



Pathway Leaders are responsible for completion of this form in consultation with the relevant Programme Leader and Heads of Department.

NB The numbered sections below correspond to those on the Pathway Specification Form

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| 1 | Start date | Enter the month and year in which the pathway will first be delivered. |
| 2 | Awarding institution | Always Anglia Ruskin University |
| 3 | Location(s) of delivery | Either Anglia Ruskin and/or the title(s) of the relevant partner institution(s) |
| 4 | Pathway accredited by | Insert full title of professional, statutory or regulatory body (PSRB), if the pathway is recognised/accredited (or is intended to be) by such a body |
| 5 | Final award(s) | Insert the nomenclature for the intended award(s) for which a student can register directly (e.g. Cert. HE, Dip. HE, BSc (Hons), MBA etc. (do not include intermediate awards here)) |
| 6 | Pathway title | Insert full title (maximum of 50 characters including spaces). Prior approval through Anglia Ruskin's planning process is required for new pathway titles |
| 7 | Anglia Ruskin Pathway Leader (and co-ordinators at other locations of delivery) | Insert the name of the Anglia Ruskin staff member responsible for the operation of the pathway generally, and the names of staff responsible for co-ordinating the pathway delivery at the various locations of delivery (to correspond with box 3) |
| 8 | Programme | Insert the title of the Programme in which the pathway is located |
| 9 | Programme Leader | Insert the name of the Programme Leader |
| 10 | Managing department | Insert the managing Department |
| 11 | Faculty | Insert the title of the responsible Faculty |
| 12 | Pathway code | <i>To be inserted after approval process</i> |
| 13 | UCAS code (Undergraduate only) | Only required if: <ul style="list-style-type: none"> admission to pathway is via UCAS the pathway is discrete and has a UCAS number |
| 14 | Relevant QAA subject benchmark statement(s) and any PSRB reference point(s) | Insert the title of QAA's subject benchmark statement which most closely relates to the pathway (see complete list attached to these Guidelines). The statements refer to UG Honours degrees in the subject. For PSFs for taught PG pathways insert the benchmark statement(s) relating to those UG degrees which students are most likely to possess on entry to the pathway. |

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| 15 | Aims | <p>The "aims" should express the provider's broad purpose in offering the pathway. They should be succinct, and may, for example, be expressed in terms of a combination of:</p> <ul style="list-style-type: none"> • meeting local, national or international needs • preparation for employment, including the fulfilment of PSRB requirements • preparation for further research and personal development activity <p><i>In cases where the PSF refers to the same pathway title leading to more than one award (e.g. Cert. HE Music, Dip. HE Music, BA (Hons) Music), the aims for each award should be distinctive. However, they may be shown cumulatively where certain aims are common to each award (e.g. Aims 1-3 apply to the Cert. HE, Dip. HE and BA (Hons) awards; Aims 4-5 apply to the Dip. HE and BA (Hons) awards; Aims 6-8 apply to the BA (Hons) award only).</i></p> |
| 16 | Intended learning outcomes and the means by which they are achieved and demonstrated | <p>The "intended learning outcomes" should be expressed in terms of:</p> <ul style="list-style-type: none"> • the knowledge and understanding (and, at certain levels, the application of such knowledge) that a student will be expected to be able to demonstrate on successful completion • the acquisition of a range of intellectual (thinking), practical, affective and transferable skills and their application in a range of contexts, including the workplace. <p>When drafting intended learning outcomes it will be helpful to consult:</p> <ul style="list-style-type: none"> • the relevant QAA subject benchmark statement(s) • Anglia Ruskin's Staff Guide to QAA's Qualification Descriptors and Anglia Ruskin's Generic Learning Outcomes and Level Descriptors • any PSRB requirements • Gosling, D & Moon, J, <i>How to use learning outcomes and assessment criteria</i>, SEEC, 2001 <p>The outcomes should be accompanied, in the spaces provided, by</p> <ul style="list-style-type: none"> • a statement of the learning and teaching methods/strategies used to facilitate student achievement of the learning outcomes • the assessment methods/strategies used to enable students to demonstrate achievement of those outcomes. <p><i>In cases where the PSF refers to the same pathway title leading to more than one award (e.g. Cert. HE Music, Dip. HE Music, BA (Hons) Music), the intended learning outcomes for each award should be distinctive. However, they may be shown cumulatively where certain outcomes are common to each award (e.g. LOs 1-3 apply to the Cert. HE, Dip. HE and BA (Hons) awards; LOs 4-5 apply to the Dip. HE and BA (Hons) awards; LOs 6-8 apply to the BA (Hons) award only).</i></p> |

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| 17 | Entry requirements | <ul style="list-style-type: none"> draw a distinction between those qualifications which are required (e.g. A level mathematics for certain courses) and those which are preferred an appropriate reference should be made to the level of English language proficiency for students whose first language is not English confirm that Anglia Ruskin's standard procedures for Admission with Credit will apply (give details of any proposed variation for which approval by the Accreditation & Negotiated Awards Sub-Committee will be required). |
| 18 | Marking system | By default, all modules are marked by fine-grading. Details of any module which is assessed on a Pass/Fail basis, either in part (e.g. one or more elements) or in whole should be provided here. |
| 19 | Exceptional variation from Academic Regulations and/or design principles | Details of any proposed exceptional variation from Anglia Ruskin's Academic Regulations and/or the design principles should be provided here. Such variation occurs normally in circumstances where the expectations of a PSRB, recognised by Anglia Ruskin, require further compulsory study, or Anglia Ruskin has sought collaboration with another institution (normally overseas) for a joint award or credit exemption, or where the Senate considers it essential to maintain the integrity of the subject discipline. |
| 20-23 | Level 0-3 details | <p>Sub-section 1 within each section requires details of compulsory modules.</p> <p>Sub-section 2 requires details of designated (option) modules. More than one group of options is permitted for a pathway.</p> <p>Remember to check that the total credit requirements correspond with the level requirements and that the total of level requirements corresponds with the pathway requirement.</p> <p>Insert module codes for existing modules only. Module codes for new modules will be added after the approval process.</p> <p>The following curriculum design principles apply to levels 1-3:</p> <ul style="list-style-type: none"> at least one 30 credit module must be included at each level of study each Honours and Masters degree pathway must contain a Major Project of at least 30 credits |
| 24 | Level 4 details: Masters | <p>See above for sub section requirements.</p> <p>Subsections under the preceding headings 20-23 may be removed and N/A entered under the main heading for each level to economise on space. Do not delete main headings or alter the numbering of the form.</p> <p>The following curriculum design principles apply to level 4:</p> <ul style="list-style-type: none"> at least one 30 credit module must be included within the award each Masters pathway must contain a Major Project of at least 30 credits |

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| 25 | Award classification | <p>List any modules that <u>must</u> be included in the final degree calculation.</p> <p><i>[NB This is a proposed, award-specific, variation to Anglia Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Standards, Quality and Regulations Committee]</i></p> |
| 26 | Structure diagram and guidelines for students on module selection | <p>Insert or attach a structure diagram showing the chronological sequence of module delivery for each semester and year of the pathway. The diagram must be consistent with the structure diagram contained in Section 4 of the proposal document. The level and credit volume for each module should be shown, and the module code where known.</p> <p>A separate structure diagram should be provided for each different mode and location of delivery.</p> <p>Indicate guidance for students on module selection (if appropriate).</p> |
| 27 | Intermediate Award Details | <p>Indicate the Compulsory and Designated (option) modules which must be completed successfully for each intermediate award.</p> <p>(The Academic Regulations specify the default intermediate awards that are available – e.g. for an Honours Degree, the intermediate awards are ordinary degree, Dip HE and Cert HE.</p> |

List of QAA Subject Benchmark Statements

Full details are available at: www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp

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| Accounting (2007) | Health Studies (2008) |
| Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences (2002) ¹ | History (2007) |
| Anthropology (2007) | History of Art, Architecture and Design/Art & Design (2008) ² |
| Archaeology (2007) | Hospitality, Leisure, Sport and Tourism (2008) |
| Architectural Technology (2007) | Landscape Architecture (2007) |
| Architecture, Architectural Technology and Landscape Architecture (2000) | Languages and Related Studies (2007) |
| Area Studies (2008) | Law (2007) |
| Art and Design/History of Art, Architecture and Design (2008) ² | Librarianship and Information Management (2007) |
| Biomedical Science (2007) | Linguistics (2007) |
| Biosciences (2007) | Materials (2008) |
| Construction, Property and Surveying (2008) ³ | Mathematics, Statistics and Operational Research (2007) [<i>see also annex to the above statement to cover integrated master's degrees (2009)</i>] |
| Chemistry (2007) | Medicine (2002) |
| Classics and Ancient History (2007) | Music (2008) |
| Communication, Media, Film and Cultural Studies (2008) | Optometry (2007) |
| Computing (2007) | Osteopathy (2007) |
| Criminology (2007) | Philosophy (2007) |
| Dance, Drama and Performance (2007) | Physics, Astronomy And Astrophysics (2008) |
| Dentistry (2002) | Politics and International Relations (2007) |
| Earth Science, Environmental Sciences and Environmental Studies (2007) | Psychology (2007) |
| Economics (2007) | Social Policy and Administration (2007) ⁴ |
| Education Studies (2007) | Social Work (2008) ⁴ |
| Engineering (2006) | Sociology (2007) |
| English (2007) | Theology and Religious Studies (2007) |
| Finance (2007) | Town and Country Planning (2008) |
| General Business and Management (2007) | Veterinary Science (2002) |
| Geography (2007) | Welsh (2008) |
| | Cymraeg (2008) |
| | Youth and Community Work (2009) |

Notes:

- ¹ Following a review, revised statements for architecture, architectural technology and landscape architecture will be published under separate covers. The subject benchmark statement for architecture is undergoing a major review.
- ² Art and design and History of art, architecture and design are two separate statements published together.
- ³ Following a review, the revised statement for building and surveying has been published under the cover of construction, planning and surveying.
- ⁴ Following a review, revised statements for social policy and administration, and social work have been published under separate covers.

| Healthcare Programmes | Masters Level |
|-------------------------------|---|
| Audiology | Business and Management (2007) |
| Arts Therapy | Chemistry (2007) |
| Clinical Psychology | Dentistry (2002) |
| Clinical Sciences | Engineering (MEng) (2006) |
| Dental Care Professions | Mathematics, Statistics and Operational Research (MMath) (2009) |
| Dietetics | Medicine (2002) |
| Health Visiting | Pharmacy (MPharm) (2002) |
| Midwifery | Physics (2008) |
| Nursing | Veterinary Science (2002) |
| Occupational Therapy | |
| Operating Department Practice | |
| Orthoptics | |
| Paramedic Science | |
| Physiotherapy | |
| Podiatry | |
| Prosthetics and Orthotics | |
| Radiography | |
| Speech and Language Therapy | |