

## PROGRAMME SPECIFICATION – BA (Hons) Leadership and Management

<b>This document applies to Academic Year 2020/21 onwards</b>
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1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester or Walsall College (partner college)
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BA (Hons)
5.	<b>Programme title</b>	BA (Hons) Leadership and Management (level 6 top-up)
6.	<b>Pathways available</b>	Offered in junction with FdA Leadership and Management to collectively form the taught component of the Chartered Manager Degree Apprenticeship.
7.	<b>Mode and/or site of delivery</b>	Taught and work-based learning programme, block delivery at University of Worcester and/or client organisation
8.	<b>Mode of attendance</b>	FT, PT block delivery (typically through blended learning with attendance at workshops and action learning sets)
9.	<b>UCAS Code</b>	TBC
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Subject Benchmark Statement: Business and Management (QAA, 2015)
11.	<b>Date of Programme Specification preparation/ revision</b>	September 2015 – Approved by Audit and Review October 2015 - Revised Award Plan and inclusion of TCRF August 2017 – AQU amendments December 2017 – Amendments to reflect the addition of Walsall College as a teaching institution. August 2018 – AQU amendments December 2018 – AQU amendments August 2019, AQU amendments to Section 19 April 2021 – AQU amendments to Section 19.

### 12. Educational aims of the programme

The BA (Hons) Leadership and Management Programme will aid students that are wishing to pursue a career in leadership and management, whilst continuing in part-time or full-time employment. It may also suit those who currently hold significant unpaid roles in charity or voluntary sector organisations. It is intended as a top-up for those who already have an appropriate award qualification (eg FdA) at levels 4 and 5 who are looking to top-up to the BA (Hons).

The course adopts an ‘apprenticeship style’ approach to the further development of leadership and management knowledge and skills. This is achieved via an equally balanced integration of academic and work-based learning, whereby students’ experience in a work-based context is expanded with input from short block-taught modules. The underlying philosophy of this programme is that all experiences encountered during the programme provide an opportunity for self and career enhancement. This philosophy extends also to the use of assessment primarily *for* (rather than ‘of’) learning. Similarly, although there is an inherent emphasis on learning within the learner’s own organisation, the leadership and management skills acquired

will be transferable to other work environments and learning opportunities. Work based learning is therefore about the learner, their development and the organisation; and through assessments, projects and initiatives, it seeks to make a difference for both the learner and for the organisation.

In particular, the aims of the programme are to align with the government agendas a) to invest in leadership and management development to achieve sustainable economic prosperity and growth and b) to encourage apprenticeship as an effective work-based route into the professions; in order that students should be able to:

1. Demonstrate a systematic understanding of leadership and management principles, including those explored in the context of the workplace, and used to manage people, processes and resources to yield impact and influence in the organisation and in society at large.
2. Critically and reflectively evaluate themselves in the context of their organisation and to develop a deeper understanding of how to apply personal management skills and knowledge to work based situations
3. Understand the interrelationships between themselves, their professional development as leaders and managers, and their organisation and its place within the wider business environment; in order to manage change in the organisation.
4. Undertake enhanced work based interventions, to manage, resource and provide direction to people in their organisational context. To manage performance in the workplace to effectively deliver organisational outcomes which satisfy customer/client/user expectations.
5. Select from a range of different Business Options to develop a learning pathway most suited to the organisational context.

### **13. Intended learning outcomes and learning, teaching and assessment methods**

The programme gives participants the opportunity to achieve and demonstrate the following learning outcomes (benchmarked to QAA Business & Management 2015), reasonable adjustments will be made to ensure that disabled students are not disadvantaged:

#### **A. Knowledge and understanding:**

On successful completion of the course, students will be able to:

- A1. Develop a deeper and systematic understanding of the principles and practices underpinning effective Work Based learning and enquiry in the context of continuous change.
- A2. Demonstrate understanding of a complex body of knowledge and its limits, ambiguity and uncertainty, in order to apply and adapt well-established interrelated sources of management theory, evidence and practice within the work environment.
- A3. Apply themselves to a range of approaches techniques and procedures in leadership and management contexts in order to make rational, proactive and response decision making, drawing insights from marketing, finance, HR, operations and information management.
- A4. Understand the importance of integrated thinking in the interrelationship between organisations, the business environment in which they operate, and their management; by undertaking work based assessments for learning.

- A5. Apply reflective learning techniques and evidence-based/theory-informed methods of enquiry, to analyse data and/or situations to propose solutions to Work Based problems

Example of learning, teaching and assessment methods used in A4:

Students undertaking Managing Innovation in the Organisation (BUSM3130) will be able to demonstrate an understanding of the importance of integrated thinking in relation to the organisation, the business environment in which they operate, and their management, by discussing current problems or challenges they face in the workplace, which is assessed by an Innovation Audit.

## **B. Cognitive (thinking) skills**

On successful completion of the course, students will be able to:

B1. Develop critical thinking and critical appraisal applied to selected areas of leadership and management to inform leadership decision making.

B2. Improve communication and problem solving skills when dealing with complex issues of leadership and management in a prescribed range of scenarios.

B3. Develop a sensitivity to diversity in terms of people, cultures, business, management and ethical issues.

B4 Interpret and critically evaluate a variety of data to inform strategic decision making

Example of learning, teaching and assessment methods used in B2:

Students undertaking either Focusing on Results and Change Management (BUSM3134) or Digital Marketing (BUSM3131) will be able to improve communication skills to enable better people management in the workplace, assessed using Project Plans and Marketing Portfolios.

## **C. Practical skills**

On successful completion of the course, students will be able to:

C1. Critically evaluate relevant organisational data and apply this to Work Based Projects and back to the workplace context, contrasting familiar existing and new contexts through largely independent auditing.

C2. Evaluate learning and development needs through reflective practice, to be able to propose interventions that can make a difference to the learners in terms of their personal and professional development; and to consider the impact of such interventions on the workplace.

C3. Analyse research into organisational and management issues, from which to propose intervention methods targeting areas for improved performance.

C4. Challenge and develop the practices and/or beliefs of self and others, to interact effectively in professional work groups and to participate effectively in change.

Example of learning, teaching and assessment methods used in C3:

Students undertaking Managing Financial Decision Making (BUSM3133) will conduct research into financial management issues; and be able to make proposals to improve organisational performance assessed through Finance Case Studies.

## D. Transferable/key skills

On successful completion of the course, students will be able to:

- D1. Exercise initiative and personal responsibility for reflective practice to increase self awareness
- D2. Demonstrate effective self management (time, planning, motivation, initiative and enterprise)
- D3. Deliver effective oral and written communication of information, ideas, problems and solutions to a range of stakeholders internal and external to the organisation
- D4. Recognise and understand the ethical issues of conducting insider/participant action research and consultancy

Example of learning, teaching and assessment methods used in D2

Students undertaking Work Based Initiative (Leadership) (BUSM3132) will develop effective self-management, monitored through continuous learning journaling and assessed by oral and poster presentations.

The BA (Hons) Leadership and Management adopts **work based learning in an apprenticeship-type model**, which both informs, and is informed by, teaching, learning and assessment approaches. As such, the programme is designed to build on previous foundational and operational learning, from which the student should be equipped to appraise the work environment and their role within it.

Students will therefore be expected to balance a combination of regular independent, group and classroom based studies alongside the integration of the themes raised in classes into the work place. There will be formal teaching and training provision, accompanied with online resource support through the university's VLE, which will ensure the scholarly inputs are in place from which to apply the learning derived from taught inputs into situations that are presented in the organisation.

A **range of teaching methods** are adopted to ensure the curriculum enhances the learning of all students both in the workplace and in group learning environments. In addition to lectures, seminars, presentations and visiting speakers, students will participate in action learning sets and group based interactive activities to apply learning from experiences in the workplace. These approaches are intended to take into account the principles of **inclusivity**: the types of learner, their role in the workplace and the capacity to enhance the workplace through their work based interventions, their prior experience and expectations and how they learn and will be supported to learn effectively. Given the focus on work based learning through an *apprenticeship-type* model, there is an emphasis on tutoring in a coaching style; and on *active learning* where students are invited to participate in learning activities, and also to reflect (at a meta-cognitive level) on their learning process.

In a programme of this type, the **integration between practice and theory** is both continuous and synergistic. Thus:

- Every taught component of the course is assessed using applied activities and investigations undertaken within the learner's existing organisational context.
- A Work-based learning initiative require students to apply knowledge in the workplace and to simultaneously develop employability and key skills.
- Students are required to reflect on their learning and individual experiences of their organisation, their environment and management.

The importance of both **employment-oriented learning** and **research-informed teaching** in enhancing students' learning experience, maintaining currency and high standards of learning is fully appreciated. Tutors contributing to the programme use their own research and/or work-based leadership and management, as well as the experiences of others in the discipline, to illustrate ideas, concepts and theories or to provide examples. There are many opportunities across the programme for students to learn about and engage in research within their discipline. A student-centred learning approach, combined with investigative, explorative and applied assessment tasks, ensures that students learn through their own enquiry.

**Ethical and sustainable business practice** is a fundamental requirement of successful leadership and management. Consequently, these themes are addressed throughout the curriculum and in particular in the work based learning. Learners are encouraged to evaluate their own courses of action in relation to organisational ethical dilemmas and to consider the implications of ecological changes for business and communities, now and in the future, and responses to these changes. The use of the VLE to provide learning materials and student support promotes the paperless/low carbon learning processes, as do online submission and marking of assignments.

The **learning and teaching strategies for individual modules**, as outlined in the Module Specifications, have been undertaken in accordance with the [University's Curriculum Design Policy](#). There is constructive alignment of the learning outcomes with teaching and learning approaches and assessment, research-informed teaching and all the employable Worcester graduate learning outcomes have been embedded within all modules.

A grid showing how the programme learning outcomes are mapped to modules, and how key/transferable skills are taught/practiced and assessed within modules is included in appendix 2 of the student handbook.

#### 14. **Assessment Strategy**

**Assessment styles** include primarily individual work (to develop and encourage independent learning) but there is a small element of group-based work to develop group skills and extend the scope of material/activity that can be covered. One important function of the work-based learning approach to assessment is the opportunity for assessment presentations to showcase progress and good practice to their employers to ensure wider accessibility and employer engagement. For this reason, a mixture of assignments is intentionally set in order to **maximise opportunities for all students** to perform and develop skills relevant to both future academic/professional study and to future employability. Consequently this programme uses **assessment for learning as well as assessment of learning**.

Opportunities for **formative assessment** are provided in each module – including, for example, preparation of discussion papers, briefings for clients, multiple choice tests, examination tests and questions, and online quizzes through the University's VLE or through self/peer evaluation in seminar groups. This is central to the learning, teaching and assessment strategies of all modules in enabling students to benefit from feedback prior to submitting summative assessments. The development of assessments at key intervals in the progression of the module is of particular importance for larger modules.

**Assessment criteria** for each assessment item are specified in the assessment briefs contained within the module outlines. Assessments are marked using the University's [Generic Undergraduate Grade Descriptors](#). Marking of student work is undertaken solely by university staff and is then internally and externally verified. Work is marked anonymously unless it is impractical to do so (e.g. oral and work based, context-specific presentations). Wherever appropriate, submission and marking of assignments is undertaken online, however it is recognised that large portfolios and verbal presentations which accompany many assessment models may not suit this approach.

A grid showing assessment methods and weightings mapped to modules at each level, together is included in Appendix 3 of the Course Handbook.

For exceptional circumstances only, alternative appropriate methods of assessment may be used for ensuring students are able to deliver their presentations (e.g. video presentations, video conferencing/skyping, etc.).

## 15. Programme structures and requirements

Full details of the content of this programme are in the Award Map listed below.

The BA (Hons) Leadership and Management may be taken:

- Full-time – normally completed within one year, with a maximum 4-year eligibility period allowed for completion of the course. Full-time students are expected to be in workplace practice for a minimum of two days per week.
- Part-time – normally completed in two years, with a maximum 8-year eligibility period allowed for completion of the course. Part-time students are expected to be in workplace practice for a minimum of one day per week.

All of the taught modules represent 15 credits and are designed to be delivered in short block-type teaching periods, which maximises accessibility for the delivery of the programme in different formats for different contexts. The mandatory module: BUSM3130 Managing Innovation in the Organisation enables students to explore a range of change management issues in an organisational context and provides a foundational basis from which to undertake further modules from a range of Business Options. Most of the taught modules on this level 6 top-up award are Business Options which provide the learner with flexibility to design a top-up award around the key themes that are most appropriate to their workplace context and for future employability.

The work based initiative module is undertaken during a student's continuous employment. Consequently this larger module is a reflection of the need for continuous, incremental, initiative development and in response to practical needs of the employer. For example, in many contexts it would be impractical to expect employers to endorse regular, small project-type interventions which have limited scope to benefit the organisation, particularly where this involves several different staff members undertaking separate projects at the same time. There is also likely to be greater employer-engagement where interventions promote the development of potentially larger initiatives which have a greater likelihood of making a genuine impact and difference to the organisation.

Further details about the programme schedule can be found in the Course Handbook.

## AWARD MAP FOR A BA DEGREE WITH HONOURS AWARD

**Course Title: BA (Hons) Leadership and Management**

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites	Exclusions
BUSM3130	Managing Innovation in the Organisation	15	M	None	None
BUSM3131	Digital Marketing	15	O	None	None
BUSM3132	Work Based Initiative (Leadership)	60	M	None	None
BUSM3133	Managing Financial Decision Making	15	O	None	None
BUSM3134	Focusing on Results and Change Management	15	O	None	None
BUSM3135	Decision Making for Improved Performance	15	O	None	None

### Single Honours Requirements at Level 6

Students must take the two mandatory modules, i.e. BUSM3130 and BUSM3132, plus three optional modules from those listed above. Students must successfully complete 120 credits in total at level 6.

## 16. QAA and Professional Academic Standards and Quality

This award is located at level 6 of the FHEQ.

A grid mapping the award to the Subject benchmarks is found in Appendix 5 in the Course Handbook:

- The Subject Benchmark Statement: Business and Management (QAA, 2015). This benchmark has been used as a framework for gaining an understanding of organisations, their management, the economy and business environment; for career preparation/ development; and for personal skill enhancement to equip students to become effective and responsible global citizens.
- The structure of the award is informed by the National Occupational Standards for Management and Leadership (Management Standards Centre, 2008) – these are proven benchmarks of best practice and have been developed by the Government-recognised standards setting body - Management Standards Centre. Based on extensive consultation with genuine managers doing real management jobs, they represent statements of best practice which outline the performance criteria, related skills, knowledge and understanding required to effectively carry out various management and leadership functions.

The work-based learning philosophies and practices for this award have been informed by:

- UK Quality Code for Higher Education - Chapter B3: Learning and Teaching (eg in relation to supporting feedback in work-based learning; providing an effective (and equal) opportunity to achieve learning outcomes; information for students that specifies the learning opportunities and support available to them; reflection on workplace practice to inform student learning).

- UK Quality Code for Higher Education - Chapter B4: Enabling student development and achievement (eg in relation to roles and responsibilities for enabling student development and achievement)
- UK Quality Code for Higher Education - Chapter B10: Managing Higher Education Provision with Others (eg in relation to the use of the workplace as an enhancing and safe learning environment; risk management, specifications of obligations and rights; arrangements for learning and teaching, support and resources).

## 17. Support for students

Key guidance for students on this programme is provided in **Work Based Learning - A Guidance Document for Student and Employers**. This includes details of what is expected of the student and of support networks available.

Each student will be assigned a **Work-Based Learning Tutor** who will provide guidance throughout the programme, including on:

- negotiations with their employer in relation to remission to undertake this course of study
- discussions with their employer about the implications of learning in the workplace
- seeking and identifying key stakeholders within their employer organisation who are able to provide support and facilitate work-based activities

Each student will also be allocated a **Personal Academic Tutor** whose role includes supporting academic development; acting as the first point of call for issues/problems; and providing an official University reference.

**Work-Based Facilitators** are required to provide and endorse opportunities for work-based learning. Where appropriate, mentoring will be strongly encouraged, but is not mandatory for this programme.

### Virtual Learning Environment (VLE)

In addition to providing a fully-integrated repository of learning materials and guidance, the University's VLE will be used as an important tool to encourage student-student collaboration and networking. This interaction and peer support network is seen as a necessary and key facility for students in a work-based context.

### Student induction

Students starting on this programme will be invited to a bespoke induction day, the key focus of which will be to introduce students to the concepts, philosophies and practicalities of apprenticeship/work-based learning as experienced in the BA (Hons) Leadership and Management. Learners will meet module tutors and be introduced to the services of, and contacts within, Registry, ILS, Student Services and the Students' Union. Where students have not progressed from a previous work based learning context, there may be additional bridging support provided to ensure appropriate equipping for the work based learning expectations of this award. Induction messages continue during the first six months of the programme to ensure that students receive appropriate support at the point of need.

### General Support for University Students

Students on this programme will be eligible to access the full range of services for students. Further details can be found at the links below:

- Student Services - <http://www.worcester.ac.uk/student-services/index.htm>
- Disability and Dyslexia Service - <https://www2.worc.ac.uk/disabilityanddyslexia/>

## 18. Admissions

### **Admissions policy**

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. Worcester Business School works closely with central student support services to actively encourage and welcome people from the widest range of economic and cultural backgrounds and values the contribution of mature learners.

### **Entry requirements**

This course has been designed to complement the FdA Leadership and Management degree (delivered through work based learning), which adopts a very similar model of learning to the BA (Hons) Leadership and Management top-up, where a minimum of 120 credits at level 4 and 120 credits at level 5 have already been successfully achieved. The course is also open to students graduating with similar FdA awards, or where a minimum of 120 credits at level 4 and 120 credits at level 5 have already been successfully achieved in a business related award.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

The University welcomes applications from candidates holding qualifications outside the UCAS Tariff including those awarded by professional bodies and overseas qualifications, including the International and European Baccalaureate.

It is essential that all applicants are able to demonstrate that they are either in gainful employment or in a position of significant voluntary commitment to an organisation from within which they are able to utilise a work-based setting for the undertaking of work based learning activities. Students will be encouraged to demonstrate agreement from the organisation to enable work based activities to be undertaken in relation to the course.

### **Recognition of Prior Learning**

Details of acceptable level 4 and 5 qualifications and policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

#### **Full-time applicants apply through UCAS**

#### **Part-time applicants apply directly to University of Worcester (UW)**

Applications will be considered by Worcester Business School's Admissions Tutor, following which a firm offer (as appropriate) will be made directly to the student. Students will then need to send email confirmation to the University of Worcester of formal acceptance of this offer.

### **Admissions/selection criteria**

Offers will be conditional against successful meeting of entry requirements. Evidence from personal statements and/or references included with the application form will be considered in order to ascertain a candidate's ability to demonstrate enthusiasm for the

subject, commitment to study in a work-based context and the academic capability to succeed on the Course.

## 19. Regulation of assessment

### The course operates under the University's Taught Course Regulatory Framework

#### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Course Regulatory Framework](#)

#### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

#### Requirements for Progression

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

#### Requirements for Awards

Award	Requirement
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
BA (Hons)	Passed a minimum of 120 credits at Level 6

## Degree Classification

Classification is determined on the profile of the best grades from 120 credits attained at Level 6 only. For further information on honours degree classification, see the [Taught Course Regulatory Framework](#)

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

The BA (Hons) Leadership and Management degree supports learners in their own organisational contexts in the first instance, whilst also preparing them for future potential employability in a wide range of organisations within the public and private sectors, in industry and commerce, both in the UK and abroad.

Successful graduates will be eligible to apply for further study opportunities on the MSc and MBA programmes provided by Worcester Business School.

### Student employability

- The combination of academic input alongside continuous and extensive experiential learning undertaken on the BA (Hons) Leadership and Management course seek to integrate new knowledge into the student's world via their work context. This provides students with an evidence base of progression and personal development, which they can present for career progression. The cognate focus of this award in the area of Leadership and Management inherently demonstrates a student's ambition and preparation for moving into (more senior) leadership and management positions.
- **Career guidance** - The course will enable students to develop their personal skills and attributes in relation to future job markets and will help them make plans to further develop and progress in their future directions, and promote themselves to their present and potentially future employers. Employable Worcester Graduate learning outcomes have been embedded within all modules. Further careers guidance is available through the University of Worcester Career Advisory Service and periodic Career Fairs are organised by Student Services.

### Links with employers

- Worcester Business School aims to promote closer **links with employers** through the work of its Business and Professional Development Team. The team is currently working with key decision makers in a variety of private, public and third sector organisations, and is supported by the School's Employers' Advisory Group, which meets on a regular basis. An Employer Forum will be established with this degree award.
- The School works closely with a number of **professional organisations** including the Chartered Management Institute, Institute of Chartered Accountants in England and Wales, Association of Certified Chartered Accountants, Chartered Institute of Management Accountants, Institute of Commercial Management, Chartered Institute of Marketing, Chartered Institute of Personnel and Development, Chartered Institute of Public Relations, Institute of Financial Accountants, Chartered Institute of Payroll Professionals, and British Computer Society.
- The School has worked with a number of **business clients** in developing and delivering its programmes. These include – The NHS (a range of Primary Care and Acute Trusts); Local Government (a range of County, District and Unitary Authorities); West Mercia, Warwickshire, Gloucestershire and Staffordshire Constabularies; Ministry of Defence and The Royal Air Force; Her Majesty's Prison Service; Royal Mail; Financial Services Organisations (e.g. Lloyds TSB, HBOS Plc, Clerical Medical, NFU Mutual and Virgin Money); Housing Associations, Southco, Malvern Instruments, Allpay Limited, G4S Secure Solutions, Hereford & Worcester Fire and Rescue Service and Hitachi Capital.

- These professional and business networks also involve **external events**, many of which are open to students, as well as employers.
- The Business School's specialist **research centre**, CPW (Centre for People at Work), has a wide range of contract-funded consultancy and research projects and provides further opportunities for students to link with employers.
- The School liaises with **external agencies**, such as the Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.

**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 associated course documentation e.g. course handbooks, module outlines and module specifications.