

## Programme specification

*(Notes on how to complete this template are provide in Annexe 2)*

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) International Labour and Trade Union Studies (ILTUS)
<b>Teaching Institution</b>	Ruskin College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	24 Sept 2013
<b>Next revalidation</b>	2018-19
<b>Credit points for the award</b>	360 (120 each at levels 4, 5 and 6)
<b>UCAS Code</b>	L290
<b>Programme start date</b>	January 2014
<b>Underpinning QAA subject benchmark(s)</b>	Sociology (2007) General Business and Management (2007)
<b>Other external and internal reference points used to inform programme outcomes</b>	N/A
<b>Professional/statutory recognition</b>	None
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	3 years full-time 4.5 years part-time Block Residential
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	5 <sup>th</sup> September 2013

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

#### 2.1 Educational aims and objectives

History, philosophy and rationale of the programme:

2.1.1 At Ruskin we seek to guarantee to serve our students in the future while honouring our past. Ruskin College has a long and proud reputation of providing education and training opportunities for trade unions and their members. There is an overwhelming need for this type of programme within the Global Labour Movement and the study of International Labour and Trade Union movements is unique to Ruskin College.

Aims of the Programme

2.1.2 The programme will enable students to acquire the necessary knowledge, understanding skills and critical dimensions of the subject area through teaching, learning and assessment as a basis for:

- Personal, academic and professional development
- Practical and vocational skills development for the benefit of their organisations

- The development of self-confidence and citizenship

2.1.3 It will achieve this through an integrated programme of modules, which although presented on an individual basis, complement and consolidate each other. By the end of the course students will have experienced study of labour, employment, sociological, legal and economic issues in order to support their development of skills in analysis, methodology, research, problem solving, understanding and critical evaluation. This will be reinforced by the programme's assessment strategy described below.

There are four main themes (Employment Relations, Law, Sociology and Economics) that develop throughout the whole degree programme and embed a multi-disciplinary approach.

2.1.4 Experience has shown that this approach equips students for their undergraduate studies, further postgraduate study and/or for their professional development in management, trade unions, government departments and international labour organisations.

2.1.5 The overall aims of Level 4 of the programme are to:

- Obtain, read and summarise information
- Take part in and contribute to discussion
- Prepare and deliver seminar presentations, both individually and as part of a group
- Prepare and write a range of documents
- Obtain and interpret data from libraries and a variety of other sources
- Interpret results and assemble evidence to support written assignments and seminars
- Use IT systems to gather and select data
- Present data in a variety of forms using the college IT system
- Know how to generate new information and data
- Demonstrate a range of problem solving techniques
- Work in small groups to clarify and produce resolutions for given problems
- Work with other students to plan and deliver joint presentations

2.1.6 The overall aims of Level 5 of the programme are to:

- build upon the students' achievements in the first year and to develop a depth of knowledge and complexity of analytical skills appropriate to level 5 study
- equip students with the skills, knowledge and confidence to succeed on to level 6 of a degree course where this is the desired outcome for the student
- develop students' problem-solving skills and capacity for independent judgement, preparing students to undertake a piece of independent study and research at level 6
- develop students' comprehension and capacity to analyse issues that are central to the study of International labour and trade unionism
- ensure that students can apply different theoretical perspectives to the analysis of issues of globalised labour and trade union organisation and practice in different contexts
- equip students with the personal and professional aptitudes to succeed in appropriate employment where this is the desired outcome for the student
- empower students with the motivation and independent thinking and learning skills to enable them to become lifelong autonomous learners and engage with the issues raised by globalised labour, along with the contemporary challenges posed to trade unions dealing with change and globalisation.

2.1.7 The overall aims of Level 6 of the programme are to:

- build upon the students' achievements in levels 4 and 5 of the programme and to develop a depth of knowledge and complexity of analytical skills appropriate to 3rd year degree level
- equip students with the skills, knowledge and confidence to succeed at level 6 and, where this is the desired outcome for the student, to provide a suitable academic grounding for those students who wish to progress to Masters study.
- deepen students' problem-solving skills and increase their capacity for critical

evaluation and independent judgement, particularly in undertaking independent study and research

- develop students' comprehension and capacity to analyse issues that are central to the study of International labour and trade unionism at the level of a first degree final year.
- ensure that students can apply and critically reflect on different theoretical perspectives to the analysis of issues of globalised labour and trade union organisation and practice in different contexts
- equip students with the personal and professional aptitudes to succeed in appropriate employment where this is the desired outcome for the student
- empower students with the motivation and independent thinking and learning skills to enable them to become lifelong autonomous learners and engage with the issues raised by globalised labour along with the contemporary challenges posed to trade unions dealing with change and globalisation.

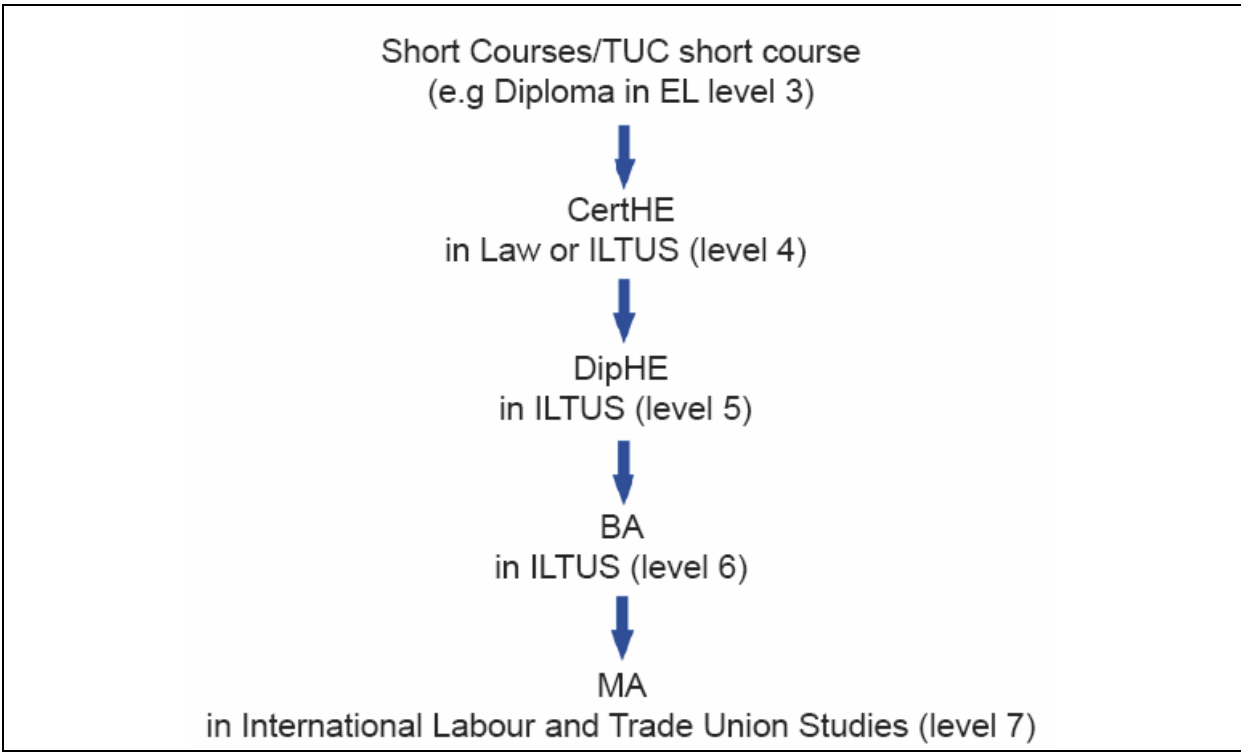
## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

2.2.1 (see figure below) The College has a Trade Union Studies Centre where students can study short course programmes from levels 1 to 3. Nigel Williams, the Centre Co-ordinator, has supervised student dissertations and taught some employment law at level 4 on the BA. As a result of this inter-departmental working, the relationship between the Trade Union programmes is robust and students are encouraged to apply for the BA/MA programmes. Similarly, both Caroline Holmes and Tracy Walsh teach on the Trade Union short course programme at Ruskin College.

2.2.2 The programme forms an integral part of the College's Trade Union Studies offer. The degree offers students progression from Level 4 through to Level 6 and incorporates the CertHE and DipHE exit awards, and culminates in the BA honours degree. Further study opportunities are offered by the College, notably on its MA in International Labour and Trade Union Studies with a number of students progressing to Master's degree study in recent years. Ian Manborde, the Programme Co-ordinator for the MA ILTUS, is part of the BA teaching team and introduces the MA studu option at specific sessions.

2.2.3 The programme also draws on the knowledge and expertise of other tutors across the college for specialist subject areas, for example, Peter Dwyer for Radical Economics and Jen Carter for Law.



### 3. Programme outcomes

Intended learning outcomes are listed below.

#### Learning outcomes:

#### 3A. Knowledge and understanding

(Level 4):

A1: Identify and use appropriate tools for self-directed learning.

A2: Understand, analyse and apply knowledge to the various interrelating rules, concepts and provisions in the legal system.

A3: Identify and summarise key concepts in employment relations and their relationship with the wider social, economic and political structures and systems.

A4: Review and critically assess theories of social injustice and how to address these through effective use of collective bargaining techniques.

(Level 5):

A5: Demonstrate a critical understanding of key issues and data sources in the topics covered.

A6: Evaluate the various schools of thought that have influenced the development of labour movements, globalisation and economic growth.

A7: Critically analyse the extent to which the direction taken by policy makers at all levels effects the development and direction of economic policy and the effect on labour movements.

A8: Analyse the complexities of the roles played by various 'actors' at regional, national and international levels.

A9: Understand and apply the ethical questions arising in the design of research.

(Level 6):

A10 Design and undertake a piece of independent research, with due regard to ethical considerations and the effective and critical use of social science methodology.

A11: Demonstrate a critical understanding of the genesis and directions of political and ideological debate in shaping Trade Unions, Trade Unionism and the wider international labour movements.

A12: Demonstrate and critically evaluate scholarly skills development .

A13: Critically analyse the role and effectiveness of existing international organisations such as, the World Trade Organisation and the International Monetary Fund, and their relevance to the wider labour movement.

#### Learning and teaching strategy / assessment methods

The emphasis at Ruskin is on student centred learning so whilst the teaching methods employed vary according to the content and aims of the session, a typical session will make use of a mix of different methods – e.g. mini-lecture/presentation by tutors or students, pair- or group-work, learning checks, tutor- or student-led discussion – in order to accommodate different learning styles. Tutorials and formative classroom activities are carefully designed to help students to incrementally develop the skills and the knowledge required to pass the module's summative (marked) assessment task. Students are formed into study support groups. 'Independent learning' should not mean 'learning in isolation'!

For Full-time students, attendance is required over 3 9-week terms, each module has approximately 67 hours of classes, 6 hours of tutorials and requires in the region of 25 hours of independent study per week. Tutorial hours will reduce in Levels 5 and 6, and self-directed / student-led group study will increase. The Dissertation at Level 6 attracts 8 hours of supervisions to support their research and preparation.

For Part-time Block Residential students, attendance is required for 3 weekend sessions per module (Fri 10:30-21:00; Sat 09:00-18:00; Sun 09:00-14:00, with time to visit the library in the afternoon). This equates to approximately 56 hours of classes, with 6 hours of tutorials (2 hours after each weekend) and requires in the region of 10 hours of independent study per week. Tutorial hours will reduce in Levels 5 and 6, and self-directed / student-led group study will increase. The Dissertation at Level 6 attracts 8 hours of supervisions to support their research and preparation.

<b>3B. Cognitive skills</b>	<p>In summary, the main teaching and learning methods adopted across the modules are:</p> <ul style="list-style-type: none"> <li>• Tutor-led mini-lectures introducing theoretical, conceptual and methodological issues and debates</li> <li>• Tutor-led seminars allowing students to engage with, contextualise and examine social scientific sources (texts and/or data) individually and in small groups.</li> <li>• Tutorials, initially tutor-led but becoming increasingly student-led as the course progresses to levels 5 and 6</li> <li>• Student presentations</li> <li>• Student-centred activities (defined individual, pair- and group-work tasks)</li> <li>• Student-led open discussion/Q&amp;A sessions</li> </ul> <p>Within these methods a range of strategies are adopted including:</p> <ul style="list-style-type: none"> <li>• Critical engagement with written sources and data</li> <li>• Structured classroom debates</li> <li>• Session summaries and feedback</li> <li>• Learning checks through eliciting questions and discussion</li> <li>• Library- and web-based research exercises</li> <li>• Guest lectures as part of the tutor-delivered content</li> <li>• Group and peer critiques and marking exercises</li> <li>• Student-led individual and group presentations</li> <li>• Guides to study skills (e.g. self-directed study, giving and receiving critical feedback, reviewing, editing and proofing work,</li> </ul>
<p>(Level 4):</p> <p>B1: Effectively summarise material from a range of sources into structural pieces of work, demonstrating sound argument and conclusion.</p> <p>B2: Demonstrate analytical and legal skills in relation to broad legal concepts, substantive law and case law examples.</p> <p>B3: Understand and engage with the complex and diverse range of social, political and economic problems and solutions.</p> <p>B4: Identify contrasting interpretations of social phenomena, and evaluate the usefulness of their application in problem solving.</p> <p>(Level 5):</p> <p>B5: Deploy sound reasoning to frame questions and make critical judgements in order to identify solutions to given problems.</p> <p>B6: Gather, summarise and evaluate data and use appropriate methods to support further analysis and enquiry.</p> <p>B7: Review, assess and critically evaluate competing arguments and key perspectives drawing on a range of scholarly resources.</p> <p>B8: Continue to develop critical perspectives on the political, economic and social issues raised during the programme of study.</p> <p>(Level 6):</p> <p>B9: Continue to develop intellectual integrity and maturity while understanding the difficulties in analysing contemporary issues.</p> <p>B10: Critically appraise and reflect upon their study practice and experience and that of others.</p> <p>B11: Understand and analyse research using a variety of skills and techniques.</p> <p>B12: Develop sound reasoning to frame questions and make critical judgements based on evidence.</p>	
<b>3C. Practical and professional skills</b>	
<p>(Level 4):</p> <p>C1: Implement and apply effective Personal Development Plans to structure an ongoing evaluation of personal strengths and weaknesses.</p> <p>C2: Use and interpret appropriate statute and apply problem solving skills to enhance</p>	

<p>advocacy.</p> <p>C3: Recognise the importance of ethical considerations when researching organisations nationally and internationally.</p> <p>C4: Demonstrate the relationships between the principle actors and agents within a typical employment relations system.</p> <p>(Levels 5):</p> <p>C5: Apply a structural approach to, and demonstrate a critical awareness of literature affecting labour movements.</p> <p>C6: Effectively communicate a range of ideas both verbally and in writing.</p> <p>C7: Make effective use of library, support networks and other resources in their learning.</p> <p>(Level 6)</p> <p>C8: Review and critically interpret complex data and arguments relating to the subject matter.</p> <p>C9: Apply a structured approach to the communication of their analysis of theory and practice in both written and oral form as required</p> <p>C10: Continue to develop a critical appraisal and reflexive analysis of their own studies and development.</p> <p>C11: Apply objective reasoning and robust critical analysis to explain the outcomes of specific labour relations issues at both national and international level.</p>	<p>summarising, time management, research and presentation skills)</p> <p>Teaching aids and materials vary according to the aims and content of each session, but may include a range of the following: hand-outs on the delivered content (theories and models), set readings with guiding questions, short stimulus materials (e.g. short audio- and visual materials, news-clips, data, articles), longer background videos/DVDs on specific topics. All teaching rooms are equipped with teaching aids such as electronic whiteboards, intranet- and web-access, Power-Point projectors as well as flip charts.</p>
<b>3D. Key/transferable skills</b>	
<p>(Level 4):</p> <p>D1: Communicate understanding of learning accurately and reliably with coherent arguments.</p> <p>D2: Further develop abilities to think logically and apply knowledge to solve problems.</p> <p>D3: Make effective use of group work skills and collaborate to achieve common goals.</p> <p>D4: Use communication and IT to retrieve and present information.</p> <p>(Level 5):</p> <p>D5: Demonstrate enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and contribute to labour organisations and wider society.</p> <p>D6: Produce academic work making use of appropriate the academic apparatus of</p>	

bibliography and correct referencing.

D7: Work effectively both independently and in groups; contribute constructively to discussions in the classroom environment.

(Level 6):

D8: Organise, prepare and deliver a seminar to peers, using a range of presentation techniques.

D9: Demonstrate the enhancement of lifelong learning skills and personal development in order to be able to contribute to the development of international labour movements.

D10: Consolidate listening and debating skills .

D11: Work independently and manage own learning.



## 4. Programme Structure

### Full-time mode

Programme Structure - LEVEL 4		
Compulsory modules		
Term 1	Term 2	Term 3
Critical Skills and Personal Development (30 credits)		
Employment Relations in Theory and Practice (30 credits)	The Law and the Employment Relationship (30 credits)	Work and Economic Change (30 credits)

[Exit award on the successful completion of Level 4 modules: CertHE International Labour and Trade Union Studies (120 credits at Level 4)]

Programme Structure - LEVEL 5		
Compulsory modules		
Term 1	Term 2	Term 3
Research Methods (30 credits)		
Labour Movement History and Development (30 credits)	Labour in a Globalised World (30 credits)	Work and Sustainability (30 credits)

[Exit award on the successful completion of Level 5 modules: DipHE International Labour and Trade Union Studies (240 credits, 120 at each of levels 4 and 5)]

Programme Structure - LEVEL 6		
Compulsory modules		
Term 1	Term 2	Term 3
Critical Reflection (15 credits)		Complete Dissertation (45 credits)
Contemporary Trade Unionism (30 credits)	Developments in the Global Economy (30 credits)	
Research Dissertation		

[Exit / Final award on successful completion of Level 6 modules: BA(Hons) International Labour and Trade Union Studies (360 credits, 120 at each of levels 4, 5 and 6)]

### Part-time Block Residential mode

Programme Structure - LEVEL 4		
Compulsory modules		
Weekends 1-3	Weekends 4-6	Weekends 7-9
Critical Skills and Personal Development (30 credits)		
Employment Relations in Theory and Practice (30 credits)	The Law and the Employment Relationship (30 credits)	Work and Economic Change (30 credits)

[Exit award on the successful completion of Level 4 modules: CertHE International Labour and Trade Union Studies (120 credits at Level 4)]

Programme Structure - LEVEL 5		
Compulsory modules		
Weekends 1-3	Weekends 4-6	Weekends 7-9
Research Methods (30 credits)		
Labour Movement History and Development (30 credits)	Labour in a Globalised World (30 credits)	Work and Sustainability (30 credits)

[Exit award on the successful completion of Level 5 modules: DipHE International Labour and Trade Union Studies (240 credits, 120 at each of levels 4 and 5)]

Programme Structure - LEVEL 6		
Compulsory modules		
Weekends 1-3	Weekends 4-6	Self-directed time
Critical Reflection (15 credits)		Complete Dissertation (45 credits)
Contemporary Trade Unionism (30 credits)	Developments in the Global Economy (30 credits)	
Research Dissertation		

[Exit / Final award on successful completion of Level 6 modules: BA(Hons) International Labour and Trade Union Studies (360 credits, 120 at each of levels 4, 5 and 6)]

## 5. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

5.1 The BA (Hons) ILTUS is designed to equip students with the necessary knowledge and skills to undertake further study for a Master's degree (Level 7) at the College or elsewhere.

5.2 The teaching team work very closely with relevant trade unions in order to identify suitable case studies and dissertation topics for students to work on. The programme offers longitudinal modules with a focus on skills and development throughout the programme (Critical Skills and Personal Development at level 4, Research Methods at Level 5 and Critical Reflexion at Level 6).

5.3 Although there are a number of institutions delivering Industrial Relations based undergraduate study, this programme is unique in its content (covering international issues) and modes of delivery, offering both full-time (over 3 years) and block residential weekends (over 4.5 years).

## 6. Support for students and their learning

6.1 Teaching on the programme is delivered in classes of normally no more than 20 students supported by tutorials with normally 3 or 4 students in a group. Each year cohort is allocated a lead tutor, who oversees student progress throughout their study, in conjunction with the Programme Co-ordinator. Additionally, every student at Ruskin is allocated a personal tutor from the course team monitoring the progress of students, providing advice and guidance and suggest other forms of support as appropriate.

6.2 Learning support and study skills, encompassing study support for disabled students is an area of undoubted strength at Ruskin, with the Ruskin tutorial system and specialist learning support services adding up to comprehensive and highly individualised support for students. The Learning Development Team has been expanded to include a Learning Development and Dyslexia Co-ordinator, a Study Skills Tutor and an Adult Literacy and Numeracy Tutor. Provision has now been extended to Saturdays for the block residential students and this has proved to be successful. Email and telephone tutorials are also offered by the Learning Development Team. Every HE student at Ruskin undergoes an initial assessment of their basic skills and learning needs.

6.3 This is particularly important in view of the lack of formal educational qualifications and prevalence of past underachievement. Where a student is diagnosed as dyslexic, or as having another disability need, tutors are informed of the ways they can help support the student better (with their students consent). This dedicated and whole-College approach to support explains the success of some disabled students at Ruskin who had previously not achieved elsewhere.

6.4 The College Counsellor is introduced to students during induction. The confidential support offered encompasses short-term, focused individual work, as well as longer-term personal support. During their time at Ruskin, many students access the service to assist them to cope with the challenges of studying or of living in College, or with problems impinging from their outside or earlier lives. The College Counsellor meets students in their first term. The counselling service that the College provides has been taken up by older learners in the past and has provided an invaluable service in providing them with strategies for managing stress and coping with living communally. Telephone counselling is also available for students who are not able to make an appointment in person.

6.5 The Academic Registrar offers advice to applicants and current students about financing their studies, meeting their accommodation and childcare needs, and coping with personal and social issues. Older learners may face additional funding difficulties when considering higher education beyond the CertHE level and the Academic Registrar is a valuable resource for advice and guidance, alongside Head Start, the adult careers advice service.

## **7. Criteria for admission**

7.1 All candidates must be able to satisfy the general admissions requirements for Ruskin College. These are:

Candidates must attend an interview with two academic or academic-related staff members either in person or on the telephone

Candidates must demonstrate commitment to the ethos and vocation of Ruskin College

Candidates must have the ability to benefit from study at this level, fulfil the learning outcomes of the programme and achieve the standard required for the award. The ability to benefit focuses on the students being at the right stage in their lives to study successfully and ensuring that students are applying to the right programme (students who are on programmes which are not their interest area are far more likely to fail to achieve than motivated, prepared students). Ruskin is committed to the fact that achieving qualifications at this level can, and does, improve individual student's lives and the wellbeing of communities which it serves. If students are not deemed to be suitable for study at the level of application, advice will be offered on other study routes.

7.2 The admissions process is as follows:

Students enquire about the programme or the College and receive information and are invited to our Higher Education Advice Days and/or Subject Taster Days, some of which are held at weekends specifically for BA (Hons) ILTUS students

Students' apply and are called for interview with two academic or academic-related staff members (depending on availability)

Students are either offered a place or are given detailed guidance on how to develop and encouraged to reapply at a future point.

Students accept the offered place and are called for a literacy assessment. Students with declared disabilities are also given information and advice on applying for provision to support their needs.

Students attend an induction week or weekend which introduces Ruskin systems and people and in which students have their first tutorial.

7.3 The college recognises APL and has offered places to students who have completed level 4 study in a cognisant subject elsewhere, for example there is a positive working relationship with Northern College (who offer study up to and including level 4 in similar subjects), where three of our previous and current block residential students completed their level 4 study.

7.4 The quality of the student experience is captured in the College's feedback mechanisms. The College also holds both a Frank Buttle Award for its provision for care leavers (including guaranteeing accommodation) and the Association of Colleges 2011 award for Widening Participation in Lifelong Learning for its work with marginalised groups such as those who have experienced homeless, sexual and domestic violence and substance misuse issues. Students who identify specific or additional needs at the application or interview stage are encouraged to talk through support mechanisms, anxieties and barriers with interviewers and with their personal tutor, if accepted onto the programme. Where appropriate the College will also engage with other support networks such as addiction key workers or homelessness key workers to ensure the student is supported and able to achieve.

## **8. Language of study**

8.1 English

8.2 International learners are welcomed on the basis that their communication skills in English are demonstrated prior to enrolment (to a minimum level of IELTS 6.0 or TOEFL 550 – 600) and that previous qualifications gained can be equated to a United Kingdom qualification.

## **9. Information about assessment regulations**

9.1 Assessment regulations can be found in the Regulatory Framework

## **10. Methods for evaluating and improving the quality and standards of teaching and learning.**

### 10.1

- End of year meetings to compile the annual monitoring report
- Meeting/s with the external examiner at examination board
- End of module and end of year feedback from students via the module evaluations and cross College survey
- Drawing up action points arising both from annual report, external examiners' report and discrete modules that are monitored at the Law &ILTUS Programme Board.
- Input of academic reviewer installed by the CACP, as appropriate
- Tutor attendance at best practice sessions and other CPD events organised internally
- Tutors' participation in external CPD especially conferences, writing of papers /books, attendance at seminars, reviewing articles for journals etc.
- Effective peer observation of teaching and learning (OTL) scheme operating in the College
- Tutors bringing critical self-reflection gained from their work as external examiners in other institutions / experience of teaching in other institutions
- Monitoring of above through annual staff development report drafted by the General Secretary and discussed at AQSC with action points for implementation in following year.
- Teaching staff are expected to a member of IFL and encouraged to apply to become a Fellow of the HEA.
- Teaching staff are encouraged to complete PhD programmes in order to fulfil a specific research interest and enhance their own teaching practice.

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Critical Skills and Personal Development	✓				✓				✓				✓	✓	✓	
	Employment Relations in theory and practice			✓	✓			✓			✓		✓		✓		✓
	The Law and the Employment Relationship		✓				✓			✓					✓		✓
	Work and Economic Change			✓	✓				✓			✓			✓		✓

Level	Study module/unit	Programme outcomes														
		A5	A6	A7	A8	A9	B5	B6	B7	B8	C5	C6	C7	D5	D6	D7
5	Research Methods	✓				✓	✓	✓		✓		✓	✓	✓	✓	
	Labour Movement History and Development	✓	✓		✓		✓		✓	✓	✓	✓			✓	✓
	Labour in a Globalised World	✓	✓	✓	✓		✓		✓	✓	✓	✓			✓	✓
	Work and Sustainability	✓		✓	✓		✓		✓	✓		✓	✓		✓	

Level	Study module/unit	Programme outcomes															
		A10	A11	A12	A13	B9	B10	B11	B12	C8	C9	C10	C11	D8	D9	D10	D11
6	Critical Reflexion			✓		✓	✓					✓			✓	✓	✓
	Contemporary Trade Unionism		✓					✓	✓	✓	✓		✓	✓		✓	
	Developments in the Global Economy		✓		✓			✓	✓	✓	✓		✓	✓		✓	
	Dissertation	✓				✓		✓	✓	✓	✓		✓				✓

## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:  
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:  
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.