

SCREEN 1: CORE AWARD DATA									
Tab	CID Data Field								
1	Course Title								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A	
	<p>Insert the subject as approved by the Academic Development Committee (ADC). For example, 'Architecture', 'Business Studies' etc.</p> <p>Ensure the title of each course is simple in form, clearly reflects the course content and accords with the form generally accepted by UK higher education institutions and by the relevant professional, statutory and regulatory bodies. The title cannot be changed between periodic reviews/course re-approvals without the prior approval of the Academic Development Committee (ADC).</p> <p>It is generally accepted the use of 'with' in the title of a course should only be used if at least 25% of the subject content is in that area. The use of 'and' in the title would be used only if at least 40% of the subject content is in that area.</p> <p>A new course title would not normally be permitted if its curriculum content was less than 25% different from that of any existing course title.</p>								
1	Award Title								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A	
	<p>Select one from the drop-down list of approved qualifications awarded by the University – the highest award for the course.</p>								
1	Awarding Institution								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A	
	<p>Select from the drop-down list: normally 'Robert Gordon University', unless the University is delivering the course on behalf of another awarding body such as the Scottish Qualifications Authority (SQA).</p>								
1	Institution of Delivery								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A	
	<p>Select from the drop-down list: normally 'Robert Gordon University', but if the course is delivered elsewhere, select from the drop-down list or select ADD and insert details.</p>								
1	Award Type								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A	
	<p>Select from the drop-down list; e.g. Undergraduate, Postgraduate, CPD, Doctoral, etc.</p>								
1	Modes of Study								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A	
	<p>Select all modes in which the course is delivered. For every mode selected, a Detailed Course Structure will need to be defined. See also Detailed Course Structure [Screen 3].</p>								
1	Faculty								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A	
	<p>Select from the drop-down list.</p>								
1	School								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A	
	<p>Select from the drop-down list.</p>								

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1	Examiner(s)								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	ü	System Use Only	ü	
	Choose from the drop-down list of External Examiners and select ADD. Names may also be deleted by selecting DELETE.								
1	Professional, Statutory and Regulatory Body (PSRB)								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	5.2	System Use Only	N/A	
	<p>Select CLICK HERE TO ADD A NEW PSRB RECORD.</p> <p>Provide the full name of all relevant professional, statutory and/or regulatory bodies that accredit or recognise the award (if applicable), adding a new accreditation record for each body.</p> <p>Each PSRB record may be edited using the EDIT button, or deleted using the DELETE button.</p>								
2	PSRB Accreditation or Recognition								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	5.2	System Use Only	N/A	
	Insert what accreditation or recognition the course, or part of the course, might lead to, and explain clearly the benefits to the student. Include information about rights to practice or professional status, or direct opportunities arising from this including, if applicable, specific access the qualification might give in terms of employment or professional practice.								
2	PSRB Home Page								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	ü	System Use Only	ü	
	Provide the website URLs for each respective body.								
2	PSRB - Date of Last Visit								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	ü	System Use Only	ü	
	If applicable, enter date in DD MONTH YYYY format.								
2	PSRB - Outcome of Accreditation Visit								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	ü	System Use Only	ü	
	If applicable, briefly provide the outcomes and conclusions of the most recent accreditation visit.								
2	PSRB - Period of Accreditation								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	ü	System Use Only	ü	
	If applicable, state (in years) the period of accreditation or recognition.								
2	PSRB - Date of Re-approval Event								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	ü	System Use Only	ü	
	If applicable, enter date.								
3	Exit Awards								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	4.2.1	System Use Only	N/A	
	<p>The number of stages that appear are determined by the number of stages created in the Structure Editor.</p> <ol style="list-style-type: none"> 1. Select STRUCTURE EDITOR from the left navigation menu. 								

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	<p>2. For each mode of study, select STAGE: ADD until the correct number of stages appear. You can return to complete the addition of semesters and modules later.</p> <p>3. Return to CORE AWARD DATA on the left navigation menu, and select EXIT AWARDS.</p> <p>4. Stage headings now appear, corresponding to those you have entered in the STRUCTURE EDITOR. Select each one in turn and insert all approved/intended awards. For example:</p> <p>Stage 1: <i>Certificate of Higher Education (CertHE) Science Fiction</i> is awarded on successful completion of the first stage of the course (120 SCQF credits)</p> <p>Stage 2: <i>Diploma of Higher Education (DipHE) Science Fiction</i> is awarded on successful completion of the second stage of the course (240 SCQF credits)</p> <p>Stage 3: <i>Bachelor of Science (BSc) Science Fiction</i> is awarded on successful completion of the third stage of the course (360 SCQF credits)</p> <p>Stage 4: <i>Bachelor of Science with Honours (BSc (Hons)) Science Fiction</i> is awarded on successful completion of the fourth stage of the course (480 SCQF credits)</p> <p>Stage 5: <i>Master of Science Fiction (MSc)</i> is awarded on successful completion of the fifth stage of the course (600 SCQF credits)</p> <p>The course title should not include 'in', e.g. 'BSc (Hons) Science Fiction', not 'BSc (Hons) <u>in</u> Science Fiction'.</p>								
4	Duration of Course								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	ü	System Use Only	N/A	
	Enter text for each Mode of Study data set. Provide the indicative length of course in academic years (including information on any major sub-components, i.e. placements, practical training etc.) which may be expressed as "one-year full-time study" or equivalent.								
5	Course Information: Language of Study								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	2.5	System Use Only	N/A	
	Select from the drop-down list.								
5	Course Information: Language of Assessment								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	2.5	System Use Only	N/A	
	Select from the drop-down list.								
5	Course Information: UCAS Code								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	ü	System Use Only	N/A	
	Enter agreed UCAS code if an undergraduate course. Otherwise enter N/A.								
5	Course Information: Principal JACS Code								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	ü	System Use Only	ü	
	Select from the drop-down list.								
5	Course Information: JACS Code								
Data used for:	Course Specification Vol1: Core Award Data	ü	Course Specification: Vol2: Student Learning Experience	ü	HEAR	ü	System Use Only	N/A	
	Select from the drop-down list.								

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Tab	CID Data Field								
5	Course Information: Relevant QAA Subject Group								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	ú	
	Select from the drop-down list.								
5	Course Information: Course Dates: Course Start (Go Live) Date								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	ú	
	<p>Enter date when this version of the course will be “live” from (particularly important if two or more versions of the same course are being delivered simultaneously because, for example, one version is being cessated).</p> <p>This date will appear in both volumes of the <i>Course Specification</i> report as “Date of Production/Revision”.</p>								
5	Course Information: Course Dates: Actual Date of First Intake								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	ú	
	Enter date when the first cohort actually commenced on this version of the course. This has no functionality but will remain as a historical record.								
5	Course Information: Course Dates: Original Validation Date								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	ú	
	Enter date of the original date the course was validated through the University’s quality assurance procedures. This has no functionality but will remain as a historical record, and will not change in later versions of the course.								
5	Course Information: Course Dates: Course Cessated								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	ú	
	If applicable, enter date the version of the course record is expected to cease delivery completely. This date will show as “Expired:” in the content management system. It will be set automatically when the status of a new version of the course is changed to “Validated” or “Live”.								
5	Course Information: Course Dates: Date of Final Cohort								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	ú	
	If applicable, enter date when the final cohort is expected to complete the course, allowing sufficient time (e.g. 12 months) for permitted re-assessments.								
5	Course Information: Course Dates: Archive Date								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	ú	
	If appropriate, enter date when this entire course record should be archived.								
6	Introduction to the Course								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	N/A	
	Provide a very brief introduction to the course, offering a broad description of the subject as it develops through the specific course and describing any key components embodied by the subject.								

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7	Educational Aims of the Course								
Data used for:	Course Specification Vol1: Core Award Data	ú	Course Specification: Vol2: Student Learning Experience	ú	HEAR	4.2.2	System Use Only	N/A	
	<p>Provide a brief, clear statement of:</p> <p style="text-align: center;">Course Aim Aims of each Stage of the Course</p>								
8	Learning Outcomes								
Data used for:	Course Specification Vol1: Core Award Data	ú	Course Specification: Vol2: Student Learning Experience	ú	HEAR	ú	System Use Only	N/A	
	<p>The learning outcomes at each <i>Scottish Credit and Qualifications Framework (SCQF)</i> Level describe what a student is expected to know and be able to do if he or she has taken full advantage of the opportunities for learning provided by the course.</p> <p>The university interprets <i>graduate attributes</i> as end-of-course learning outcomes that describe what graduates can do on completion of their course. The university's approach is to focus on <i>course level outcomes</i>, rather than general institution-level statements. These <i>course level outcomes</i> should:</p> <ul style="list-style-type: none"> - be informed by external and internal reference points, both generic, in particular the <i>SCQF</i>, and subject-specific, including relevant professional, statutory and regulatory body accreditation/approval criteria; - emphasise outcomes that promote professional employability in a global economy; - highlight any distinctive aspects of the course, and the capability of graduates. <p>The standards and value of <i>course level outcomes</i>, and the relevance to the target intake and employment markets, are assured and enhanced through the university's academic quality processes, in particular: course validation, oversight of professional, statutory and regulatory body accreditation/approval, Institution-Led Subject Review and course re-approval processes.</p> <p>For each relevant SCQF level describe the learning outcomes, making appropriate reference to the Scottish Credit and Qualifications Framework (SCQF) <i>Level Descriptors</i>, available at www.scqf.org.uk/The%20Framework/Level%20Descriptors and, in particular, the five broad headings used by the SCQF to outline the general outcomes of learning at each of the SCQF levels:</p> <ul style="list-style-type: none"> - knowledge and understanding (mainly subject based); - practice (applied knowledge and understanding); - generic cognitive skills (e.g. evaluation, critical analysis); - communication, numeracy and IT skills; and - autonomy, accountability and working with others. <p>The end-of-course level should, in particular, emphasise the development of <i>graduate attributes</i>, as described above.</p> <p>Further guidance is available in the DELTA topic guides which will be available on the DELTA CampusMoodle pages:</p> <ul style="list-style-type: none"> DELTA Topic Guide – Course Learning and Teaching Strategies/Approaches; DELTA Topic Guide – Graduate Attributes; DELTA Topic Guide – Writing Learning Outcomes; DELTA Topic Guide – Effective Learning and Teaching at RGU; DELTA Topic Guide – Learning Expectations. <p>See also Exit Award Learning Outcomes, [Screen 2, tab 6].</p>								

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9	Distinctive Features of the Course							
Data used for:	Course Specification Vol1: Core Award Data	ú	Course Specification: Vol2: Student Learning Experience	ú	HEAR	4.2.5	System Use Only	N/A
	<p>Description of the aspects that give the course its identity. Try to limit to three key/unique features that makes the RGU course experience different from competitors. For example,</p> <ul style="list-style-type: none"> - a brief description of the learning environment (detailed content is required in The Student Learning Experience [Screen 2, tab 1], so be wary of unnecessary duplication); - distinctive aspects of course philosophy/approach to subject area; - distinctive aspects about the teaching team – expertise, visiting practitioners, experts, etc.; - placement/professional experience periods; - involvement of industry or the professions; - study trips, study exchange opportunities. 							
10	What the Course Involves							
Data used for:	Course Specification Vol1: Core Award Data	ú	Course Specification: Vol2: Student Learning Experience	ú	HEAR	ú	System Use Only	N/A
	<p>Provide a brief narrative description of what a student will actually do on the course, including:</p> <ul style="list-style-type: none"> - a sense of the timetable, and weekly formal commitment; - what the study experience is like, outlining cohort sizes, the central characteristics of the learning environment; - description of placement components, etc. 							
11	Placement/Professional Experience							
Data used for:	Course Specification Vol1: Core Award Data	ú	Course Specification: Vol2: Student Learning Experience	ú	HEAR	ú	System Use Only	N/A
	<p>Provide a statement of opportunities for placements or professional experience including duration, point in course structure, whether salaried or not, student’s role in organisation, placement supervision, assessment whilst on placement, Course Management Team’s and student’s role in organising placements, availability of simulated placements if none, etc.</p> <p>If not applicable, please insert “This course does not offer placement or work experience opportunities”.</p>							
12	Opportunities for Further Study							
Data used for:	Course Specification Vol1: Core Award Data	ú	Course Specification: Vol2: Student Learning Experience	ú	HEAR	ú	System Use Only	N/A
	<p>This is concerned with access to further study and the function of the qualification. Indicate if the qualification normally provides access or progression to further academic and/or professional qualification. Typical statements might include reference to an Honours degree achieved with at least an upper second (Class 2.1) classification will normally provide access to postgraduate and doctoral programmes in UK higher education institutions.</p>							
13	External and Internal Indicators of Quality and Standards							
Data used for:	Course Specification Vol1: Core Award Data	ú	Course Specification: Vol2: Student Learning Experience	ú	HEAR	ú	System Use Only	N/A
	<p>Possible of indicators of quality include:</p> <ul style="list-style-type: none"> - Institution-Led Subject Review Reports; - professional, statutory and regulatory bodies’ (PSRB) reports (if applicable); 							

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	<ul style="list-style-type: none"> - Research Excellence Framework (REF) rating of underlying subject; - student performance at national/international events, conferences, competitions etc. <p>Possible reference points might include:</p> <ul style="list-style-type: none"> - institutional mission statements and any institutional policies on the development of general skills in fields such as communication, information technology, team-working and career management; - QAA Subject Benchmark Statements; - current research or other advanced scholarship carried out by academic staff; - requirements of professional, statutory and regulatory bodies; - occupational standards in fields where these are relevant; - qualification descriptors used in the Scottish Credit and Qualifications Framework (SCQF); - national key skill standards. 							
14	Academic Regulations							
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	û	Course Specification: <i>Vol2: Student Learning Experience</i>	û	HEAR	û	System Use Only	N/A
	<p>Box 1 is for University-wide generic text:</p> <p style="padding-left: 40px;">This course is governed by the provisions of the University's Academic Regulations, which are available at www.rgu.ac.uk/academicregulations. In particular:</p> <p style="padding-left: 40px;"><i>Regulation A1: Courses</i></p> <p style="padding-left: 40px;"><i>Regulation A2: Admission</i></p> <p style="padding-left: 40px;"><i>Regulation A3: Section 1: Student Appeals (Awards and Progression) Procedure</i></p> <p style="padding-left: 40px;"><i>Regulation A3: Section 2: Student Misconduct Procedure</i></p> <p style="padding-left: 40px;"><i>Regulation A4: Assessment and Recommendations of Assessment Boards</i></p> <p>In box 2, describe in detail any course-specific regulations, and any variations required by the professional, statutory and regulatory bodies associated with the course and for which written confirmation has been received from the PSRB. For example:</p> <ul style="list-style-type: none"> - listing all modules which are central to the objectives of the course, and for which failure may not be condoned; - attendance requirements; - Aegrotat awards in undergraduate courses, if applicable; - requirements for more stringent English language competency than those detailed in Regulation A2, for example, for professional, statutory or regulatory body purposes; - additional requirements for legal, professional, statutory or regulatory body reasons, such as the requirement to undergo a Disclosure Scotland check, or a declaration of a criminal record; - whether an honours classification is based solely on performance in Stage 4 of the course, or whether there is a Stage 3 contribution and, if so, how this is calculated. 							
15	Qualifications for Entry							
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	û	Course Specification: <i>Vol2: Student Learning Experience</i>	û	HEAR	û	System Use Only	N/A
	<p>Box 1 is for University-wide generic text:</p>							

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	<p>Applicants must satisfy the University's general admission requirements for undergraduate and postgraduate courses as contained in <i>Academic Regulation A2: Admission</i>, including proficiency to a minimum standard in the English language. Specific entry requirements for this course are detailed below.</p> <p>In box 2, provide information on entry qualifications to reflect what is included within the Prospectus. Also include information, where appropriate, on the nature and length of any pre-requisite or access qualifications or periods of study required for access to the course.</p>								
16	Alternative Qualifications for Entry								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A	
	<p>Provide examples of equivalent overseas qualifications, SQA, BTEC, NVQs, some access programmes and certificates (making reference to the contents of <i>Academic Regulation A2: Admission, Schedule 2.1</i>), specific Recognition/Accreditation of Prior Learning (APL)/Accreditation of Prior Certificated Learning (APCL)/Accreditation of Prior Experiential Learning (APEL) that might be considered and what exemptions could be possible.</p>								
17	Interview Procedures								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A	
	<p>Provide a statement of School/course policy relating to applicant interviews, including details on any information or material that candidates are expected to provide at this point.</p>								
18	Equality and Diversity								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A	
	<p>This provides University-wide generic text:</p> <p>The University has a strong commitment to the active promotion of equality across its functions, including its course provision. To this end the University has developed an inclusivity statement which articulates the University's desire to strive towards creating a working, learning and social atmosphere which is inclusive, harmonious and respectful of diversity. The University has also developed an equality and diversity policy and every two years publishes a mainstreaming report, including equality outcomes, which explains how the university is developing and implementing its inclusivity statement. At a course level, course leaders monitor and comment on equalities data through the annual appraisal process. Through this process any significant trends in equalities data are highlighted. Further information can be found at: www.rgu.ac.uk/about/equality-and-diversity</p> <p>All Schools have a nominated School Contact who can advise on the requirements of the course and the range of course-specific reasonable adjustments that may be made. The current School Contacts are available from: www.rgu.ac.uk/student-services/disability/page.cfm?pge=7853.</p> <p>The University's Disability and Dyslexia Service provides support for students, details of which may be found at: www.rgu.ac.uk/disability</p>								

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19	Sources of Further Information							
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	N/A
	Provide sources of further relevant information. Enter text such as relevant School websites, handbooks etc. Also course management arrangements, staff/student liaison arrangements etc.							
20	Course Structure Diagram							
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	N/A
	Insert a course diagram, accompanied by appropriate explanatory text, similar to those currently included in course brochures, showing stages, exit awards, and routes.							

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SCREEN 2: STUDENT LEARNING EXPERIENCE								
Tab	CID Data Field							
1	The Student Learning Experience							
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	N/A
	<p>Box 1 is for University-wide generic text:</p> <p>The University's ambition is to be consistently one of the best modern universities in the UK. To achieve this ambition, the University focuses on the needs of students, economies and societies, aiming to:</p> <ul style="list-style-type: none"> - enrich the all-round experience of students throughout their engagement with the University; - enhance the quality and relevance of taught provision; - increase the diversification of the student population; - expand the provision of corporate programmes and lifelong learning opportunities; - grow internationally excellent research and knowledge exchange activities and reputation; - secure economic and environmental sustainability. <p>The University believes a professional education starts with excellent teaching and research within a supporting environment, and is about a lifelong and sustainable approach to working and living. The University's portfolio is informed by its commercial and public sector partners, who are instrumental in helping to develop courses to ensure their relevance for the evolving economy and society. Many include practical experience and placements, and are professionally accredited. These contribute to the University's position as one of the UK's top universities for graduate employment.</p> <p>By combining the best of both academic and professional worlds, the University aims to give its students the best possible start to their careers. A degree from Robert Gordon University is confirmation to a future employer that a student will possess the required blend of learning, skills and experience</p> <p>Provide an overview of the course philosophy, including a statement describing the key features of the learning experience, such as:</p> <ul style="list-style-type: none"> - course philosophy and approach to learning; - learning environment; - individual and group learning; - study visits and trips; - laboratories, workshops; - IT provision and its place in the learning process; <p>Consider including student case studies to illustrate.</p>							

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SCREEN 2: STUDENT LEARNING EXPERIENCE								
Tab	CID Data Field							
2	Teaching and Learning Strategy							
Data used for:	Course Specification Vol1: Core Award Data	ú	Course Specification: Vol2: Student Learning Experience	ú	HEAR	ú	System Use Only	N/A
	<p>This should describe the teaching and study methods used to promote learning and develop <i>graduate attributes</i>.</p> <p>Appropriate reference should be made to the Scottish Credit and Qualifications Framework (SCQF) <i>Level Descriptors</i>, available at www.scqf.org.uk/The%20Framework/Level%20Descriptors and, in particular, the five broad headings used by the SCQF to outline the general outcomes of learning at each of the SCQF levels:</p> <ul style="list-style-type: none"> - knowledge and understanding (mainly subject based); - practice (applied knowledge and understanding); - generic cognitive skills (e.g. evaluation, critical analysis); - communication, numeracy and IT skills; and - autonomy, accountability and working with others. <p>Further guidance is available in the DELTA topic guides which will be available on the DELTA CampusMoodle pages:</p> <p>DELTA Topic Guide – Course Learning and Teaching Strategies/Approaches;</p> <p>DELTA Topic Guide – Graduate Attributes;</p> <p>DELTA Topic Guide – Writing Learning Outcomes;</p> <p>DELTA Topic Guide – Effective Learning and Teaching at RGU;</p> <p>DELTA Topic Guide – Learning Expectations.</p>							
3	Assessment							
Data used for:	Course Specification Vol1: Core Award Data	ú	Course Specification: Vol2: Student Learning Experience	ú	HEAR	ú	System Use Only	N/A
	<p>Describe the assessment methods adopted throughout the course to develop, measure, and promote learning. Some methods are more appropriate than others for developing particular types of learning outcome, and this section provides the opportunity to articulate the strategy adopted to meet the specific context of the course described. Specific methods such as computer-assisted assessment, such as Question Mark Perception, should be included as appropriate part of this description.</p> <p>It is recommended that assessment methods be cross-referenced to the key SCQF attributes of Knowledge and Understanding; Practical Skills; Intellectual Skills; and Employability, Enterprise, and Transferable Skills, and reflect the context of the course's Teaching and Learning Strategy.</p>							
4	Support for Teaching, Learning and Assessment							
Data used for:	Course Specification Vol1: Core Award Data	ú	Course Specification: Vol2: Student Learning Experience	ú	HEAR	ú	System Use Only	N/A
	<p>Box 1 is for University-wide generic text:</p> <p>The University provides a number of means of supporting teaching and learning:</p> <ul style="list-style-type: none"> - student induction organised on a course or School basis; - an ongoing scheme of personal/pastoral support for students; - an extensive programme of student study skills delivered through the <i>Library</i> and the <i>Study Skills and Access Unit</i>; - an extensive library of learning resources; 							

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SCREEN 2: STUDENT LEARNING EXPERIENCE

Tab	CID Data Field								
	<ul style="list-style-type: none"> - close collaboration with industry and professional, statutory and regulatory bodies; - the University's active participation in the Scottish Funding Council's <i>Quality Enhancement Themes</i>, www.enhancementthemes.ac.uk/; - support for staff from the <i>Department for the Enhancement of Learning, Teaching and Assessment (DELTA)</i>, including specific training and development for staff new to teaching; - extensive opportunities for student placements with companies or organisations, academic overseas exchange programmes, and support for entrepreneurial activity; - <i>CampusMoodle</i>, http://campusmoodle.rgu.ac.uk/, the University's dedicated virtual learning environment; - a commitment to knowledge exchange and technology transfer through focused research activity, which contributes to the critical underpinning for all taught courses; - the expanding provision of state-of-the-art, purpose-built facilities and buildings. <p>In box 2, describe what support a student will get. This should include links to resources, infrastructure and facilities offered by the University or School, induction, <i>CampusMoodle</i>, Student Handbooks, Course Handbooks, Project Handbooks, placement support/guidance, Personal Tutors etc.</p>								
5	Monitoring of Quality and Standards								
Data used for:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Course Specification <i>Vol1: Core Award Data</i></td> <td style="width: 10%; text-align: center;">ü</td> <td style="width: 33%;">Course Specification: <i>Vol2: Student Learning Experience</i></td> <td style="width: 10%; text-align: center;">ü</td> <td style="width: 10%; text-align: center;">HEAR</td> <td style="width: 10%; text-align: center;">ü</td> <td style="width: 10%; text-align: center;">System Use Only</td> <td style="width: 10%; text-align: center;">N/A</td> </tr> </table>	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A
Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A		
	<p>Box 1 is for University-wide generic text:</p> <p>The University employs several mechanisms for evaluating and improving the quality and standards of teaching, learning and assessment, including:</p> <ul style="list-style-type: none"> § <i>Annual Course/Programme Appraisals</i> are prepared for each course and reviewed and approved by Course/Programme Management Teams and School Academic Boards which consider, amongst other things, feedback generated from student questionnaires. § <i>Institution-Led Subject Review</i>, involving external panel members, on a six-yearly basis to formally review its major subject provision, followed by a three year interim review to monitor progress against actions/issues raised through the review process; § <i>External Examiner Annual Reports</i>; § <i>Faculty Quality Enhancement Sub-Committees</i>; § Ongoing liaison with industrial/professional liaison groups. <p>Formal Committees with responsibility for monitoring and evaluating quality and standards:</p> <ul style="list-style-type: none"> § Staff/Student Liaison Committees, or equivalent; § Course/Programme Management Teams; § School Academic Boards; § Assessment Boards; § Faculty Quality Enhancement Sub-Committees; § Quality Assurance and Enhancement Committee and associated Sub-Committees. <p>In box 2, describe local measures for evaluating and improving quality and standards of teaching, learning and assessment.</p>								

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SCREEN 2: STUDENT LEARNING EXPERIENCE								
Tab	CID Data Field							
6	Learning Outcomes for HEAR only							
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	4.2	System Use Only	N/A
	<p>The approach the University has taken to generating the <i>Higher Education Achievement Report (HEAR)</i> is to extract data from a combination of existing fields within the <i>Course Information Database</i>. This includes extracting information from Exit Awards [Screen 1, tab 3], Educational Aims of the Course [Screen 1, tab 7] and Distinctive Features of the Course [Screen 1, tab 9]. Each of these fields correspond to specific sections in the <i>HEAR</i>.</p> <p>In addition, the <i>HEAR</i> contains a section called 'Learning Outcomes'. The primary purpose of this <i>HEAR</i> section is to assist a reader (potential employer, admissions tutor, education institution etc) to understand what the learner has achieved during the course.</p> <p>This section requires succinct details of information not included in the other sections of the <i>HEAR</i> and should complement the information provided in the other sections.</p>							
7	Feedback from Students							
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ü	Course Specification: <i>Vol2: Student Learning Experience</i>	ü	HEAR	ü	System Use Only	N/A
	<p>Box 1 is for University-wide generic text:</p> <p>The University uses a variety of mechanisms to obtain feedback from students, and to involve them in their learning experience. This is integral to the University's approach to the quality assurance and enhancement of teaching and learning, and the holistic student experience. Mechanisms include:</p> <ul style="list-style-type: none"> <i>Student Experience Questionnaires</i> and participation in the <i>National Student Survey (NSS)</i>; staff/student liaison arrangements at course/programme level; support for Student Representatives; student representation on Institution-Led Subject Review Panels; student representation on most of the University's key committees; annual meetings of the Principal and Deans with Student Representatives. <p>In addition, there is regular collaboration and engagement with officers of the Student Association.</p> <p>More detailed information on student engagement may be found at the <i>Student Involvement</i> website at: www.rgu.ac.uk/studentinvolve.</p> <p>In box 2, describe specific Staff/Student Liaison arrangements, and how other sources are utilised by the course.</p>							

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SCREEN 3: DETAILED COURSE STRUCTURE EDITOR

CID Data Field								
Structure Editor: Detailed Course Structure								
Data used for:	Course Specification <i>Vol1: Core Award Data</i>	ú	Course Specification: <i>Vol2: Student Learning Experience</i>	ú	HEAR	ú	System Use Only	N/A
<p>To start, click ADD STAGE. SEMESTER 1 appears.</p> <p>Modules now have to be assigned from the Module Database – click ADD.</p> <p>ADD individual modules, or create groups or routes from here using the options available.</p> <p>Keep adding modules to the semester, and adding semesters, stages and modules until the whole course has been listed.</p> <p>Note that modules can only be added which are already ‘validated’ or are ‘pending validation’ in the <i>Module Database</i>.</p> <p>Repeat for each mode of study. See also Modes of Study [Screen 1, tab 1].</p>								

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