Programme specification

1. Overview/ factual information

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| **Programme/award title(s)** | Foundation Degree Creative Arts (Acting Performance)  Foundation Degree Creative Arts (Music Production)  Foundation Degree Creative Arts (Art and Design)  Foundation Degree Creative Arts (Graphic Media Communication) |
| **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 2022 |
| **Next revalidation** | TBC |
| **Credit points for the award** | 240 |
| **UCAS Code** | Creative Arts (Acting Performance) – 2B15  Creative Arts (Music Production) – 8H75  Creative Arts (Art and Design) – TBC  Creative Arts (Graphic Media Communication) – 4F45 |
| **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)  QAA SBS Art and Design (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 |

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| **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.  The programme is designed to be collaborative and outward-looking through engagement with local employers and organisations, allowing for creative opportunities within the creative industries both locally and nationally. The intention is to capitalise on the existing and potential relationships that the University Centre has with local creative practitioners, groups and organisations. Throughout the programme there will be a series of guest speakers and industry masterclasses in a broad range of disciplines giving students the experience of industry skills and real-world working practices. This will significantly enhance the students’ experience on the course.  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 graphic media communication, art and design, 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. |

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| 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) * FD Creative Arts (Art and Design) – BA (Hons) Creative Arts (Contemporary Art and Design Practice) * FD Creative Arts (Graphic Media Communication) – BA (Hons) Creative Arts (Graphic Media Communication)   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** | Year 1 | Semester 1 marks | | **July** |  | Semester 1 resits  Semester 2 marks **- Pass proceed** | | **September (reconvened)** |  | Semester 2 resits**- Pass proceed (reconvened)** | | **January** | Year 2 | Semester 1 marks | | **July** |  | Semester 2 marks  Semester 1 resits – **Pass proceed** | | **September**  **(reconvened)** |  | Semester 2 resits**- Pass proceed (reconvened)** | | **February** | Year 3 | Semester 1 marks | | **July** |  | Semester 1 resits  Semester 2 marks – **Final classifications** | | **September (reconvened)** |  | Semester 2 resit marks – **Final classifications** | |

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| 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. |

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| 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. |

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| **3. Programme structure and learning outcomes** | | | | | |
| **Programme Structure - LEVEL 4** | | | | | |
| **Shared modules** | **Credit points** | **Pathway modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
|  |  | **Acting Performance Pathway** |  |  |  |
| Working in the Creative Industries 1  Collaborative Project | 20  20 | Introduction to Historical Perspectives on Acting  Acting for Recorded Media  Text Based Performance  Acting Skills | 20  20  30  10 | Yes  Yes  Yes  Yes  No  Yes | 1  2  1  1  2  2 |
|  |  | **Music Production Pathway** |  |  |  |
| Working in the Creative Industries 1  Collaborative Project | 20  20 | Studio Skills 1  Introduction to Music for Interactive Media  Digital Music Production 1  Performance Technology | 20  20  20  20 | Yes  Yes  Yes  Yes  Yes  Yes | 1  2  1  1  2  2 |
|  |  | **Art and Design Pathway** |  |  |  |
| Working in the Creative Industries 1 | 20 | Traditional and Digital Material Practice  Working Methods, Sources and References  Individual Project | 30  30  40 | Yes  No  No  No | 1  1  2  2 |
|  |  | **Graphic Media Communication Pathway** |  |  |  |
| Working in the Creative Industries 1  Collaborative Project | 20  20 | Introduction to Graphic Media Communication  Design Futures in Context  Interaction and Engagement | 20  20  40 | Yes  Yes  Yes  Yes  No | 1  2  1  1/2  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; LOs preceded by 'G’ are Graphic Media Communication Specific; LOs preceded by ‘A’ are Art and Design specific*

| Learning Outcomes – LEVEL 4  **SHARED MODULES: APPLY TO all PATHWAYS** | |
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| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1:** Demonstrate an understanding of the importance of managing oneself and a reflective approach to personal career development, using appropriate techniques, skills and strategies.  **A2:** Demonstrate an understanding of the challenges and opportunities afforded by interdisciplinary creative projects.  **A3:** Demonstrate and engage with the key components of performance-related products and the means by which they are created and realised. | 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.  Students will be encouraged to conduct research independently, using classroom based seminars.  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.  All students will have the opportunity to benefit from formative feedback. |

| 3B. Cognitive skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1:** Demonstrate an appreciation of the historic, cultural, economic, social, political context of the chosen specialism  **B2:** Demonstrate an ability to interpret and apply production and performance techniques to a collaborative project and other texts  **B3:** Evaluate personal professionalism, performance and the implications of this for further development. | 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.  Students will develop problem-solving skills through working on portfolio development and personal career plans. |

| 3C. Practical and professional skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **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.  **C3:** Employ subject-specific skills and appropriate resources across multiple artistic platforms in the creation of a collaborative project. | 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.  Working on a live project will provide practical opportunity for students to enhance personal creativity and imaginative interpretation. |

| 3D. Key/transferable skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1:** Communicate effectively to an audience.  **D2:** Produce documentation to support employability. | 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.  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.  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.  There will be considerable opportunity for formative feedback throughout. |

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| Learning Outcomes – LEVEL 4  **Acting Performance** | |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **PA1:** Demonstrate knowledge and understanding of the relationship between creative, critical and theoretical perspectives appropriate to the study of performance.  **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.  **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. | 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.  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.  All students will have the opportunity to benefit from formative feedback. |

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| 3B. Cognitive skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **PB1:** Engage in independent research as part of the process of creating and/or critically responding to performance work.  **PB2:** Critically analyse their own work and reflect upon the personal process of learning and be able to undertake critical self – evaluation.  **PB3:** Demonstrate the ability to gather and evaluate research in relation to performance, including the ability to quote from and acknowledge established sources. | 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. |

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| 3C. Practical and professional skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **PC1:** Demonstrate the performance strategies required to select, refine and present/perform material for a range of contexts and audiences.  **PC2:** Discuss issues associated with personal and professional development and working practices in the industry.  **PC3:** Exercise the ability to work effectively, to deadlines and under pressure to achieve performance and progression aims.  **PC4:** Effectively communicate performance work to audiences. | Classroom based performance tasks will be used to engage students in an understanding of perspectives and develop self-awareness as an actor.  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.  Classroom text based tasks will be used to engage students in an understanding of alternative perspectives and develop self-awareness as a performer.  Working on a live project will provide practical opportunity for students to enhance personal creativity and imaginative interpretation. |

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| 3D. Key/transferable skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **PD1:** Develop and apply oral and written communication skills and communicate accurately and reliably using structured and coherent arguments.  **PD2:** Apply digital media and information technology as appropriate.  **PD3:** Apply problem solving skills and reasoning in the preparation and execution of performance tasks and related activities  **PD4:** Manage own time and timetable of work effectively and able to work in both planned and improvised ways to accommodate change.  **PD5:** Improve learning and performance through critical evaluation and reflection.  **PD6:** Apply group working and collaborative skills in the preparation and execution of performance tasks and related activities. | 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.  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.  There will be considerable opportunity for formative feedback throughout. |

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| Learning Outcomes – LEVEL 4  Music Production | |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **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. | 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. |

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| 3B. Cognitive skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **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. | 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. |

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| 3C. Practical and professional skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **MC1:** Capture, publish, analyse and edit music using appropriate technological resources.  **MC2:** Demonstrate the use of technological resources for the purposes of composition, performance, music production, instrument creation and sound synthesis.  **MC3:** Conceive musical ideas, manipulate them creatively and develop these ideas into coherent musical productions.  **MC4:** Demonstrate the ability to work with and manipulate a range of media.  **MC5:** Document music performances and productions with consideration for dissemination and impact. | 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 |

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| 3D. Key/transferable skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **MD1:** Demonstrate intellectual curiosity and the potential for continuing artistic and creative development.  **MD2:** Work independently and show self-motivation and critical self-awareness.  **MD3:** Work in combination with others on joint projects or activities.  **MD4:** Demonstrate the ability to organise and manage a timetable of work effectively.  **MD5:** Show an awareness of different professional and cultural contexts.  **MD6:** Present work in accessible form, intelligible to both expert and non-expert audiences (readers, consumers).  **MD7:** Demonstrate appropriate ICT skills.  **MD8:** Demonstrate an awareness of the legal and ethical frameworks relating to intellectual property rights. | 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. |

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| Learning Outcomes – LEVEL 4  Art and Design | |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **AA1:** Demonstrate an awareness of key concepts, theories and movements and how these can have an influence on own direction.  **AA2:** Demonstrate an awareness of traditional and non-traditional techniques, processes and methods and how they relate to specific disciplines.  **AA3:** Demonstrate development of own knowledge and understanding within a defined context. | **Workshops:** To deliver media and material explorations related to individual pathways and specialisms. The delivery of a series of masterclasses in which tutors and industry specialists can deliver a series of specialist focused sessions. These sessions will develop and underpin material, media and techniques explored.  **Tutorials:** To reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area. Tutorials will be focused upon each learner developing a specialist knowledge that can be applied to practice.  **Lectures**: To introduce the concepts and research methodologies involved.  **Private Study:** To develop flipped learning skills using VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module. |

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| 3B. Cognitive skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **AB1:** Identify appropriate primary and secondary source material that has the potential to further own understanding.  **AB2:** Successfully identify and apply knowledge, practice and theory for use in creative practice.  **AB3:** Arrive at logical solutions to personal learning and development goals. | **Tutorials:** to support students through the brief writing prose and to ensure knowledge learnt through contextualised investigations is applied to student’s portfolio of work.  **Private Study:** To develop flipped learning skills using VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module. |

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| 3C. Practical and professional skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **AC1:** Undertake research using primary and secondary source material within defined guidelines.  **AC2:** Demonstrate an awareness of professionalism, highlighting safe and professional working practices.  **AC3:** Select appropriate formats to successfully present ideas to a variety of audiences.  **AC4:** Practically apply knowledge, methods and processes to create visual work. | **Workshops:** To deliver media and material explorations related to individual pathways and specialisms. The delivery of a series of masterclasses in which tutors and industry specialists can deliver a series of specialist focused sessions. These sessions will develop and underpinmaterial, media and techniques explored.  **Private Study:** To develop flipped learning skills using VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module.  **Presentation:** To present a developed body of work which reflects specialist explorations through the submission of an outcome that will form part of an exhibition.  **Reflective Commentary:** Annotations and evaluations across appropriate formats which comment on success, strengths and areas for development supported by technical notes. |

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| 3D. Key/transferable skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **AD1:** Organise, plan and manage own study effectively.  **AD2:** Communicate outcomes in a range of formats.  **AD3:** Recognise opportunities within the creative industries related to career aspirations.  **AD4:** Evidence through continuous evaluation and reflection improved knowledge, understanding and realisation of subject specific focus. | **Tutorials:** to reinforce individual understanding and ensure that learners are managing time and working towards personal goals.  **Private Study:** To develop flipped learning skills using VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module. |

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| Learning Outcomes – LEVEL 4  **Graphic Media Communication** | |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **GA1:** Demonstrate an understanding of the underpinning theory and practical application of Graphic Design.    **GA2:** Demonstrate an understanding of the theories, concepts, contexts, and principles relevant to communication through Graphic Design practice.  **GA3:** Initiate, develop and realise creative work within various forms of writing, oral, visual and digital media. | All modules and learning outcomes are assessed either continuously, by the submission of coursework assignments, practical decisions and technical folders, at regular intervals across the year.  Teaching will utilise the following: lectures, seminars, practical workshops, individual and group tutorials. Staff created resources, which support the above, will be made available on the College VLE.  The course approach to teaching and learning is informed by the following: ·   * The design cycle. * Creative techniques and processes. * Development of a collaborative learning environment for students * Underpinning theories, historcal and future context and emergent ideas relating to the subject. * A reflexive and evaluative process through practice.   The focus here will be on practical and theoretical lectures, which outline the practical phases of design and communication practices, with specific attention to the building blocks of technical and creative thinking and application, as well as the creation of a portfolio or body of work. References to relevant historic context, emergent ideas and concepts and future thinking will inform practice. |

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| 3B. Cognitive skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **GB1:** Demonstrate an informed understanding of the practical and conceptual processes involved in communication design.  **GB2:** Apply an appropriate selection of techniques, practices and ideas in the preparation and execution of projects.  **GB3:** Demonstrate flexibility, creativity and independence, showing self-discipline, self-direction and management. | Cognitive skills will be developed though a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, practical workshops, formative feedback.  Skills will be assessed through practical and conceptual exploration as well as written and oral evaluations of work. Review, selection and execution of processes is informed through workshops, peer review and feedback.  The focus here will be on lectures and seminars to outline the fundamental principles relating to graphic design, design principles and practices coupled with the translation into practice of core strategies and ideas of communication, engagement and interaction. |

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| 3C. Practical and professional skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **GC1**: Critically appraise and evaluate appropriate research materials to generate workable concepts that inform and underpin design development.  **GC2:** Demonstrate the skills and technical ability required to produce design work using a range of techniques.  **GC3:** Demonstrate an inventive ability in relation to the creation of design work. | Practical and professional skills are taught through skills workshops, lectures, presentations, formative feedback during tutorials and industry credible production projects.  Assessment methods will be appropriate to the particular module but may include tutor assessment of observed activities. All practical work is linked to a method for evaluating the work and demonstrating understanding of the underlying theories.  The focus here will be based on research skills as well as the principles of digital image creation and development of ideas informed through research.  Professional skills will be evidenced throughout looking at Health and safety, ethical and legal references. |

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| 3D. Key/transferable skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **GD1:** Develop and apply oral and written communication skills and  communicate accurately and reliably using structured arguments.  **GD2:** Apply information communication technology as appropriate.  **GD3:** Apply problem solving skills and reasoning in the preparation  and execution of design techniques and related activities.  **GD4:** Reflectively evaluate own practice, including new knowledge and understanding, and strengths and areas for development. | Teaching methods include: lectures, workshops, formative feedback on written work and presentations. Students are able to access, on demand or through referral, additional learning support for communication skills.  Key and generic graduate skills are embedded in the tasks for all modules and are included in the grading criteria for the assessment of all modules. |

**On completion of 120 credits at Level 4 a student may exit with a Certificate of Higher Education.**

| **Programme Structure - LEVEL 5** | | | | | |
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| **Shared modules** | **Credit points** | **Pathway modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| **Acting Performance Pathway** | | | | | |
| Working in the Creative Industries 2  Major Collaborative Project | 20  20 | Contemporary Performance Practice  Community Theatre Practices  Devising Skills  Theatre Making: Devised | 20  20  10  30 | Yes  Yes  Yes  Yes  Yes  No | 1  2  1  1  2  2 |
| **Music Production Pathway** | | | | | |
| Working in the Creative Industries 2  Major Collaborative Project | 20  20 | Studio Skills 2  Sound Design for Interactive Media  Digital Music Production 2  Live Sound | 20  20  20  20 | Yes  Yes  Yes  Yes  Yes  Yes | 1  2  1  1  2  2 |
| **Art and Design Pathway** | | | | | |
| Working in the Creative Industries 2 | 20 | Specialist Contextual Studies in the Creative Industries  Traditional and Digital Material Practice Personal Pathway  Final Major Project: Advanced Specialist Skills and Exhibition | 20  30  50 | Yes  Yes  No  No | 1  1  1/2  2 |
| **Graphic Media Communication Pathway** | | | | | |
| Working in the Creative Industries 2  Major Collaborative Project | 20  20 | Identity and strategy  Narrative and storytelling for change | 40  40 | Yes  Yes  No  No | 1  2  1  2 |

**Intended learning outcomes at Level 5 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; LOs preceded by ‘A’ are Art and Design specific*

| Learning Outcomes – LEVEL 5  **Shared Modules** | |
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| 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.  **A2:** Demonstrate an understanding of the challenges and 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. | Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars, self-directed study and practical work.  Students will develop problem-solving skills through practical working experience.  All students will have the opportunity to benefit from formative feedback. |

| 3B. Cognitive skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **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. | 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 | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **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.  **C3:** Employ subject-specific skills and appropriate resources across multiple artistic platforms in the creation of a collaborative project. | 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. |

| 3D. Key/transferable skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1:** Work effectively with others, through creative collaboration in both planned and improvised ways, to anticipate and accommodate change, and take creative risks.  **D2:** Demonstrate a range of employability skills which are industry-appropriate.  **D3:** Be able to work autonomously and professionally to effectively meet commitments, manage deadlines and deliver on time.  **D4:** Communicate effectively to an audience of specialists and non-specialists. | Following introduction to relevant materials and concepts, students will be supported in class to plan, manage and effectively engage in a work placement.  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.  There will be considerable opportunity for formative feedback throughout. Students will also be supported in the placement process. |

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| Learning Outcomes – LEVEL 5  **Acting Performance** | |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **PA1:** Demonstrate knowledge and understanding of the relationship between creative, critical and theoretical perspectives appropriate to the study of performance.  **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**.**  **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. | 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.  Students will enhance their knowledge and understanding through engagement with their work - focusing on the creation of their own work.  All students will have the opportunity to benefit from formative feedback. |

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| 3B. Cognitive skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **PB1**: Engage in independent research as part of the process of creating and/or critically responding to performance work.  **PB2:** Critically analyse their own work and reflect upon the personal process of learning and be able to undertake critical self – evaluation.   **PB3:** Demonstrate the ability to gather, synthesise and evaluate research in relation to performance, including the ability to quote from and acknowledge established sources. | 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.  All students will have the opportunity to benefit from formative feedback. |

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| 3C. Practical and professional skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **PC1:** Demonstrate and apply the performance strategies required to select, refine, and present/perform material for a range of contexts and audiences.  **PC2:** Critically discuss issues associated with personal and professional development and working practices in the industry.  **PC3:** Exercise self-management skills and work effectively, to deadlines and under pressure to achieve performance and progression aims.  **PC4:** Effectively communicate clear aims and intentions to audiences. | 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.  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. |

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| 3D. Key/transferable skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **PD1**: Develop and apply oral and written communication skills and communicate accurately and reliably using structured and coherent arguments.  **PD2:** Apply digital media and information technology as appropriate for research and information-handling.  **PD3:** Creatively apply problem solving skills and reasoning in the preparation and execution of performance tasks and related activities.  **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.  **PD5:** Improve learning and performance through critical evaluation and reflection.  **PD6:** Apply group working and collaborative skills in the preparation and execution of performance tasks and related activities. | Following introduction to relevant materials and concepts, students will be supported in class to develop and make.  Students will reflect on personal performance, contribution to the process and the performance, and the implications of this for future personal development.  There will be considerable opportunity for students to obtain formative feedback throughout their working log. |

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| Learning Outcomes – LEVEL 5  **Music Production** | |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **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.  **MA2:** Demonstrate knowledge and understanding of how music interconnects with other disciplines.  **MA3:** Demonstrate an understanding of relationships between practice and theory. | 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.  Students will enhance their knowledge and understanding through engagement with their work and how it relates to the work of others  All students will have the opportunity to benefit from formative feedback. |

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| 3B. Cognitive skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **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.  **MB3:** Analyse data and formulate and express relevant arguments and hypotheses when discussing issues related to music production.  **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. | 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.  All students will have the opportunity to benefit from formative feedback. |

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| 3C. Practical and professional skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **MC1:** Capture, analyse and edit music using appropriate technological resources to a professional standard.  **MC2:** Demonstrate the advanced use of technological resources for the purposes of composition, performance, music production, instrument creation and sound synthesis.  **MC3:** Conceive musical ideas, manipulate them creatively and develop these ideas into professional-standard musical productions.  **MC4:** Demonstrate the ability to work with and manipulate a range of media to a professional standard.  **MC5:** Document music performances and productions with consideration for dissemination and impact. | 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.  Level 5 aims to involve the student in experiential independent learning activities. |

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| 3D. Key/transferable skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **MD1:** Demonstrate intellectual curiosity and the potential for continuing artistic and creative development especially in developing a distinctive production style.  **MD2:** Produce independent work of high quality (rigorous, defensible, robust, imaginative).  **MD3:** Work in combination with others on joint projects or activities.  **MD4:** Demonstrate the ability to organise and manage a timetable of work effectively.  **MD5:** Show an awareness of different professional and cultural contexts.  **MD6:** Present work in accessible form, intelligible to both expert and non-expert audiences (readers, consumers).  **MD7:** Demonstrate advanced knowledge of - or innovative approaches to - the application of ICT skills to the area studied. | 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. |

| Learning Outcomes – LEVEL 5  **Art and Design** | |
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| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **AA1:** Demonstrate a thorough awareness of key concepts, theories and movements, including critical analysis of specialist and discipline areas, professional practice, and how this can influence own direction.  **AA2:** Demonstrate a detailed awareness of traditional and non-traditional techniques, processes and methods related to specific disciplines.  **AA3:** Demonstrate development of own knowledge and understanding within a defined context, using appropriate media, techniques and processes.  **AA4:** Apply research, reflection and analysis to knowledge and understanding in order to reach supported conclusions. | **Tutorials**: Through one to one support learners will develop a series of plans and tasks which make it possible to complete a personal project brief.    **Private Study**: To develop flipped learning skills through the use of VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module.    **Workshop**: To explore through personal directed in-depth research a development of specialist and independent discipline experimentation through the use of a media, materials, equipment and technology. |

| 3B. Cognitive skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **AB1:** Use primary and secondary source material to further own understanding and underpin creative thinking.  **AB2:** Successfully identify and apply relevant knowledge, practice and theory in personal creative practice.  **AB3:** Identify, through analysis and reflective thinking, logical solutions to personal learning, development and career aspirations. | **Tutorials**: Through one to one support learners will develop a series of plans and tasks which make it possible to complete a personal project brief.    **Private Study**: To develop flipped learning skills through the use of VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module.    **Workshop**: To explore through personal directed in-depth research a development of specialist and independent discipline experimentation through the use of a media, materials, equipment and technology. |

| 3C. Practical and professional skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **AC1:** Independently undertake research from primary and secondary sources using a range of investigative techniques within defined guidelines.  **AC2:** Demonstrate a clear sense of professionalism, adopting safe and professional working practices.  **AC3:** Select appropriate formats to successfully present ideas to a variety of audiences, reflecting on their effectiveness.  **AC4:** Practically apply knowledge, methods and processes to creatework, through exploration and experimentation. | **Private Study**: To develop flipped learning skills through the use of VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module.    **Workshop**: To explore through personal directed in-depth research a development of specialist and independent discipline experimentation through the use of a media, materials, equipment and technology.  **Group critique**: Learners will present their ideas and concepts to different audiences and record responses through a reflective practice.  **Exhibition Presentation:** Through visits and presentations, develop concepts and skills to present work to a gallery audience. |

| 3D. Key/transferable skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **AD1:** Negotiate, plan and manage own work schedule.  **AD2:** Select appropriate media to communicate outcomes to a specific audience.  **AD3:** Successfully engage in activities both as an individual and in co-operation with others to further own learning. | **Private Study**: To develop flipped learning skills through the use of VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module.    **Workshop**: To explore through personal directed in-depth research a development of specialist and independent discipline experimentation through the use of a media, materials, equipment and technology.  **Group critique**: Learners will present their ideas and concepts to different audiences and record responses through a reflective practice.  **Exhibition Presentation:** Through visits and presentations, develop concepts and skills to present work to a gallery audience. |

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| Learning Outcomes – LEVEL 5  **Graphic Media Communication** | |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **GA1:** Demonstrate an in depth knowldege of the underpinning theory and practical application of communication in design.  **GA2:** Expand knowledge and understanding of theories, concepts, contexts, and principles relevant to specialist areas of graphic media communication.  **GA3:** Demonstrate systematic working knowledge, production skills, selection and application of a range of processes, materials and methods that inform creative practice. | All modules and learning outcomes are assessed either continuously, by the submission of coursework assignments, practical decisions and technical folders, at regular intervals across the year.  Teaching will utilise the following: lectures, seminars, practical workshops, individual and group tutorials. Staff created resources, which support the above, will be made available on the College VLE.  The course approach to teaching and learning is informed by the following: ·   * The design cycle. * Creative techniques and processes. * Development of a collaborative learning environment for students * Underpinning theories and emergent ideas relating to the subject. * A reflexive and evaluative process through practice.   The focus here will be on practical lectures, which outline the practical phases and specialist areas of design and communication practices, with specific attention to the building blocks of technical and creative thinking and application, as well as the creation of a portfolio. |

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| 3B. Cognitive skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **GB1:** Research, analyse and evaluate information to make informed choices of materials, technologies and processes to identify outcomes in the context of a brief.  **GB2:** Demonstrate the ability to organise and manage self-directed projects, working confidently, flexibly and creatively.  **GB3:** Present evidence that demonstrates an ability to independently generate ideas in response to set tasks and briefs. | Cognitive skills will be developed through a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, practical workshops, formative feedback.  Skills will be assessed through advanced design practices as well as reflection, critical writing and evaluations of work.  The focus here will be on lectures and seminars to outline the more advanced principles relating to contemporary graphic design and communication principles and practices. |

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| 3C. Practical and professional skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **GC1.** Demonstrate and apply advanced skills and technical ability required to produce final designs using a range of innovative production techniques.  **GC2:** Critically appraise and evaluate specialist research materials to generate workable concepts that inform and underpin design development.  **GC3.** Demonstrate originality, creativity and risk-taking in relation to the creation of a final portfolio of work.  **GC4.** Identify where you will align your professional identity as a practitioner with a viable career context. | Practical and professional skills are taught through skills workshops, lectures, presentations, formative feedback during tutorials and industry credible production projects.  Assessment methods will be appropriate to the particular module but may include tutor assessment of observed activities. All practical work is linked to a method for evaluating the work and demonstrating understanding of the underlying theories. Students have to demonstrate the application of critical theory in their practice.  The focus here will be an advanced practical design technologies and processes. |

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| 3D. Key/transferable skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **GD1:** Develop and apply oral and critical written communication skills and communicate accurately and reliably using structured arguments.  **GD2:** Apply information communication technology as appropriate.  **GD3:** Apply innovative problem solving skills and reasoning in the preparation and execution of advanced design techniques and related activities.  **GD4:** Critically reflect on the development of own practice and performance against agreed criteria, including new knowledge and understanding, and strengths and areas for development. | Teaching methods include: lectures, workshops, formative feedback on written work and presentations. Students are able to access, on demand or through referral, additional learning support for communication skills.  Key and generic graduate skills are embedded in the tasks for all modules and are included in the grading criteria for the assessment of all modules. |

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| **4. Distinctive features of the programme structure**   * **Where applicable, this section provides details on distinctive featurs 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 |
| The Collaborative Project modules at Levels 4 and 5 are not included on the Art and Design Pathway. Instead there is an individual project for this pathway group. First, the diversity of interests and specialisms available to the Art and Design students make it difficult to guarantee a collaborative opportunity with students on the other Pathways. Second, the higher credit-bearing Individual Project allows Art and Design students more opportunity for experimentation and development of their project work, which suits the nature of this particular subject area. However, this does not preclude collaborative working across the pathways. The Individual Project module should be seen as a potential opportunity for Art and Design students to be collaborative with students from other pathways if the situation allows. |

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| 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 - withopportunities 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. |

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| 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. |

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| 7. Language of study |
| English |

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| 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. |

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| 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 |

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| 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. |

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| 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.

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| **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** |

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| **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** |  |  |  |

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| **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** |  |  |  |  |  |

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| **Level** | **Study module/unit** | **Art and Design - Programme outcomes** | | | | | | | | | | | | | |
| **AA1** | **AA2** | **AA3** | **AB1** | **AB2** | **AB3** | **AC1** | **AC2** | **AC3** | **AC4** | **AD1** | **AD2** | **AD3** | **AD4** |
| 4 | Traditional and Digital Material Practice Exploration | **x** | **X** |  | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  |  |
| Working Methods, Sources and References |  | **X** |  | **X** |  |  | **x** |  | **x** | **X** |  |  | **x** | **X** |
| Individual Project | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** | **x** | **x** |  |  |

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| **Levlel** | **Study module/unit** | **Graphic Media Communication** | | | | | | | | | | | | | |
| **GA1** | **GA2** | **GA3** | **GB1** | **GB2** | **GB3** | **GC1** | **GC2** | **GC3** | **GD1** | **GD2** | **GD3** | **GD4** |
| 4 | Introduction to Graphic Media Communication | **x** | **x** |  |  | **x** |  | **x** | **x** |  | **x** | **x** |  |  |
| Engagement and Interaction | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Design Futures in context |  | **x** |  |  |  | **x** | **x** |  |  | **x** |  |  | **x** |

**Level 5 Programme Outcomes**

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|  |  | **Shared Modules – Programme Outcomes** | | | | | | | | | | | |
| **Level** | **Study module/unit** | **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** |

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| **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** |

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|  |  | **Music Production - Programme outcomes** | | | | | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **MA1** | **MA2** | **MA3** | **MB2** | **MB3** | **MB4** | **MC1** | **MC2** | **MC3** | **MC4** | **MC5** | **MD1** | **MD2** | **MD3** | **MD4** | **MD5** | **MD6** | **MD7** |
| 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** |  |  |  |

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| Level | Study module/unit | Art and Design – Programme Outcomes | | | | | | | | | | | | | |
| **AA1** | **AA2** | **AA3** | **AA4** | **AB1** | **AB2** | **AB3** | **AC1** | **AC2** | **AC3** | **AC4** | **AD1** | **AD2** | **AD3** |
| 5 | Specialist Contextual Studies | **X** |  |  |  | **X** | **X** |  |  |  | **X** |  |  | **X** |  |
| Traditional and Digital Practice Personal Pathway | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| Final Major Project: Advanced Specialist Skills and Exhibition |  | **X** |  | **X** | **X** | **X** |  | **X** |  | **X** | **X** | **X** |  | **X** |

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| **Level** | **Study module/unit** | **Graphic Media Communication – Programme outcomes** | | | | | | | | | | | | | |
| **GA1** | **GA2** | **GA3** | **GB1** | **GB2** | **GB3** | **GC1** | **GC2** | **GC3** | **GC4** | **GD1** | **GD2** | **GD3** | **GD4** |
| 5 | Identity and Strategy | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |
| Narrative & Storytelling for Impact | **X** | **X** | **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 mustalso 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 then English** must have programme specifications both in English and the language of delivery.