

Guidance for Completing the Undergraduate Programme Specification and Supporting Information Template

General

The following guidance **must** be followed when completing the Undergraduate Programme and Supporting Information template.

Note that much of the detail provided in the Programme Specification and Supporting Information will be publicly-available. **The descriptions should be written for a public audience.** The fields highlighted in yellow are mainly for internal use and not intended for direct use in public-facing programme documentation.

For ease of reference, the first statement on the first page states the cohort to which the programme specification applies.

Applicability: State the cohort of students to which this programme specification and supporting information applies. Where substantive changes are made to a programme it may be necessary to have separate programme descriptors for different student cohorts. Under such circumstances there should be a separate programme specification and supporting information for each cohort to which the programme information applies. This top heading should, therefore, specifically indicate the cohort to which the following programme specification and supporting information applies. E.g. Students first matriculating from academic year 2016-17.

Section 1: Introductory information about the programme (European Diploma Supplement information)

The European Diploma Supplement is a document that students can request to provide additional information about their programme in a standard way to supplement their certificate and transcript. It is designed to provide a common structure to translate qualifications across the EU.

1.1 Name of programme: Name of final qualification and title conferred. E.g. BSc (Hons) Business Management. A list of the degrees, diplomas and certificates that may be conferred by the University is available in the [University Ordinances](#) (Ordinance 39).

Single Award 100% Degree programme that involves achieving programme outcomes related to a single discipline in more detail. Single Award 100% Degree programme that involves achieving programme outcomes related to a single discipline broadly.

Joint Award - Equal 50/50% Degree programme that involves studying two subjects. Award titles take the form of Subject X and Subject Y.

Joint Award - unequal x/x or x/x/x% Where two or three subjects are studied in unequal proportions as set out in the programme specification. The award title takes the form of Subject X with Subject Y or Subject X, Subject Y and Subject Z 75/25% award titles take the form of Subject X with Subject Y.

Joint Award unequal x/x% 75/25% award titles take the form of Subject X with Subject Y.

1.2 Main fields of study: Provide the main fields of study for the qualification. Show only the major field(s) of study. Subjects should be chosen from the Joint Academic Coding System (JACS) Version 3 (<https://www.hesa.ac.uk/jacs3>) as well as an appropriate Higher Education Classification of Subjects (HECoS) code (<https://www.hesa.ac.uk/support/documentation/hecos>). HECoS – 100079. E.g. Business studies.

HECoS codes replaced JACS codes in 2019/0. They comprise of a six-digit numeric code plus a text value and they provide a more granular approach to the subject coding of courses and qualifications. Each HECoS is grouped into Common Aggregation Hierarchies 1, 2 and 3 (CAH1, CAH2 and CAH3). There are currently 1000+ HECoS codes grouped into 166 CAH3 groups, which aggregate to 35 CAH2 groups, which in turn aggregate to 21 CAH1 groups.

Some things to consider:

- The code(s) chosen must represent directly, or relate very closely to, the wording on the qualification's official certificate of award.
- Choose a maximum of three HECoS. One code will represent 100% of the course; two codes will be split 50/50; three codes will be split 34/33/33.
- Professional, regulatory and statutory bodies often have specific requirements. For example, accredited Nursing courses must have the specialism of e.g. Adult Nursing and not General Practice Nursing.
- Some HECoS codes have immigration requirements relating to the Academic Technology Approval Scheme (ATAS) and it is important to correctly identify these early on.
- Check that the Common Aggregation Hierarchy (CAH) Levels are also appropriate for your course/qualification, as these determine the groupings used for
 - Discover Uni (previously Unistats)
 - NSS results
 - League Tables

1.3 UCAS or UKPASS code: This will be assigned by Admissions and Student Recruitment Services (ASRS) once a new programme has been approved.

1.4 Name and status of the awarding institution: Default = The University of Dundee is the awarding institution. It is a university established under a Royal Charter in 1967, and is recognised by the UK authorities as having the power to award its own degrees (see <https://www.gov.uk/recognised-uk-degrees>). The power to award degrees is protected by UK law.

If the programme leads to a joint, double or dual award with another university or universities this should be stated as follows:

The University of Dundee, a university established under a Royal Charter in 1967 and recognised by the UK authorities as having the power to award its own degrees (see

<https://www.gov.uk/recognised-uk-degrees>), is the awarding institution in partnership with the University of X (or Universities X, Y and Z).

1.5 Administering and teaching institution: Default = The University of Dundee.

If other organisations are involved in the delivery of the programme (e.g. through a validation arrangement or through providing modules for an award of the University of Dundee) this should be stated.

1.6 Language of instruction and assessment: Default = English.

1.7 Level of qualification: Provide the SCQF level of the intended exit award. E.g. Level 10 of the Scottish Credit and Qualifications Framework (SCQF).

1.8 Length of the programme: Show the normal duration of study for the full programme and total number of credits using the template provided below. Provide brief details for each separate study mode where there are part-time and/or blended learning options.

Example for a full-time undergraduate programme:

SCQF credits	ECTS credits	Study mode	Duration of study
480	240	Full time	4 years

1.9 Entry requirements: Minimum qualifications to be considered for entry, including English language requirements and other skills and experience. The 'level' in the template below refers to the Scottish Higher Education (SHE) year of study under the traditional 4 or 5 year Scottish undergraduate structure. Advice should be sought from ASRS in developing the details of entry requirements.

The example provided below (which include examples of the types information required and are not guidance on expected entry requirements) should be used as a guide to help complete this section.

Qualifications for entry to undergraduate level 1		
Qualification	Minimum grade	Typical grade
SQA Higher	BBBC	ABBB
GCE A-Level	BBC	BBB
Irish Leaving Certificate (ILC) Higher	ABBB	
International Baccalaureate (IB) Diploma	30 points (including 5, 5, 5 at Higher Level)	
Essential subjects	English and mathematics at Standard Grade at 2, National 5/Intermediate 2 at C, GCSE at B, ILC Ordinary at B, IB Subsidiary Level at 5.	

Other qualifications		
SQA HNC	Grade B in the graded unit	
Scottish Baccalaureate	Pass with CC at Advanced Higher	
Welsh Baccalaureate	Pass with A-levels at BB	
European Baccalaureate	70% overall	
Advanced Diploma	Grade B with ASL-A Level at B	
Qualifications for entry to undergraduate level 2		
Qualification	Minimum grade	Typical grade
SQA Advanced Higher (AH)	BBB	BBB
GCE A-Level	ABB	ABB
IB Diploma	30 points (including 5, 5, 5 at Higher Level)	
Essential Subjects	Mathematics (AH or A-Level or IB Higher Level) and English at Standard Grade Credit Level 2/Intermediate 2 (Grade C), GCSE (Grade B), ILC Ordinary (Grade B), IB Subsidiary Level (Grade 5)	
Other qualifications		
BTEC	A relevant BTEC National Diploma with DMM	
SQA	A relevant HND with BB in the Graded Units	
EDEXCEL	A relevant HND with merits in appropriate modules	
Requirement for academic entry qualifications to be obtained at the first sitting of the examination. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
English language requirements		
IELTS, or equivalent, requirements (for applicants from countries where English is not the first language)	IELTS overall	6.5
	Listening	5.5
	Reading	5.5
	Writing	6.0
	Speaking	6.0

1.10 Mode of study: State the mode of study, the mode of attendance and the location of attendance for face-to-face teaching.

Mode of study	State whether full-time or part-time or whether both options are offered.
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Mode of attendance	State whether students are taught face-to-face on campus, by distance learning or through a blended approach. Where more than one delivery option is offered, these should be listed.
Location of attendance for face-to-face teaching	State whether the face-to-face elements will be taught at the University of Dundee campus or at a different location through a 'mobile faculty' approach.

1.11 Programme requirements: Default = Details of the programme aims, indicative content and intended learning outcomes are provided in the Programme Specification.

1.12 Programme details: Default = Details about the modules undertaken by the students are described in the Programme Specification. Module grades are provided in the student's transcript.

1.13 Grading scheme: Default = The University's grading scheme is described in the Assessment Policy for Taught Provision, available at:

<https://www.dundee.ac.uk/governance/policies/policy-taught-provision/>

1.14 Access to further study: Indicate how the qualification would allow access to further study. E.g. This qualification may lead to study at level 11 of the Scottish Credit and Qualifications Framework.

1.15 Professional status: Indicate whether the programme is accredited by a Professional, Statutory or Regulatory Body (PSRB) and describe whether successful completion of the programme confers any professional status or right to practise.

Section 2: Programme specification

Insert the title of the programme in the Section header. E.g. Programme specification for BSc Applied Computing.

2.1 Programme aims: The programme aims should state the broad intentions of the programme and provide a high level description about what the programme will offer to students.

2.2 Indicative content: The indicative content should include an overview of the subject areas that will be covered by the programme and what will be taught, referring to the programme structure that is described in more detail as part of this programme specification.

2.3 Intended learning outcomes: The intended learning outcomes (ILOs) for the programme should be written to reflect the level of the intended final qualification through the level descriptors provided by the SCQF (<http://scqf.org.uk/the-framework/scqf-levels/>) and the framework for qualifications of higher education institutions in Scotland (<http://www.qaa.ac.uk/FQHEIS-June-2014.pdf>). The QAA subject benchmarks (<http://www.qaa.ac.uk/quality-code/subject-benchmark-statements>) and requirements of PSRBs should be taken into account where relevant.

In the development of the ILOs for the programme, appropriate consideration should be given to how teaching and learning activities support the ILOs and how the assessment is designed to assess the ILOs.

In the development and description of ILOs, programme developers may find the Bloom's Taxonomy referenced by the SCQF in their booklet [SCQF Credit Rating Criteria Explained](#) to be a helpful resource.

The ILOs should be described under the headings indicated below, and should describe what students should be able to do on successful completion of the programme.

The headline areas shown below reflect a distillation of the SCQF level characteristics as well as emphasising the University's priority on the employability of its graduates.

Ideally there should be no more than 5 ILOs per heading under these three headline areas.

1. Knowledge and understanding
2. Subject-specific practical and intellectual skills and attributes
3. Transferable, employability and enterprise skills and attributes¹

2.4 Assessment strategy: Describe the assessment strategy for the programme including how the learning outcomes will be assessed. This should be a broad overview, describing the different methods of assessment and how they relate to the ILOs.

2.5 Assessment types and weightings: Provide a breakdown (by percentage) of the weighting of the different assessment methods. This should be broken down by year of study for undergraduate programmes and described under the headings of 'coursework', 'written exams' and 'practical exams'. This provides data for the key information set published by Unistats. The completed table should be accompanied by the statement 'The indicative assessment weightings are described below. This may vary depending on module choices'. An example is shown below.

Assessment type (year 1)	Weighting (%)
Coursework	65%
Written exams	28%
Practical exams	7%
Assessment type (year 2)	Weighting (%)
Coursework	52%
Written exams	43%
Practical exams	5%
Assessment type (year 3)	Weighting (%)

¹ Transferable, employability and enterprise skills should include reference to digital literacies. Information on the University's digital literacy framework is available at <https://www.dundee.ac.uk/academic-skills/digital-literacy>.

Coursework	38%
Written exams	38%
Practical exams	24%
Assessment type (year 4)	Weighting (%)
Coursework	62%
Written exams	25%
Practical exams	13%
Assessment type (whole programme)	Weighting (%)
Coursework	54%
Written exams	34%
Practical exams	12%

2.6 Teaching and Learning: Provide a high-level description of the approach to teaching and student learning opportunities. Any distinctive features should be highlighted.

2.7 Indicative student contact hours and the expected amount of independent study:

Provide a high-level breakdown of the activity types that reflect the notional effort for students over the course of the programme. This should cover an approximation of the scheduled contact time (including, for example, lectures, seminars, tutorials, supervised project work, practical classes and demonstrations, supervised time in studios/workshops/laboratories, fieldwork), an approximation of the guided independent study hours and, where relevant, mandatory work placements and/or study abroad.

The total intended learning time should normally align with the programme credits (one SCQF credit represents the amount of learning achieved through a notional ten hours of learning time) and may be built from the relevant information provided in the module specifications. An exception to this is where the time spent on mandatory work placements does not contribute to the programme credit.

The completed table should be accompanied by the statement 'The indicative scheduled contact hours and guided independent study may vary depending on module choices'. An example is provided below.

Year 1 learning activity	Indicative number of hours (and percentage of total learning time)
Scheduled contact time includes lectures, seminars, tutorials and workshops	360 hours (30%)
Time in guided independent study including the completion of assessment tasks	840 hours (70%)
Time on placement relevant to the programme	0 hours (0%)

Year 2 learning activity	Indicative number of hours (and percentage of total learning time)
Scheduled contact time includes lectures, seminars, fieldwork and tutorials	320 hours (27%)
Time in guided independent study including the completion of assessment tasks	880 hours (73%)
Time on placement relevant to the programme	0 hours (0%)
Year 3 learning activity	Indicative number of hours (and percentage of total learning time)
Scheduled contact time includes lectures, practical work, fieldwork and tutorials	300 hours (25%)
Time in guided independent study including the completion of assessment tasks	900 hours (75%)
Time on placement relevant to the programme	0 hours (0%)
Year 4 learning activity	Indicative number of hours (and percentage of total learning time)
Scheduled contact time includes lectures, practical work, supervised project work and fieldwork	240 hours (20%)
Time in guided independent study including the completion of assessment tasks	960 hours (80%)
Time on placement relevant to the programme	0 hours (0%)

Where there are opportunities for work placements and/or study abroad which are optional this should be stated. E.g. Students will have the opportunity to spend a semester or year abroad.

2.8 Teaching staff: Provide a list of staff who will teach on the programme, along with their roles (e.g. module leader) and qualifications. Provide links to relevant School staff directories.

2.9 Location(s) for the delivery of teaching: For programmes that involve face-to-face teaching provide a statement that describes the specific teaching locations and the balance of time spent at different locations. Include the balance of teaching between specific University of Dundee campus locations (i.e. the city campus, the Ninewells campus and the Kirkcaldy campus) as well as any other external teaching locations.

2.10 Structure of the programme:

Provide a short summary of how the programme is structured, referring to the schedule of modules that you have provided within the template.

The schedule of modules templates should be completed with entries under each of the headings. Details should be provided for core (compulsory) modules that all students must normally take and for optional modules that may be taken alongside the core modules. There are separate templates for each.

Where intermediate exit awards are offered as admission entry points (e.g. postgraduate certificate and/or diploma) for applicants, separate schedules of modules should be developed for the intermediate exit awards with the title of each exit point clearly indicated as part of the Schedule of Modules heading.

Where a module is new, 'New' should be typed under the Module Code heading. Once a module code has been provided by the Registry, the template should be updated to reflect the module code.

For existing modules, the title should be the exact title held by Registry. For new modules, insert the proposed title.

The 'School or Organisation' section should indicate the lead School, Directorate or organisation responsible for the delivery of the module.

Where there is a threshold number of students required for an optional module to be run, or a maximum number of students that can be accommodated on an optional module, provide a statement that reflects these requirements and list the modules to which the requirements for minimum and maximum student numbers will apply.

Provide details of opportunities for work placements or study abroad (where relevant).

2.11 Subject combinations and degree options: Where there are opportunities for subject combinations or different degree options that include specialisms associated with the 'parent' programme the School(s) should decide on whether to produce a programme specification for each degree option or whether to produce a generic programme specification for a group or groups of degree options. Note that the programme specification(s) will be used for both quality assurance purposes and for the provision of the European Diploma Supplement for graduates.

Where the former option has been chosen or there are no subject combination options state 'Not applicable' within this box.

Where the latter option has been chosen provide a list of the degree options within this box. In addition, provide an appendix to this programme specification that provides details of the core and optional modules associated with each option using the 'Schedule of Modules' templates (that include the module code, the module title, the SHE level, the SCQF level, the SCQF credits and the School or organisation responsible for delivery) provided in box 2.10 above.

In considering the development of qualifications that involve subject combinations, programme developers should ensure that named awards reflect the expectations set out in Annex 2 of the QAA Scotland's [framework for qualifications of higher education institutions in Scotland](#), where 'A and B' means an approximately equal balance between two

components, and 'A **with** B' means a major/minor combination where the minor subject accounts for at least a quarter of the programme.

2.12 Equality and diversity: Default = The University is committed to attracting and retaining students from under-represented groups and this programme will make adjustments where it is reasonably possible to allow equality of opportunity for all students irrespective of age, disability, gender, race, religion or belief or sexual orientation.

Contact for further information: Name and contact details of the School Head of Equality and Diversity and the School Disability support officer.

Section 3: Responsibilities and contacts

3.1 Lead School: A lead School must be identified for the purpose of responsibility for quality assurance and appropriate communication with Admissions and Student Recruitment Services (ASRS) and Registry.

3.2 Lead discipline: A lead discipline must be stated for appropriate referencing within the student record management system.

3.3 Collaborating Schools (where relevant): State if not applicable (i.e. where all of the core and optional modules will be delivered by the lead School). Do not leave blank.

3.4 Programme leader: Name and contact details of the programme leader.

3.5 Admissions tutor: Name and contact details of the admissions tutor.

3.6 Programme administrator: Name and contact details of programme administrator.

3.7 Contact for enquiries: Name and contact details for any pre-application enquiries for the programme.

Section 4: Programme details (information for internal use for programme management and quality assurance)

4.1 Reference points for quality and academic standards: Provide a list of the key benchmarks used in the design of the programme. Examples of external reference points are the SCQF, QAA subject benchmark statements, PSRB statements, Higher Education Academy information and guidance produced by subject, professional or employer organisations. An explanation about how the aims, content and ILOs relate to the external reference points should be provided, and may be shown as a relationship map in an appendix.

4.2 Teaching quality and staff development opportunities: Describe the qualifications, experience and capability of the teaching team relating to both the subject content and the proposed approach to learning, teaching and assessment.

Provide an overview of how members of the teaching team are supported in their roles in assuring academic standards and in providing a high quality learning experience for the students. This should include a commentary on professional development opportunities and the approach to peer support of teaching, teaching materials development (e.g. for on-line learning), assessment and feedback.

4.3 External organisations associated with the delivery of the programme: Give details of any external organisation(s) that are involved in the delivery and/or assessment of any elements of the programme.

Where there is the involvement of external organisations in teaching and/or assessment, provide an analysis on how the School oversees the setting and maintenance of academic standards for the programme and the quality of the student learning experience. The Director of Quality and Academic Standards ([Euan Black](#)) should be consulted where an external organisation is involved in the teaching and/or assessment of a programme where the University of Dundee is the degree-awarding body.

Where teaching and assessment involves the contribution of external providers from international institutions, provide a commentary on how the success of the collaboration is considered, managed and reviewed with regard to the benefits and risks to the University. Global Partnerships should be consulted where international external organisations are involved with the delivery and/or assessment of the programme.

Where there is no involvement of external organisation, 'Not applicable' should be stated.

4.4 Accreditation by Professional, Statutory and Regulatory Bodies (PSRBs): Provide details of any PSRBs who accredit the programme and the approach to accreditation. This should include a description of whether accreditation is a paper-based exercise or whether there are accreditation and re-accreditation events. Indicate how often re-accreditation takes place, and whether re-accreditation is carried out jointly with the University as part of its periodic programme review process. Where there is more than one accrediting PSRB, a separate description should be given about the approach of each PSRB. Where there is no involvement of a PSRB, 'not applicable' should be stated.

Provide details about any specific PSRB requirements where exceptions to University policies might be needed.

4.5 Distance or blended learning: If the programme will be provided entirely, or predominantly, off-campus, describe the approach and systems for managing this. Include comments on the experience of the staff group in managing distance or blended learning.

The Head of the Centre for Technology and Innovation in Learning (n.t.lafferty@dundee.ac.uk) should be consulted about the delivery of distance or blended learning programmes.

4.6 Placements and/or student exchanges: If the programme involves student placements or exchanges outside the University, describe the nature of these, and explain how they are managed (see: [Policy on Student Placements](#)).

4.7 Inclusive nature of the curriculum and its delivery: Outline how the programme and planned support for students anticipates the likely needs of all students. This should include a completed [inclusive curriculum checklist](#), and in relation to disabled students, consideration of a 'Teachability' audit of the programme (see <http://www.teachability.strath.ac.uk/>).

Contacts for advice: The Head of Equality and Diversity (a.trivedi@dundee.ac.uk) and the Head of Disability Services (s.hill@dundee.ac.uk).

Note: the University's Disability Services can support internal audits of accessibility for disabled students using the Scottish 'Teachability' resources <http://www.teachability.strath.ac.uk/>.

4.8 Learning and assessment resources: Provide details of Library and Learning Centre and CASTLE resources required to support the programme. This should include requirements for

digital and material resources (e.g. books, journals) and staff resources to support student skills development (e.g. in the areas of digital literacy and employability) and academic staff development.

Describe how the VLE is used to support learning and teaching, and which platform will be used.

Provide a breakdown of assessment requirements through online or paper based examinations.

Outline the nature of the IT resources required, and how they are provided, including any specialist software or hardware required (i.e. that is not currently available on the managed desktop or in standard IT suites).

Contacts for advice: the Head of the Centre for Technology and Innovation in Learning (n.t.lafferty@dundee.ac.uk), the Registry's examinations officer (k.g.clifford@dundee.ac.uk) and UoDIT (<https://www.dundee.ac.uk/it/>).

4.9 Teaching allocations: For programmes that comprise modules delivered by different Schools provide a breakdown (by percentage) of the split.

Section 5: Admissions, recruitment and student records information

5.1 Start date for first student intake: DD/MM/YYYY

5.2 End date for first student intake: DD/MM/YYYY

5.3 Entry points: Provide the default entry level (i.e. the stage to which the majority of students will be admitted—e.g. level 1 or level 2 for undergraduate programmes. Describe any entry points other than the standard programme start.

5.4 Exit points: Name the default exit qualification (i.e. the qualification that the majority of students are expected to exit with—e.g. MA (Hons) or MA (ordinary) for an undergraduate programme.

List any other named intermediate awards that students that students may exit with. E.g. Intermediate exit awards include MA (ordinary, title of award), or BSc (ordinary, title of award).

5.5 Registration level (Nursing only): Pre-Registration or Post-Registration.

5.6 Number of intakes per academic year and when: E.g. One intake. September.

5.7 Recognition of prior learning: Describe the approach to the recognition of prior learning (RPL, see:

<https://www.dundee.ac.uk/corporate-information/recognition-prior-learning-policy>)

and provide contact details of the School's RPL assessor if different to the named admissions tutor.

5.8 Scotland/EU fees: Provide details of the annual (or module) fees and the total Scotland/EU fees for the intended main qualification for the first intake to which this programme specification applies.

5.9 Rest of the UK fees: Provide details of the annual (or module) fees and the total RUK (rest of the UK) fees for the intended main qualification for the first intake to which this programme specification applies.

For undergraduate programmes state whether the total study fee is capped at the multiplier of 3 years of full time study even where students enter at SHE level 1 and undertake the normal 4 years of study for a Scottish undergraduate programme.

5.10 Overseas fees: Provide details of the annual (or module) fees and the total overseas fees for the intended main qualification for the first intake to which this programme specification applies.

5.11 Details of internal scholarships or bursaries: Indicate which of the following internal University scholarships or bursaries applicants to this programme might be eligible for:

- RUK scholarships (UG)
- RUK bursaries (UG)
- International scholarships (UG or PG)

Provide additional details. Advice should be sought from ASRS for completion of this section.

5.12 Details of external scholarships: Provide details of any external scholarships that applicants to the programme might be eligible for.

5.13 Additional costs: Provide a realistic approximation of any likely additional study costs for students on the programme (for the first intake to which this programme specification applies) such as costs for field trips, additional materials etc.

5.14 Application and admissions process: What system will be used to process applications and admissions?

- UCAS
- Other*

For 'other' describe how applications will be processed.

5.15 Broad level of study: Choose from: Access, Undergraduate or Other (give details).

5.16 Student selection: Provide details on how students will be selected. Indicate whether interviews will be used and the approximate time period when the interviews will take place. Describe any other selection tools that will be used such as portfolio submission, assessment tests or exercises. ASRS must be provided with a copy of the report form showing the criteria against which the candidate will be scored during the interview/exercise. The form should provide a section for the outcome and further action. ASRS will provide examples where required.

5.17 Targets and funding: For undergraduate programmes indicate the category that the target student numbers for the programme fall into (state either controlled student numbers or non-controlled student numbers). E.g. Undergraduate – non-controlled student numbers

Provide details of caps, targets and upper limits (based on resource limitations or physical space limitations) for student numbers on the programme. The numbers should reflect the entire programme.

Provide details of the external funder (e.g. the SFC) where relevant and whether applicants are eligible for SAAS or other external funding.

Advice will be provided by ASRS.

5.18 Reporting/course group: All programmes are assigned to a reporting group for the purpose of data analyses and reporting. ASRS will allocate the programme to a relevant SITS group as part of the approval process based on information that is provided.

Advice will be provided by ASRS.

5.19 Collaborative programmes (joint, dual, double or multiple degrees) with external institutions: Provide a statement on the status of the collaborative agreement (e.g. signed by the Vice-Principal on date or under development with anticipated sign off on date). The completed double/joint award pre-approval template should accompany this programme specification.

Provide the names of the other institutions involved.

Describe the responsibilities of each institution (e.g. primary academic responsibility, primary administrative responsibility, handling of admissions).

Describe the structure of the programme. Provide a broad overview of where and when the teaching takes place, referring to paragraph 2.10 of this programme specification.

Provide information about the teaching split, if relevant (e.g. 50:50).

Section 6: Marketing information

The template developed by ASRS is available at:

<http://uod.ac.uk/update-my-course>

In discussion with Marketing develop information to be uploaded to the website to market the programme.

It must be completed and accompany the programme documentation as part of any new programme approval process. Publicity material such as photographs and testimonials should be submitted directly to ASRS.

Note that ASRS will not make substantive changes to public information about University of Dundee programmes that are not aligned with the programme specifications that have been approved by the University's Quality and Academic Standards Committee.