

Programme specification

1. Overview/ factual information

Programme/award title(s)	Foundation Degree Creative Arts (Acting Performance) Foundation Degree Creative Arts (Music Production)
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	240
UCAS Code	Creative Arts (Acting Performance) – 2B15 Creative Arts (Music Production) – 8H75
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.	Not applicable
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 – 2 years; PT – 3 years
Dual accreditation (if applicable)	Not applicable
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 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, in addition to inculcating the continued desirability and importance of embracing new learning opportunities.

Despite having a strong vocational focus, the course will also provide students with opportunities to develop critical and analytical skills through the study of key theory. 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.

This course will facilitate the development of graduates who are capable of working in a multidisciplinary team and working effectively with others from varied professional backgrounds. Students will be supported in the development of a reflective, professional approach to lifelong learning and the creation and maintenance of personal portfolios to enhance employability. Personal resilience will be strengthened in a supported and safe environment, in order to enable students to either work freelance within the Creative Arts or, indeed, to work in other sectors, but utilising the key transferable skills acquired on the programme.

Aims

The programme aims to:

- Enable students to specialise in either music production or acting performance
- Provide a route, with the requisite knowledge and skills, to further study - notably the BA (Hons) top-up
- Provide a high-quality programme of study to enable individuals to gain advanced knowledge and understanding, alongside practically applicable skills acquisition and development in their chosen creative arts specialism
- Facilitate student engagement in interpretive, collaborative, and creative practical work in a group with other practitioners and professionals

- Enable students to develop a critical understanding of the challenges and opportunities afforded by their chosen industry and multi-disciplinary working
- Provide a platform for students to develop critical appreciation of the relationship between practice and theory in the field.

Objectives

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

- Demonstrate employability skills, including an ability to work independently, portfolio development and a professional, reflective approach to lifelong learning and career development.
- Develop deep understanding of the range of potential career pathways available and the potential fit between skills, opportunity and career
- Demonstrate an ability to effectively engage in a practical project and to work effectively with others from the creative disciplines, with a critical understanding of the challenges and opportunities afforded by multi-disciplinary working
- Exhibit a critical understanding of current specialist knowledge and engagement in industry-standard practical work
- Demonstrate a critical appreciation of the position or function of their chosen specialism in the broader historical, cultural, economic, political and social context.

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)

Each programme pathway has a progression Top Up to BA (Hons) Creative Arts 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 four semesters (two academic years).

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 of the same modules and assessments as the full-time route, but over three years from January to January. For example, a student commencing the FD part-time in January 2021 would complete it by December 2023.

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 (BoE) 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 below:

BoE Meeting	Year	FD Full-time
January 2021	Year 1	Semester 1 marks
July 2021		Semester 1 resits Semester 2 marks - Pass proceed
September 2021 (reconvened)		Semester 2 resits- Pass proceed (reconvened)
January 2022	Year 2	Semester 1 marks
July 2022		Semester 2 marks Semester 1 resits – Pass proceed
September 2022 (reconvened)		Semester 2 resits- Pass proceed (reconvened)
February 2023	Year 3	Semester 1 marks
July 2023		Semester 1 resits Semester 2 marks – Final classifications
September 2022 (reconvened)		Semester 2 resit marks – Final classifications

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.

Where modules contain a work-based or work-related learning element, this is clearly identified in the module specifications.

2.4 List of all exit awards

A Certificate of Higher Education may be awarded to a student who has completed 120 credits at Level 4.

3. Programme structure and learning outcomes

<u>Programme Structure - LEVEL 4</u>					
Shared modules	Credit points	Pathway modules	Credit points	Is module compensatable?	Semester runs in
Working in the Creative Industries 1	20			Yes	1
Collaborative Project	20			Yes	2
		Acting Performance Pathway			
		Introduction to Historical Perspectives on Acting	20	Yes	1
		Acting for Recorded Media	20	Yes	1
		Text Based Performance	30	No	2
		Acting Skills	10	Yes	2
		Music Production Pathway			
		Studio Skills 1	20	Yes	1
		Introduction to Music for Interactive Media	20	Yes	1
		Digital Music Production 1	20	Yes	2
		Performance Technology	20	Yes	2

Intended learning outcomes at Level 4 are listed below:

Please note: Alpha numeric LOs are Shared module specific; LOs preceded by 'M' are Music specific; LOs preceded by 'P' are Performance Arts specific

Learning Outcomes – LEVEL 4

SHARED MODULES: APPLY TO all PATHWAYS

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate an understanding of the importance of managing oneself and a reflective approach to personal career development, using appropriate techniques, skills and strategies.</p> <p>A2: Demonstrate an understanding of the challenges and opportunities afforded by interdisciplinary creative projects.</p> <p>A3: Demonstrate and engage with the key components of performance-related products and the means by which they are created and realised.</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars, workshops, practical work and self-directed study using library resources and the virtual learning environment.</p> <p>Students will be encouraged to conduct research independently, using classroom based seminars.</p> <p>Students will enhance their knowledge and understanding through engagement with a live project, which will be the primary forum for sharing learning and independent and collaborative research outcomes.</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>B1: Demonstrate an appreciation of the historic, cultural, economic, social, political context of the chosen specialism</p> <p>B2: Demonstrate an ability to interpret and apply production and performance techniques to a collaborative project and other texts</p> <p>B3: Evaluate personal professionalism, performance and the</p>	<p>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 completion and working on a live project.</p> <p>Students will develop problem-solving skills through working on portfolio development and personal career plans.</p>

3B. Cognitive skills	
implications of this for further development.	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Work effectively with others across a range of artistic disciplines to achieve a shared goal.</p> <p>C2: Demonstrate a reflective practitioner approach to life-long learning and personal development.</p> <p>C3: Employ subject-specific skills and appropriate resources across multiple artistic platforms in the creation of a collaborative project.</p>	<p>Critical enquiry will be developed through lectures, seminars, tutorials and directed reading. Classroom based discussion will be used to engage students in an understanding of alternative perspectives and develop self-awareness.</p> <p>Working on a live project will provide practical opportunity for students to enhance personal creativity and imaginative interpretation.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Communicate effectively to an audience.</p> <p>D2: Produce documentation to support employability.</p>	<p>Following introduction to relevant materials and concepts, students will be supported in class to develop a portfolio of work and skills that will inform career planning and personal development, and produce a multi-disciplinary performance. They will reflect on personal employability and professionalism.</p> <p>Students will also be given guidance on how to make an effective team presentation and how to work effectively with others from different creative specialisms.</p>

3D. Key/transferable skills	
	<p>Using the skills incepted during Working in the Creative Industries 1, students will also reflect on personal performance, contribution to the team and the performance as a whole, and the implications of this for future personal development. They will reflect on personal employability and professionalism.</p> <p>There will be considerable opportunity for formative feedback throughout.</p>

<u>Learning Outcomes – LEVEL 4</u>	
<u>Acting Performance</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PA1: Demonstrate knowledge and understanding of the relationship between creative, critical and theoretical perspectives appropriate to the study of performance.</p> <p>PA2: Demonstrate an appreciation of the significance of the work of performance practitioners, companies, dramatic forms, techniques, traditions and histories associated with acting and performance.</p> <p>PA3: Demonstrate 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, practical work and self-directed study using library resources and the virtual learning environment.</p> <p>Students will enhance their knowledge and understanding through engagement in a series of practical explorations which will be the primary forum for sharing learning and independent and collaborative research outcomes.</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: Engage in independent research as part of the process of creating and/or critically responding to performance work.</p> <p>PB2: Critically analyse their own work and reflect upon the personal process of learning and be able to undertake critical self – evaluation.</p> <p>PB3: Demonstrate the ability to gather and evaluate research in relation to performance, including the ability to quote from and acknowledge established sources.</p>	<p>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, tutorials and live projects.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PC1: Demonstrate the performance strategies required to select, refine and present/perform material for a range of contexts and audiences.</p> <p>PC2: Discuss issues associated with personal and professional development and working practices in the industry.</p> <p>PC3: Exercise the ability to work effectively, to deadlines and under pressure to achieve performance and progression aims.</p> <p>PC4: Effectively communicate performance work to audiences.</p>	<p>Classroom based performance tasks will be used to engage students in an understanding of perspectives and develop self-awareness as an actor.</p> <p>Exploring multiple interpretations throughout the history of acting, film and TV and radio will provide practical opportunity for students to enhance personal creativity and imaginative interpretation whilst understanding the wider context of acting for various media.</p> <p>Classroom text based tasks will be used to engage students in an understanding of alternative perspectives and develop self-awareness as a performer.</p> <p>Working on a live project will provide practical opportunity for students to enhance personal creativity and imaginative interpretation.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PD1: Develop and apply oral and written communication skills and communicate accurately and reliably using structured and coherent arguments.</p> <p>PD2: Apply digital media and information technology as appropriate.</p> <p>PD3: 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 accommodate change.</p> <p>PD5: Improve learning and performance through critical evaluation and reflection.</p> <p>PD6: Apply group working and collaborative skills in the preparation and execution of performance tasks and related activities.</p>	<p>Throughout the module will be an introduction to relevant materials and concepts that relate to the history and development of acting. Students will be supported in class to develop and analyse their own practical understanding and demonstration of these concepts through experiential independent learning activities, and to develop and make theatre using text.</p> <p>Students will also reflect on personal performance, contribution to the process and collaboration with others, and their own future personal developments. They will reflect on personal employability and professionalism related to the preparation and execution of their process and performance.</p> <p>There will be considerable opportunity for formative feedback throughout.</p>

Learning Outcomes – LEVEL 4

Music Production

3A. Knowledge and understanding

Learning outcomes:

- MA1:** Demonstrate knowledge and understanding of musical contexts, including the relationship of music production to historical, philosophical, cultural and social practices and phenomena.
- MA2:** Demonstrate knowledge and understanding of how music interconnects with other disciplines.
- MA3:** Demonstrate an understanding of relationships between practice and theory.

Learning and teaching strategy/ assessment methods

Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars, practical work, demonstrations, and self-directed study using library resources and the virtual learning environment.

Students will enhance their knowledge and understanding through engagement in live projects which will be the primary forum for sharing learning and independent and collaborative research outcomes.

All students will have the opportunity to benefit from formative feedback.

3B. Cognitive skills

Learning outcomes:

- MB1:** Evidence the ability to analyse and interrogate music and multimedia productions and to communicate the findings in a coherent form.
- MB4:** Examine concepts and ideas relating to music technology and production critically in the light of evidence, to make informed choices, and to apply insights and discoveries in one area of study to another.

Learning and teaching strategy/ assessment methods

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 and live projects.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>MC1: Capture, publish, analyse and edit music using appropriate technological resources.</p> <p>MC2: Demonstrate the use of technological resources for the purposes of composition, performance, music production, instrument creation and sound synthesis.</p> <p>MC3: Conceive musical ideas, manipulate them creatively and develop these ideas into coherent musical productions.</p> <p>MC4: Demonstrate the ability to work with and manipulate a range of media.</p> <p>MC5: Document music performances and productions with consideration for dissemination and impact.</p>	<p>Classroom, workshop and studio-based production tasks will be used to engage students in an understanding of the wide range of skills needed to become successful music industry practitioners</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>MD1: Demonstrate intellectual curiosity and the potential for continuing artistic and creative development.</p> <p>MD2: Work independently and show self-motivation and critical self-awareness.</p> <p>MD3: Work in combination with others on joint projects or activities.</p> <p>MD4: Demonstrate the ability to organise and manage a timetable of work effectively.</p>	<p>Throughout Level 4 students will be introduced to relevant materials and concepts that relate to a wide range of music production specialisms, which will enable them to develop a number of important transferable skills . Students will be supported in class to develop and analyse their own practical understanding and demonstration of these concepts through experiential independent learning activities.</p>

<p>MD5: Show an awareness of different professional and cultural contexts.</p> <p>MD6: Present work in accessible form, intelligible to both expert and non-expert audiences (readers, consumers).</p> <p>MD7: Demonstrate appropriate ICT skills.</p> <p>MD8: Demonstrate an awareness of the legal and ethical frameworks relating to intellectual property rights.</p>	
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On completion of 120 credits at Level 4 a student may exit with a Certificate of Higher Education.

Programme Structure - LEVEL 5					
Shared modules	Credit points	Pathway modules	Credit points	Is module compensatable?	Semester runs in
Working in the Creative Industries 2	20			Yes	1
Major Collaborative Project	20			Yes	2
		Acting Performance Pathway			
		Contemporary Performance Practice	20	Yes	1
		Community Theatre Practices	20	Yes	1
		Devising Skills	10	Yes	2
		Theatre Making: Devised	30	No	2
		Music Production Pathway			
		Studio Skills 2	20	Yes	1
		Sound Design for Interactive Media	20	Yes	1
		Digital Music Production 2	20	Yes	2
		Live Sound	20	Yes	2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
<u>Shared Modules</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Demonstrate an advanced understanding of the importance of managing oneself and having a reflective approach to personal career development, using a range of appropriate techniques, skills and strategies.	Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars, self-directed study and practical work.
A2: Demonstrate an understanding of the challenges and	Students will develop problem-solving skills through practical working experience.

Learning Outcomes – LEVEL 5

Shared Modules

3A. Knowledge and understanding

opportunities afforded by interdisciplinary creative working practices.

A3: Demonstrate and engage professionally with the key components of performance-related products and the means by which they are created and realised.

All students will have the opportunity to benefit from formative feedback.

3B. Cognitive skills

Learning outcomes:

B1: Demonstrate an appreciation of the historic, cultural, economic, social, political context of their subject specialism and related fields.

B2: Demonstrate a critical appreciation of production and performance techniques on a collaborative project.

B3: Evaluate personal performance in a work-related context.

Learning and teaching strategy/ assessment methods

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 and directed reading.

Students will develop problem-solving skills through practical working experience.

3C. Practical and professional skills

Learning outcomes:

C1: Work effectively with others across a range of artistic disciplines to achieve a shared goal.

C2: Demonstrate a reflective practitioner approach to life-long learning and personal development.

Learning and teaching strategy/ assessment methods

Critical enquiry will be developed through lectures, seminars, tutorials and directed reading. Classroom based discussion will be used to engage students in an understanding of alternative perspectives and develop self-awareness.

3C. Practical and professional skills	
C3: Employ subject-specific skills and appropriate resources across multiple artistic platforms in the creation of a collaborative project.	
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Work effectively with others, through creative collaboration in both planned and improvised ways, to anticipate and accommodate change, and take creative risks.</p> <p>D2: Demonstrate a range of employability skills which are industry-appropriate.</p> <p>D3: Be able to work autonomously and professionally to effectively meet commitments, manage deadlines and deliver on time.</p> <p>D4: Communicate effectively to an audience of specialists and non-specialists.</p>	<p>Following introduction to relevant materials and concepts, students will be supported in class to plan, manage and effectively engage in a work placement.</p> <p>Students will critically reflect on personal performance, contribution to the team and the project as a whole, and the implications of this for future personal development. They will reflect on personal employability and professionalism.</p> <p>There will be considerable opportunity for formative feedback throughout. Students will also be supported in the placement process.</p>

Learning Outcomes – LEVEL 5

Acting Performance

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PA1: Demonstrate knowledge and understanding of the relationship between creative, critical and theoretical perspectives appropriate to the study of performance.</p> <p>PA2: Demonstrate an appreciation of the significance of the work of performance practitioners, companies, dramatic forms, techniques, traditions and histories associated with acting and performance.</p> <p>PA3: Demonstrate 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, practical work and self-directed study using library resources and the virtual learning environment.</p> <p>Students will enhance their knowledge and understanding through engagement with their work - focusing on the creation of their own work.</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: Engage in independent research as part of the process of creating and/or critically responding to performance work.</p> <p>PB2: Critically analyse their own work 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 performance, including the ability to quote</p>	<p>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 and practical exploration.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>

from and acknowledge established sources.	
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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 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.</p> <p>PC3: Exercise self-management skills and work effectively, to deadlines and under pressure to achieve performance and progression aims.</p> <p>PC4: Effectively communicate clear aims and intentions to audiences.</p>	<p>Classroom tasks will be used to engage students in an understanding of alternative perspectives and develop self-awareness as a performer who is also a performance maker.</p> <p>Working on their performance will provide a practical opportunity for students to enhance personal creativity and imaginative interpretation - This module involves the student in experiential independent learning activities.</p>

3D. Key/transferable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PD1: Develop and apply oral and written communication skills and communicate accurately and reliably using structured and coherent arguments.</p> <p>PD2: Apply digital media and information technology as appropriate for research and information-handling.</p> <p>PD3: Creatively apply problem solving skills and reasoning in the preparation and execution of performance tasks and related activities.</p>	<p>Following introduction to relevant materials and concepts, students will be supported in class to develop and make.</p> <p>Students will reflect on personal performance, contribution to the process and the performance, and the implications of this for future personal development.</p> <p>There will be considerable opportunity for students to obtain formative feedback throughout their working log.</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>PD5: Improve learning and performance through critical evaluation and reflection.</p> <p>PD6: Apply group working and collaborative skills in the preparation and execution of performance tasks and related activities.</p>	
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<u>Learning Outcomes – LEVEL 5</u>	
<u>Music Production</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>MA1: Demonstrate knowledge and understanding of musical contexts, including the relationship of music production to historical, philosophical, cultural and social practices and phenomena, including an awareness of the critical debates arising from the placing of music in wider contexts.</p> <p>MA2: Demonstrate knowledge and understanding of how music interconnects with other disciplines.</p> <p>MA3: Demonstrate an understanding of relationships between practice and theory.</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars, practical work and self-directed study using library resources and the virtual learning environment.</p> <p>Students will enhance their knowledge and understanding through engagement with their work and how it relates to the work of others</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>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.</p> <p>MB3: Analyse data and formulate and express relevant arguments and hypotheses when discussing issues related to music production.</p> <p>MB4: Examine concepts and ideas relating to music technology and production critically in the light of evidence, make informed choices, and apply insights and discoveries in one area of study to another.</p>	<p>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 and practical exploration.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>MC1: Capture, analyse and edit music using appropriate technological resources to a professional standard.</p> <p>MC2: Demonstrate the advanced use of technological resources for the purposes of composition, performance, music production, instrument creation and sound synthesis.</p> <p>MC3: Conceive musical ideas, manipulate them creatively and develop these ideas into professional-standard musical productions.</p> <p>MC4: Demonstrate the ability to work with and manipulate a range</p>	<p>Classroom and workshop tasks will be used to engage students in an understanding of contemporary music production perspectives and develop self-awareness as an emerging practitioner.</p> <p>Level 5 aims to involve the student in experiential independent learning activities.</p>

of media to a professional standard.	
MC5: Document music performances and productions with consideration for dissemination and impact.	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>MD1: Demonstrate intellectual curiosity and the potential for continuing artistic and creative development especially in developing a distinctive production style.</p> <p>MD2: Produce independent work of high quality (rigorous, defensible, robust, imaginative).</p> <p>MD3: Work in combination with others on joint projects or activities.</p> <p>MD4: Demonstrate the ability to organise and manage a timetable of work effectively.</p> <p>MD5: Show an awareness of different professional and cultural contexts.</p> <p>MD6: Present work in accessible form, intelligible to both expert and non-expert audiences (readers, consumers).</p> <p>MD7: Demonstrate advanced knowledge of - or innovative approaches to - the application of ICT skills to the area studied.</p>	<p>Throughout Level 4 students will be introduced to relevant materials and concepts that relate to a wide range of music production specialisms, which will enable them to develop a number of important transferable skills. Students will be supported in class to develop and analyse their own practical understanding and demonstration of these concepts through experiential independent learning activities.</p>

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

None

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, supporting and encouraging students to pursue work to the highest level possible. Students who are 'at risk' academically are directed towards the most appropriate advice and support; this is usually academic skills support. Students 'at-risk' for personal reasons may be referred to other specialists and information available within or external to 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.)

Applications will be expected to have successfully completed an Extended Level 3 Diploma or Access Course at a Pass, or to have gained two A-levels at D or above (at least one to be in a relevant subject). Applicants should have a minimum of the equivalent of 48 UCAS Tariff points

Qualification	Grade	UCAS Tariff points
Extended Level 3 Diploma	PPP	48
Access Course	45 credits at Pass	48
2 A-Levels (at least one in a relevant subject)	D, D	48

In addition to the above qualifications, selection is based on an interview, details of which will be sent on application.

The University Centre actively supports claims for Recognition of Prior Learning. Applicants must show how the learning already completed matches the learning that is required on the programme that is being applied for. Please see the RPL Policy for more information.

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.

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 how it achieves the aims and outcomes for the module. This formative assessment will not be marked but 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 assessments will be disseminated to students by module tutors 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 Turn-it-in. 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. Practical work across all pathways will be submitted and marked in line with written submission procedures.

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 OU 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

Practical, oral and written formative and summative assessments will support students to reflect on progress. Written summative feedback and feedforward 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 discussion with tutors (formally and informally). However, other than summative feedback and feedforward, 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	Shared Programme Outcomes										
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2
4	Collaborative Project		X	X		X		X		X	X	
	Working in the Creative Industries 1	X			X		X		X			X

Level	Study module/unit	Acting Performance - Programme outcomes															
		PA1	PA2	PA3	PB1	PB2	PB3	PC1	PC2	PC3	PC4	PD1	PD2	PD3	PD4	PD5	PD6
4	Introduction to Historical Perspectives on Acting	X	X			X	X	X			X			X		X	X
	Acting for Recorded Media	X			X			X	X	X		X	X				
	Theatre Making: Text	X	X			X	X	X			X	X		X			X
	Acting Skills			X	X			X			X		X				

Level	Study module/unit	Music Production - Programme outcomes															
		MA1	MA2	MA3	MB1	MB4	MB5	MC1	MC2	MC3	MC4	MC5	MD1	MD2	MD3	MD4	MD8
4	Studio Skills 1			X	X			X						X	X		
	Introduction to Music for Interactive Media	X	X		X				X	X	X		X	X			
	Digital Music Production 1	X	X			X			X	X			X			X	X
	Performance Technology	X			X		X		X			X					

Level 5 Programme Outcomes

Level	Study module/unit	Shared Modules – Programme Outcomes											
		A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	D3	D4
5	Major Collaborative Project			X		X		X		X		X	
	Working in the Creative Industries 2	X	X		X		X	X	X		X	X	X

Level	Study module/unit	Acting Performance – Programme Outcomes															
		PA1	PA2	PA3	PB1	PB2	PB3	PC1	PC2	PC3	PC4	PD1	PD2	PD3	PD4	PD5	PD6
5	Contemporary Performance Practice	X	X		X		X			X	X	X			X		
	Community Theatre Practices			X	X			X	X	X		X	X	X		X	
	Theatre Making: Devised	X	X		X	X	X	X			X	X					X
	Devising Skills		X		X			X			X				X		X

Level	Study module/unit	Music Production - Programme outcomes																
		MA1	MA2	MA3	MB2	MB3	MB4	MC1	MC2	MC3	MC4	MC5	MD1	MD2	MD3	MD4	MD5	MD6
5	Studio Skills 2	X		X	X		X	X	X			X		X			X	
	Sound Design for Interactive Media	X			X				X		X		X				X	X
	Digital Music Production 2	X		X	X				X	X						X		X
	Live Sound		X	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.