

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Creative Arts (Performance Arts) top-up BA (Hons) Creative Arts (Music Production) top-up
Teaching Institution	University Centre Calderdale College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2020
Date of latest OU (re)validation	September 2020
Next revalidation	September 2025
Credit points for the award	120
UCAS Code	Creative Arts (Performance Arts) – 2B16 Creative Arts (Music Production) – 8H76
JACS Code	N/A
Programme start date and cycle of starts if appropriate.	September 2020
Underpinning QAA subject benchmark(s)	QAA SBS Dance, Drama and Performance (2019) QAA SBS Music (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	QAA Foundation Degree Characteristics Statement (2015) QAA Framework for Higher Education Qualifications (2014) SEEC Credit Level Descriptors (2016)
Professional/statutory recognition	None
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT
Duration of the programme for each mode of study	FT- one year; PT – 1.5 years (3 semesters)
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	September 2020

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

The University Centre aims to provide learning and development programmes that effectively widen participation in higher education and enable graduates to progress into professional roles and to make a meaningful contribution to the local and regional economy. It is a key aim that through the learning undertaken students will develop the skills necessary to have a successful career, in addition to becoming lifelong learners. This programme will further develop the student's skills and understanding of the Creative Arts, promoting the consolidation of the wide range of skills needed to develop individual and/or collaborative opportunities for a professional career.

The philosophical ethos of this course is based on the belief that deep, experiential and transformative learning about performance happens when students are given the opportunity to intensively engage in tasks and activities which develop their intellectual and creative processes. In this way, it is intended to produce motivated graduates capable of contributing, either individually or as collaborators, to the creative industries as well as employing their skills in a wide variety of presentational and interactive contexts, and inculcating the continued desirability and importance of embracing new learning opportunities.

The course will also provide students with opportunities to develop critical and analytical skills through the study of key and emerging theory. Professional group discussions will enable them to deepen these skills and critical reflective essays will allow them to relate important theory elements to their own practice as well as considering the wider context of the creative industries as a whole.

The BA (Hons) Creative Arts is also designed to provide a progression route for students who have completed the FD Creative Arts at the University Campus, Calderdale College (UCCC), in addition to those completing a comparable Level 5 qualification elsewhere and practitioners who have relevant work experience but wish to strengthen their qualification profile and employability.

Aims

The programme aims to:

- Provide a top-up route to honours level for graduates from the FD and equip them with the academic skills to progress on to higher level programmes;
- Enable students to specialise in either music production, performance arts or interactive creative media in readiness for a career in their chosen specialism;
- Develop employable graduates who are reflective practitioners capable of engaging in lifelong learning and career development;
- Facilitate student multi-disciplinary working across the creative arts.

Objectives

In order to meet the aims of the programme students will:

- Demonstrate employability skills, including portfolio development and a professional, reflective approach to lifelong learning and career development. Students will also develop deep understanding of the range of potential career

- pathways available and the potential fit between skills, opportunity and career;
- Exhibit engagement in interpretive, collaborative, and creative practical work either in a group with other practitioners and professionals or independently;
- Express a critical understanding of research methodology and of practice as research within their chosen discipline;
- Demonstrate a critical appreciation of the position or function of the chosen specialism in the broader discipline and social context;
- Exhibit critical understanding of current practices, new developments and emerging theories in the chosen specialism.

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)

The programme is a progression route for the FD Creative Arts, or other subject-related level 5 qualifications. Following the completion of the BA (Hons) top-up qualification students have the opportunity to progress on to further study including Teacher Education programmes or Master's level study.

Each top-up programme pathway has a FD Creative Arts pathway linked to it:

- FD Creative Arts (Acting Performance) – BA (Hons) Creative Arts (Performance Arts) top-up
- FD Creative Arts (Music Production) – BA (Hons) Creative Arts (Music Production)

The full-time route follows the conventional format of 60 credits per semester over two semesters.

The part-time route will give the flexibility to accommodate those students whose current work commitments prohibit attendance during the conventional college day, but for whom studying is still an important consideration when thinking of their personal and professional development and career progression. The part-time programme will comprise the same modules and assessments, but will be over three semesters, rather than two for full-time mode.

External examiner visits and exam board arrangements will continue to be completed on a semestral basis. However, part-time Semester 1 marks will be recorded at the summer Board of Examiners meeting, rather than the winter meeting. Any marks related to resit assessments may be recorded at the following meeting or at the reconvened meeting in September. An indicative schedule is given below:

BoE Meeting	Year	BA Top-up PT	Semester
January 2021	1	Sem A marks	
July 2021	1	Sem A resits Sem B marks	Sem A results Pass Proceed
September 2021 (reconvened)	2	Sem B Resits	Sem B results Pass Proceed

January 2022	2	Sem C marks	Award and final classification Or Pass Proceed
July 2022	2	Sem C resits and deferrals	Award and final classification

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Level 6 (60 credits, Level 6):
 BA Creative Arts (Performance Arts)
 BA Creative Arts (Music Production)

Level 6 (120 credits, Level 6):
 BA (Hons) Creative Arts (Performance Arts)
 BA (Hons) Creative Arts (Music Production)

3. Programme structure and learning outcomes

Programme Structure - LEVEL 6					
Shared modules	Credit points	Route specific modules	Credit points	Is module compensatable?	Semester runs in
Professional Practice: Production Professional Practice: Teaching	20			Yes	2
Final Major Project: Production OR Final Major Project: Teaching	40			No	2
		Performance Arts Pathway			
		Performance Project	30	No	1
		Practitioner Skills	10	Yes	1
		Performance Making: Scratch	20	Yes	1
		Music Production Pathway			
		Production Portfolio	20	Yes	1
		Advanced Sound Design	20	Yes	1
		Sound and Music for Interactive Media	20	Yes	1

Intended learning outcomes at Level 6 are listed below:

Note: Shared module Learning Outcomes (LOs) are denoted by alpha numeric sequences; Music Production LOs are preceded by 'M'; Performance Arts LOs are preceded by 'P'.

Learning Outcomes – LEVEL 6

BA (Hons) Creative Arts: SHARED MODULES (apply to ALL pathways)

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Critically reflect on personal employability skills and potential career pathways A2: Critically engage with relevant professional body knowledge, conventions and current debate where appropriate, or with current industry standards, practice and developments A3: Demonstrate the ability to critically examine the relationship between practice, theory and research in the field	Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars, self-directed study, the virtual learning environment and practical work. Students will be encouraged to conduct research independently, using classroom-based seminars as a forum for knowledge sharing. They will also enhance their knowledge and understanding through engagement in a major project: production, informed by research. All students will have the opportunity to benefit from formative feedback.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Critically engage with current career practice and pathways in their chosen field B2: Critically evaluate literature related to the major project	Students will be introduced to key concepts during class. Intellectual and cognitive skills will be developed through a combination of interactive, classroom based critical discussion, directed reading, assignment negotiation, portfolio completion and working on the final major project: production.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Demonstrate a reflective practitioner approach to life-long learning and personal development</p> <p>C2: Effectively negotiate a personal or group assignment, the implementation of which will require effective time and project management</p> <p>C3: Demonstrate appropriate creative and teaching skills necessary for the effective translation into practice of a major project</p>	<p>Critical enquiry will be developed through lectures, seminars, workshops, tutorials, directed reading and a negotiated project.</p> <p>Classroom based discussion will be used to engage students in an understanding of alternative perspectives and develop self-awareness.</p> <p>Working on the major project: production will provide practical opportunity for students to enhance personal creativity, imaginative interpretation and a critical understanding of practice as research. The project will also be the key vehicle for understanding challenges and opportunities afforded by multi-disciplinary working.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Work effectively with, and appreciate the skills and contributions of, others</p> <p>D2: Demonstrate effective negotiation and communication skills, in addition to effective application of creativity to a negotiated project</p> <p>D3: Act as a reflective practitioner and produce a current portfolio of work, supported by a critical personal reflection and the identification of alternative career pathways</p> <p>D4: Demonstrate effective critical writing skills</p> <p>D5: Synthesise primary research findings with existing knowledge and understanding to form and justify recommendations related to</p>	<p>Students will develop skills through the negotiation of a professional project and through conducting a major research project: production.</p> <p>Following the introduction of appropriate concepts, models and materials, students will be supported in the process of planning, conducting and evaluating research related to a practical project. Through this process, they will also actively engage with other students and professional practitioners in a multi-disciplinary context.</p> <p>Students will also develop a personal portfolio of work to inform career planning and personal development. They will reflect on personal professionalism in addition to personal employability through a range of career pathways.</p>

3C. Practical and professional skills	
<p>further research and/or practice</p> <p>D6: Demonstrate the application of ethical principles by carrying out a major research project with integrity</p> <p>D7: Communicate research findings effectively to a multi-disciplinary audience and using appropriate technology</p>	<p>There will be considerable opportunity for formative feedback throughout.</p>

<u>Learning Outcomes – LEVEL 6</u>	
PERFORMANCE ARTS PATHWAY	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PA1: Develop an in-depth knowledge and understanding of the relationship between creative, critical and theoretical perspectives appropriate to the study of performance</p> <p>PA2: Demonstrate an advanced understanding and critical awareness of the significance of the work of performance practitioners, companies, techniques, traditions and histories associated with performance</p> <p>PA3: Demonstrate an extensive knowledge of how the performing arts industry works in terms of structures, markets and working practices and be able to locate their own skills, interests and abilities within it</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars, self-directed study, the virtual learning environment and practical work.</p> <p>Students will be encouraged to conduct research independently, using classroom-based seminars as a forum for knowledge sharing. They will also enhance their knowledge and understanding through engagement in a major project: production, informed by research.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PB1: Carry out extensive independent research in as part of the process of creating work and/or critically responding to performance work</p> <p>PB2: Critically analyse their own work as an emerging practitioner in the field and reflect upon the personal process of learning and be able to undertake critical self–evaluation</p> <p>PB3: Demonstrate the ability to gather, synthesise and evaluate research in relation to theories of performance and production, including the ability to quote from and acknowledge established sources, as well as emerging voices at the forefront of the field</p> <p>PB4: Apply theoretical perspectives appropriate to the production of performance work</p>	<p>Students will be introduced to key concepts during class.</p> <p>Intellectual and cognitive skills will be developed through a combination of interactive, classroom based critical discussion, directed reading, assignment negotiation, portfolio completion and working on the final major project:production.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PC1: Demonstrate and apply the performance strategies required to select, refine, and present/perform professional and industry credible material for a range of contexts and audiences</p> <p>PC2: Critically discuss issues associated with personal and professional development and working practices in the industry as an emerging practitioner within their chosen field of employment</p>	<p>Critical enquiry will be developed through lectures, seminars, workshops, tutorials, directed reading and a negotiated project.</p> <p>Classroom based discussion will be used to engage students in an understanding of alternative perspectives and develop self-awareness.</p> <p>Working on the major project: production/teaching will provide practical opportunity for students to enhance personal creativity, imaginative</p>

<p>PC3: Exercise professional self-management skills and work effectively, to deadlines and under pressure to achieve performance and progression aims</p> <p>PC4: Effectively communicate to appropriate audiences: information, ideas, arguments, problems and solutions relating to performing arts</p> <p>PC5: Apply employability skills and strategies for securing work in the profession or other route of progression</p>	<p>interpretation and a critical understanding of practice as research.</p>
<p>3D. Key/transferable skills</p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>PD1: Develop and apply oral and written communication skills and communicate confidently and reliably using structured and coherent arguments</p> <p>PD2: Creatively apply digital media and information technology as appropriate, in a professional and industry-focused way</p> <p>PD3: Professionally apply problem solving skills and reasoning in the preparation and execution of performance tasks and related activities</p> <p>PD4: Manage own time and timetable of work effectively and able to work in both planned and improvised ways to anticipate and accommodate change, and take creative risks</p>	<p>Following the introduction of appropriate concepts, models and materials, students will be supported in the process of planning, conducting and evaluating research related to a practical project.</p> <p>Students will also develop a personal portfolio of work to inform career planning and personal development. They will reflect on personal professionalism in addition to personal employability through a range of career pathways.</p> <p>There will be considerable opportunity for formative feedback throughout.</p>

<p>PD5: Improve learning, performance and practitioner skills through critical evaluation and reflection</p>	
--	--

<p><u>Learning Outcomes – LEVEL 6</u></p> <p>MUSIC PRODUCTION PATHWAY</p>

<p>3A. Knowledge and understanding</p>

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>MA1: Demonstrate advanced knowledge and understanding of musical contexts, including the relationship of music production to historical, philosophical, cultural and social practices and phenomena, as well as an awareness of the critical debates arising from the placing of music in wider contexts</p> <p>MA2: Show an awareness of the implications of an interdisciplinary approach to music for creation, innovation and research</p> <p>MA3: Demonstrate an advanced understanding of relationships between practice and theory in production and provide critical comment on these</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars, self-directed study, the virtual learning environment and practical work.</p> <p>Students will be encouraged to conduct research independently, using classroom-based seminars as a forum for knowledge sharing. They will also enhance their knowledge and understanding through engagement in a major project: production, informed by research.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>MB1: Analyse, interrogate and critique music and multimedia productions and communicate the findings in a coherent form</p> <p>MB2: Gather, synthesize and evaluate evidence in relation to theories of music technology and production and be able to quote from and acknowledge established sources, as well as emerging voices at the forefront of the field</p> <p>MB3: Analyse both complete and incomplete data and formulate and express relevant arguments and hypotheses when discussing issues related to music technology, production and the wider area</p> <p>MB4: Critically examine concepts and ideas relating to music production in the light of evidence, make informed choices, synthesise ideas and apply insights and discoveries from one area of study to another</p>	<p>Students will be introduced to key concepts during class.</p> <p>Intellectual and cognitive skills will be developed through a combination of interactive, classroom based critical discussion, directed reading, assignment negotiation, portfolio completion and working on the final major project: production.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>MC1: Capture and edit music to a professional standard, using appropriate technological resources</p> <p>MC2: Demonstrate the advanced and creative use of technological resources for the purposes of composition, music production, instrument creation and sound synthesis</p>	<p>Critical enquiry will be developed through lectures, seminars, workshops, tutorials, directed reading and a negotiated project.</p> <p>Classroom based discussion will be used to engage students in an understanding of alternative perspectives and develop self-awareness.</p> <p>Working on the major project: production will provide practical</p>

<p>MC3: Conceive complex musical and sound ideas, manipulate these creatively and develop such ideas into professional productions-standard</p> <p>MC4: Demonstrate mastery when working with a range of media</p> <p>MC5: Document music and sound productions with consideration for dissemination and impact</p>	<p>opportunity for students to enhance personal creativity, imaginative interpretation and a critical understanding of practice as research. The project will also be the key vehicle for understanding challenges and opportunities afforded by multi-disciplinary working.</p>
<p>3D. Key/transferable skills</p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>MD1: Demonstrate the potential for artistic innovation</p> <p>MD2: Produce independent work of a professional standard (rigorous, defensible, robust, imaginative)</p> <p>MD4: Demonstrate confidence in project planning and management</p> <p>MD6: Present work in accessible form, intelligible to both expert and non-expert audiences using imaginative and articulate powers of presentation</p> <p>MD7: Demonstrate advanced knowledge of - or innovative approaches to - the application of ICT skills in relation to game audio</p> <p>MD8: Identify intellectual property rights issues, and take steps to safeguard innovation and commercialisation processes</p>	<p>Students will develop skills through the negotiation of a professional project and through conducting a major research project: production.</p> <p>Following the introduction of appropriate concepts, models and materials, students will be supported in the process of planning, conducting and evaluating research related to a practical project. Through this process, they will also actively engage with other students and professional practitioners in a multi-disciplinary context.</p> <p>Students will also develop a personal portfolio of work to inform career planning and personal development. They will reflect on personal professionalism in addition to personal employability through a range of career pathways.</p> <p>There will be considerable opportunity for formative feedback throughout.</p>

Level 6 (60 credits, Level 6):

BA Creative Arts (Music Production)

BA Creative Arts (Performance Arts)

Level 6 (120 credits, Level 6):

BA (Hons) Creative Arts (Music Production)

BA (Hons) Creative Arts (Performance Arts)

4. 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
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

N/A

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Personalised student support, ensuring students feel they are regarded and supported as individuals on their programme - with opportunities for student-staff contact - is recognised as a key factor in student motivation, involvement and achievement. However, given the anticipated non-traditional student profile, a focused induction programme is planned in order to ensure that students understand the importance of accessing support, are aware of what is available and how to access such. The use of a small academic programme team will also help students get to know staff well.

A member of the teaching team will act as a personal tutor to each student throughout the duration of the course. The personal tutor assumes a support and counselling role for the duration of the student's participation in the programme and provides advice on the student's planned academic programme. Meetings/tutorials usually take place on an ad-hoc basis and can be initiated by either the student or the tutor.

Although students are allocated an assigned personal tutor, they are able, and encouraged to, access support and guidance from any member of the course team who may act as a *de facto* personal tutor. Other key staff members/teams that students may approach and be supported by will include:

- Academic Skills Team (for one-to-one academic support)
- Learner Services (support with fees and finance issues; counselling services)
- Teaching Staff across the Creative Arts Pathways (both pastoral and academic support)
- Library Staff (support with accessing academic resources)

Personal tutors will provide both pastoral and academic support to students

(supplemented by additional support from the Academic Skills support where required), with initial meetings held during induction week and thereafter at least once per semester. Notes will be recorded on Promonitor and will be available to the student, including any agreed actions or targets. Personal tutors also monitor student attendance and, where appropriate, make contact to discuss any issues.

Students requiring levels of pastoral support beyond that provided by their personal tutor may be referred to appropriate specialists in Learner Services. Counselling is available from a small team of counsellors, as is support with such things as benefits and housing, fees and funding issues. Learner Services are also able to offer financial support in the form of a loan or grant to students through the HE Hardship Fund.

The teaching team will provide considerable formative feedback on student work, essential for easing the transition from foundation degrees and HNDs to working at honours degree level. Students who are 'at risk' academically are directed towards the most appropriate advice and support; this is usually academic skills support, but they may be referred to other specialists and information available within the College.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Applicants are expected to have achieved a minimum of Pass in the Foundation Degree Creative Arts, or an equivalent level 5 award (comprising 240 credits of which 120 must be at level 5), such as a foundation degree or Higher National Diploma in a closely related subject area.

All applicants must complete a satisfactory interview as part of the admissions process. A good level of English and Maths is expected, however passes in Level 2 or GCSE qualifications are not absolute requirements. Applicants may, at the discretion of the course team, be required to bring a portfolio of work to the selection interview. Applicants for the Performance Arts specialism will also be required to present a 3-minute monologue (contemporary or historical).

Applications for RPL (RPEL or RPCL) will be considered where relevant experience or learning can be demonstrated, and the University Centre process has been satisfactorily completed.

Recruitment to this programme will be either from internal FE progression or those re-entering education (predominantly mature students), seeking career enhancement and/or change. According to historic recruitment data students applying to and taking up study on this course will largely live within a twenty-five mile radius of the University Centre with the vast majority living in the Calderdale area.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Assessments on this programme vary with each module. For each module there are two forms of assessment – the first being formative. This is usually a draft of part of a piece of work or a presentation of ideas that can be assessed by a module tutor to give guidance on student progress towards achievement of the aims and outcomes for the module. This formative assessment will not be marked but students will be given verbal or written feedback in order for amendments to be made before submission of the final piece of work for the summative assessment.

Full details of the deadline dates for all of the assessments will be disseminated to students by each module tutor and will be clearly outlined in the programme handbook.

Assessments are marked with reference to the module outcomes outlined in each module specification and assignment brief.

Submission of assessed written work will be via Turnitin. This includes submitting work online through Moodle or bringing physical artefacts to the tutor by the set deadline.

Methods and regulations of assessment.

Modules are assessed continuously by the submission of coursework assignments at regular intervals across the year. There are no formal written examinations. The programme team provide assignment briefings that include a description of the task, the learning outcomes and the assessment criteria plus clear indications concerning the modes of assessment and marking and grading practices.

All written work must be submitted electronically through the College VLE (Moodle). It is then marked by the tutor, or tutors, responsible for delivery of the module. A sample is then second marked by another tutor. Submissions close to the grade boundaries may be marked a third time. A sample across all classifications is made available to the external examiner at the end of each semester.

Failure to submit work for assessment by the time and date detailed on the assignment brief will result in a penalty of 10% loss of marks for each working day. After six days a fail will be recorded and a resubmission opportunity will be offered after the Board of Examiners meeting at the end of the semester.

All formal written assignments should normally be word processed. The Harvard reference system is to be used and support is provided for students who are not familiar with this. Assessments are planned to try and avoid them all bunching together at the end of the semester.

Feedback on Assessment

Both oral and written formative and summative assessments will support students to reflect on progress. Written summative feedback will normally be provided within three weeks of the completion of an assignment.

Much of the programme is continually assessed in terms of the developmental process. This provides an opportunity for continual formative feedback and feedforward and discussion with tutors (formally and informally). However, other than summative feedback and feedforward referred to above, this feedback is not formally recorded or

tracked. Students are also encouraged to give feedback to peers and engage in on going self-assessment, informal peer assessment and discussion.

Students are encouraged to obtain formative feedback of assessments from tutors during scheduled meetings and timetabled sessions.

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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

A range of methods are used for evaluating and improving the quality and standards of teaching and learning. These include:

- An annual Programme Leader Report which includes an action plan for developments and improvements. This report is informed by the annual course review, external examiner reports and the programme team responses, as well as feedback from students
- Student feedback, which is collected in a variety of ways including module evaluations and focus groups. These then feed into the bi-annual enhancement and development meetings. The student programme representative is present at the enhancement and development meetings and they take back responses to feedback almost immediately, closing the feedback loop. For issues that cannot be responded to at the meetings, the programme representatives are regularly updated on progress. Feedback is also disseminated by the programme leader, who endeavours to flag up changes to the college and the programme based on student feedback. This highlights the strength and influence of the student voice
- Student surveys such as the NSS are reviewed at the end of the year in processes such as the SED and the College Annual Review. Although top up students are not eligible to take part in the NSS we do take notice of the feedback provided by FD students which can impact on the top up
- Academic staff attend a range of staff development events aimed at improving teaching and learning
- The sharing of best practice through the HE Forum
- Programme leaders are expected to keep themselves aware of any changes to external reference points such as subject benchmarks and QAA guidance
- The programme team is expected to keep themselves aware of changes in industry practice
- A range of lesson observations are undertaken as part of the College's quality assurance framework. These include short walk through observations which take place on a termly basis, and a minimum of one longer lesson observation in each academic year. If areas for improvement are identified, an advanced learning practitioner is assigned to support development of practice. Re-observations are then scheduled to monitor impact.

11. Changes made to the programme since last (re)validation
N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework
(delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

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 - SHARED														
		A1	A2	A3	B1	B2	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7
6	Professional Practice: Production (Elective)	X	X		X		X	X	X	X	X					
	Professional Practice: Teaching (Elective)		X	X	X				X	X	X		X	X		
	Final Major Project: Production (Elective)			X		X	X	X	X			X	X	X	X	X
	Final Major Project: Teaching (Elective)	X		X		X	X	X	X			X	X	X	X	X

Level	Study module/unit	Programme outcomes - Performance Arts																
		PA1	PA2	PA3	PB1	PB2	PB3	PB4	PC1	PC2	PC3	PC4	PC5	PD1	PD2	PD3	PD4	PD5
6	Performance Project	X	X		X	X	X	X	X		X			X	X	X		X
	Performance Making: Scratch		X	X		X			X			X	X	X			X	
	Practitioner Skills		X			X				X			X	X			X	X

Level	Study module/unit	Programme outcomes - Music Production																	
		MA1	MA2	MA3	MB1	MB2	MB3	MB4	MC1	MC2	MC3	MC4	MC5	MD1	MD2	MD4	MD6	MD7	MD8
6	Sound & Music for Interactive Media	X	X		X			X		X	X	X			X	X	X	X	
	Advanced Sound Design	X		X		X	X	X	X	X		X		X				X	
	Production Portfolio		X	X		X			X		X		X	X					X

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against 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.