

UNIVERSITY OF KENT AT CANTERBURY

Annex 1

UKC Programme Specifications Template with Guidance

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 passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook or at <http://www.ukc.ac.uk/studying/part-time/about/certificate.html>. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent at Canterbury
3. Teaching Site	Canterbury, Tonbridge, Bridgewardens' College, Chatham. Centres of the Kent Adult Education Service at Broadstairs, Margate, Deal, Sandwich, Dover, Folkestone, Ashford, Whitstable, Faversham, Canterbury, Sittingbourne, Sheppey, Gillingham, Rochester, Maidstone, Tonbridge, Tunbridge Wells, Sevenoaks, Dartford, Gravesend,
4. Programme accredited by:	-
5. Final Award	Certificate in Combined Studies
6. Programme	Certificate in Combined Studies
7. UCAS code (or other code)	n.a.
8. Relevant QAA subject benchmarking group/s	
9. Date of production/revision	15 March 2002
10. Applicable cohort/s	2002 entry onwards

11. Educational Aims of the Programme

The programme aims to:

1. To provide flexible level 1 higher education courses that are accessible to students across the region and that will widen participation in higher education in Kent.
2. To deliver courses in a format suitable to the learning needs of adult and non-traditional students
3. To introduce you to current knowledge, principles and theories relating to the subject/s under study;
4. To help you to learn about sources of information (eg data, source, text, visual information) their analysis and interpretation;
5. To equip you with the appropriate subject-based, interpersonal and transferable skills to provide a foundation for further study .

12. Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the relevant subject benchmarking statements.

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

Knowledge and Understanding

A. Knowledge and understanding of:

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| <ol style="list-style-type: none">1. The basic concepts and principles pertaining to the area/s of study;2. The basic methods of evaluating and interpreting these concepts and principles within the context of the area of study;3. The terminology and vocabulary relevant to the area of study;4. Different approaches to solving problems related to their area(s) of study and/or work; | <ul style="list-style-type: none">• Tutor-led tutorials;• short 'lead' lectures;• exercises in observation and recording in (eg) tutor-led seminars, fieldwork sessions,• workshops on skills, especially support sessions relating to the production and presentation of written work. |
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Skills and Other Attributes

B. Intellectual skills: students will be able to

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| <ol style="list-style-type: none">1. evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;2. present, evaluate, and interpret qualitative and quantitative data,3. communicate the results of their study/work accurately and reliably, both orally and in writing, and with structured and coherent arguments; | <ul style="list-style-type: none">• student-led tutorials and small group work;• structured participation (eg short presentation) in tutorials;• exercises in observation and recording in (eg) tutor-led seminars, fieldwork sessions,• workshops on skills relating to the production and presentation of assessed work. |
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4. Show evidence of becoming an independent learner in (eg) planning work / identifying and using appropriate resources.

C. Subject-specific skills: all modules involve skills appropriate to Level 1/C of the academic subject under study. These include skills relating to information and source material; analysis of data/texts (etc) and acquisition of appropriate approaches, concepts and terminology.

D. Transferable skills: these are incorporated in each module and assessed as part of (eg) the group work or the written work for the module.

1. Work with other students and communicate effectively with tutor and fellow-students;
2. Reflect on and evaluate his/her own academic performance;
3. Use problem-solving skills in relation to course work;
4. Take responsibility for own academic learning, particularly in relation to planning work, the management of study time and prioritisation of workloads;
5. Recognise the need to integrate present and future (part-time or full-time) study with personal/work commitments and define future progression in this context (personal development planning);
6. Basic information gathering skills; IT skills.

Teaching/learning

Transferable/key skills are generally incorporated within modules and related, as appropriate, to (i) relevant classwork (ii) written work.

Information technology skills and skills relating to academic writing are provided through induction sessions; on-course support from the Unit for Regional Learning (URL) ; the Unit for the Enhancement of Learning and Teaching (UELТ); study guides.

Information technology skills are provided to support the academic skills of each course.

13. Programme structures and requirements, levels, modules, credits and awards

The Certificate in Combined Studies (CCS) is a level 1/C programme that offers an introduction to university-level study across a range of subjects. It is designed for adult and non-traditional entrants to higher education; it is available on a part-time basis only; its design and delivery supports UKC's widening participation initiatives.

Students completing the certificate will have successfully completed four modules (normally each of 30 credits) over two (minimum) to six (maximum) years. Students may choose freely from modules in the following subjects: Archaeology, Philosophy, Classics, Comparative Literary Studies, French, History, English Literature, Creative Writing, Ecology, Psychology, Sociology, Social Policy, and Law. Each

module is (i) designed to meet the needs of adult students (ii) correlated with level 1/C subject outcomes in the relevant subject area. Most CCS modules are delivered over 20 weeks in the autumn and spring terms. Each module offers two hours contact time weekly; in addition students are required to spend several hours each week in preparation for classes and completing written work.

An important aspect of the Programme is that students make take modules either for credit or for personal development and interest only. Those students who complete the assessed element will spend approximately 170 hours over the year in gathering information for assessed work, collating and presenting this. Tutors provide extra support (four hours across the two terms) for students presenting work for assessment.

There are no formal examinations: courses are completed on the basis of continuous assessment.

All modules in the Programme are at Level 1/C; no specific modules are required to complete the Certificate in Combined Studies.

The flexible structure of the award allows students freedom to explore a range of subjects and to identify future course/s of study. People who wish to achieve their Certificate in a specific subject area are encouraged, where appropriate, to transfer to single-subject certificates.

Courses are described and published in the CCS annual Prospectus, available on the web at <http://www.ukc.ac.uk/studying/part-time/ccs2001/index.html>.

This is a *part-time* programme; students normally complete it 2-4 years. It is not normally completed in one year (see above).

Code	Title	Level	Credits	Term/s
Year 1				
<i>Required Modules</i>				
XX300				
XX301				
<i>Recommended Modules</i>				
XX302				
XX303				
<i>Optional Modules</i>				
any	CCS modules	C	30	1 & 2
any	"	"	"	"
Year 2				
<i>Required Modules</i>				
XX500				
XX501				
<i>Recommended Modules</i>				
<i>Optional Modules</i>				
any	CCS modules	C	30	1 & 2
any	"	"	"	"
Year 3				
<i>Required Modules</i>				
XX506				
XX507				
<i>Recommended Modules</i>				
XX508				
XX509				
<i>Optional Modules</i>				
any	CCS modules	C	30	1 & 2
any	"	"	"	"

14. Support for Students and Their Learning

Students on the CCS programme are full members of the University and have access to all student facilities including those listed below:

- borrowing facilities at Templeman Library. The Library also supplies book boxes (sets of basic texts) for classes that are remote from the Canterbury and Tonbridge centres.
- Photocopying facilities are available for tutors and students at Canterbury, Tonbridge, Bridgewarden's College, and at Kent Adult Education Service Centres.
- Membership of the Student Union and its services.

Academic support: Students can receive help and guidance from the following

- **Unit for Regional Learning** offers support sessions, open to all CCS students, at Tonbridge and at Bridge Wardens' College. These include computing induction sessions and study skills support sessions.
- **Tutors** : advice on programme structure; module choice; individual progress; academic advice and guidance.
- **Kent Adult Education Service** : guidance and advice on course choice; access to local facilities.
- **Unit for Regional Learning Information Office:** module choice, progression routes (with referral to UKC department where appropriate)
- **Programme Director's Office (Faculty of Humanities):** programme structure, module choice, academic guidance, individual progress.
- **UKC central support services** - Students' Union (including its Advice and Information Service), Careers Advisory Service, Counselling Service and Disability Support Unit .

Information: All students receive copies of

- the Programme Prospectus;
- the module syllabus;
- a handbook which provides assessment guidelines and information; contact addresses for services below.

The **student-staff ratio** varies according to enrolment: normally no higher than 20:1.

15. Entry Profile *Examples of entry profiles are available at:*
<http://www.ucas.ac.uk/profiles/index.html>

Entry Route

For fuller information, please refer to the University prospectus.

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| <ul style="list-style-type: none"> • Minimum requirements: | <ul style="list-style-type: none"> • The Programme is open entry. No specific prior knowledge is required, but courses assume an interest in the subject studied. • You must be at least 17 years old by 20 September in the year you begin your programme. There is no upper age limit to studying. |
| <ul style="list-style-type: none"> • A levels and AS levels: • VCE A level (previously AGNVQ) • Access/Foundation Programmes: • BTEC National Certificates/Diplomas: • Certificate in Education • Irish Leaving Certificate: • Scottish qualifications: • University Degree • Mature applicants: • International applicants: • Accreditation of Prior Learning (APL): • Other Qualifications: | <p>n.a.</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>where appropriate</p> |

What does this programme have to offer?

- A grounding in the basic principles and methodologies of one or more subject areas;
- The opportunity to commence HE level work in an informal context in your local area;
- Flexible and student-centred methods of teaching;
- The development of relevant intellectual and personal skills which will prepare you for work at a higher level;
- The opportunity to experience a range of academic subjects, thus promoting informed choice of future course/s of study.

Personal profile-you may be suited to the programme if you have:

Personal Profile

- An interest in the subject/s studied and a desire to learn how they are studied in higher education;
- Willingness to engage in informed study and discussion of the principles/issues/ material studied
- Suitable levels of writing skills and (where appropriate) number skills and/or a willingness to develop them.
- A willingness to acquire basic information technology and information gathering skills.

16. Methods for evaluating and enhancing the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student evaluations of modules and annual review of these evaluations by Faculty of Humanities and in the relevant department
- Annual reports from the tutor of each module;
- Annual review of statistics representing progression and achievements;
- Regular meetings of full time staff with responsibility for programme monitoring;
- Peer observation of teaching of tutors;
- Mentoring and support of part-time staff.
- Liaison with Curriculum Leaders in Kent Adult Education Service;
- Double marking of assessed work from each student;
- External examiners' reports and the Programme's response to those reports;
- Periodic programme review.

Committees with responsibility for monitoring and evaluating quality and standards

- Certificate in Combined Studies Programme Panel
- Faculty of Humanities CCS Sub-Committee;
- Faculty of Humanities Learning and Teaching Committee; University Learning and Teaching Board;
- Board of Examiners.

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- End of module evaluation returns;
- Student evaluations to KAES;
- Informal liaison with Curriculum Leaders in Kent Adult Education Service;
- Formal procedures for complaint listed in student handbook.

Staff development priorities include:

- Minimum qualification for appointment: include a degree/higher degree, with experience in teaching adults or willingness to develop experience in this area;
- Staff recommended to complete the relevant Post-Graduate Certificate in Higher Education.
- Induction courses in teaching and assessment;
- Staff development courses on a range of topics (eg) support and development of student writing.

17. Indicators of quality and standards

- Internal review;
- External examiner's reports;
- Annual reports;
- External Review of CCS modules and provision in the context of each subject.

The following reference points were used in creating these specifications:

- National Qualifications framework;
- University Plan;
- UKC periodic Review Self Assessment and Report, Spring 2000;
- Minutes of UKC Faculty of Humanities, Learning and Teaching Committee; & CCS Sub-Committee.

