core)  X credits | |
| Module 3 (Core)  X credits | Module 4 (Option)  X credits | Module 5 (Core)  X credits |
| Module 6 (Core)  X credits | | |

**[OR]**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Title** | **Module Code** | **Module Credits** | **Core/ Elective** | **Compensation Yes/No** | **Level** |
|  |  |  |  |  |  |
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**Key Progression Points (if applicable)**

[Students are normally required to achieve all credits in each Part in order to progress to the next Part of the programme.

OR

Students are normally required to pass all taught modules before proceeding with the dissertation/project.

An assessment board will meet at each progression point and is responsible for making progress decisions.]

**Options/Electives (if applicable)**

[Provide an indicative list of electives and clarify whether or not all options will be available in each year e.g. If we have insufficient numbers of students interested in an elective, this may not be offered. There may also be timetabling consideration that limit your choices. If an elective will not run, you will be advised as soon as possible and given help to choose an alternative.]

**Pre and Co-requisites (if applicable)**

[any information on the possibility of pre or co-requisite modules e.g. “there may be restrictions on opportunity to study (some modules – can be more specific e.g. some elective modules or naming the specific modules) depending on whether other modules have or will be studied. More information can be found in the module specifications”]

## **Learning and Teaching**

**Total contact hours [xxxx hours]**

[where possible break contact hours down by type e.g. one-to-one, lectures, seminars, tutorials]

**Total self-directed study hours [xxxx hours]**

**Total learning and teaching hours [1800 hours]**

**Learning and teaching methods**

[Brief summary of the learning and teaching methods/strategies used within the programme e.g. one-to-one tuition, small/large group teaching, online leaning, work-based learning etc.]

**Placements and Exchanges**

[exchange/study abroad opportunities, rules governing them/where to go for further information]

[summary of placement opportunities, rules governing them/where to go for further information]

## **assessment**

**Overview**

[assessment strategies/methods used within programme, including types of formative assessment]

**What do I have to do to pass?**

[e.g. In order to pass the programme you must achieve the credit for each module. You must pass each module with an overall mark of 50 (except where compensation applies). There may also be a requirement for you to achieve a minimum mark in each assessment. Where this is the case it will be stated in the module specification.

Certain modules may be compensated at the discretion of the assessment board. Compensation is the award of credit for a failed module on the basis of good performance in other modules. Compensation may only be applied to the following modules:

* List of compensatable modules

Rules applying to compensation can be found in the Assessment Regulations for Taught Programmes.]

## **awards**

[Amend as necessary]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Award** | **HE Level** | **Credits** |  | **Classification** | **% required** |
| Master of Arts | 7 | 180 |  | With Distinction | 70 |
| Postgraduate Diploma | 7 | 120 |  | With Merit | 60 |
| Postgraduate Certificate | 7 | 60 |  | With Pass | 50 |

[List any additional requirements for interim awards]

**Accreditation and additional qualifications**

[Details of accreditation by PSRBs or opportunities to acquire additional external qualifications through the programme e.g. TCL diplomas]

## **admissions criteria**

[Criteria for entry to the programme including, qualifications, experience, audition requirements, English language level, DBS checks, direct entry requirements]

# [module title] Module Specification

|  |  |
| --- | --- |
| **Module**: | [name of module] |
| **Module Code**: | [module code] |
| **Delivery location:** | [location where the module will be delivered] |
| **UK Credits:** | [number of credits within the module] |
| **ECTS:** | [number of ECTS credits within the module, usually half UK credits] |
| **Level:** | [4, 5, 6, 7] |

## **Summary Description**

[one line headline to capture essence of module]; [outline content to be covered within module and how that relates to programme]; [overarching aims of module which must relate to learning outcomes]

[if applicable, state any pre or co-requisite modules for all or any specific programmes of which the module is a part e.g. “for X programme, this module can only be chosen if X module has already been studied/will also be studied”]

## **LEARNING OUTCOMES**

On successful completion of this module, a student will be expected to be able to demonstrate:

**Knowledge and understanding**

* [bullet point list of knowledge and understanding learning outcomes]

**Skills**

* [bullet point list of skills learning outcomes – amalgamating cognitive/intellectual; subject specific; transferable]

**Values and attitudes**

* [numbered/bullet point list of values and attitudes learning outcomes]

## **Learning and Teaching**

[learning and teaching strategies/methods used];

**Module teaching pattern**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching method**  [seminars, one-to-one tutorials, group tutorials, lectures, classes, lab work etc.] | **Contact Hours** | **Self-directed Study Hours** | **Total Student Learning Hours** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Totals** |  |  |  |

## **Assessment and feedback**

**Overview**

[assessment methods]; [details of specific assessments]; [progression requirements]

**Module Assessment (Formative)**

|  |  |
| --- | --- |
| **Assessment Component** | **Formative Assessment Description** |
|  |  |
|  |  |
|  |  |

**Module Assessment (Summative)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Component** | **Assessment Type** | **Word count/length/**  **equivalent** | **Weighting** | **Pass Mark** | **Pass/Fail** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Pass Requirements**

Module Pass Mark: [overall pass mark for the module]

[other pass requirements]

[module level grade-related/assessment criteria]

**Feedback on assessments**

[provide information on how and when students will expect to receive feedback on their assessment e.g. standards around feedback timing; formative feedback opportunities; personal tutorial role; general information on how feedback will be given]

## **Indicative READING LIST**

[Indicative reading list]

*Version date:*