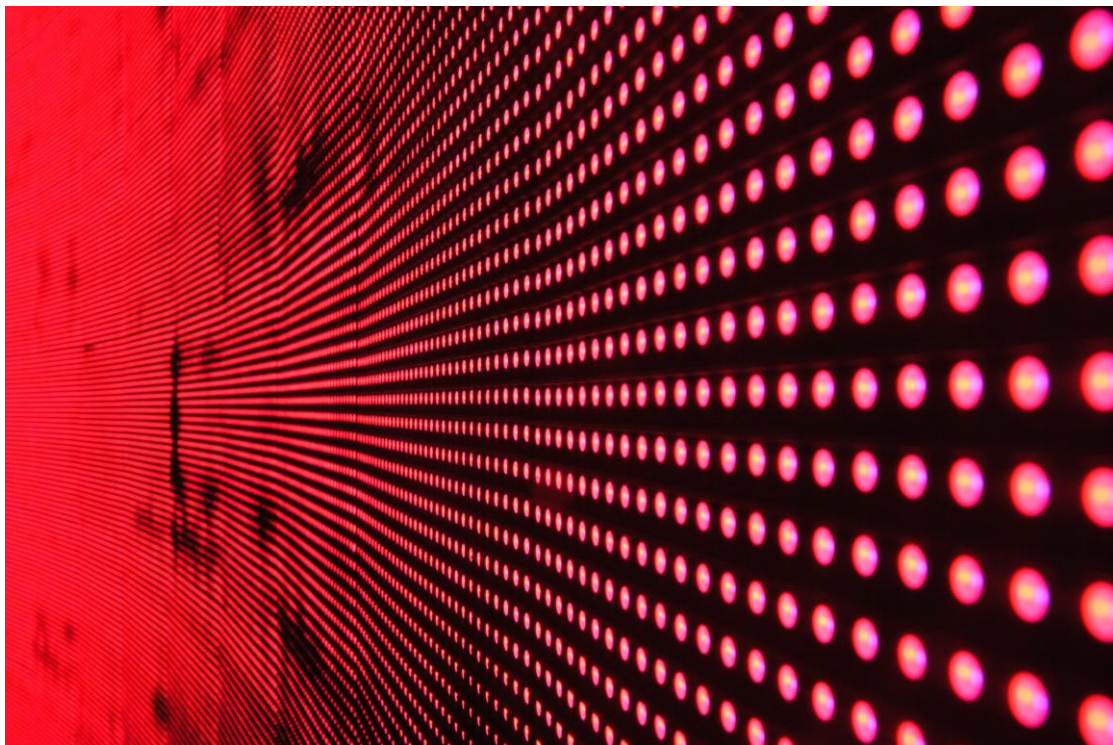# | Middlesbrough College

| BSc (Honours) Audiovisual Technology [Top-Up]

| Programme Specification

August 2021

Programme specification

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

1. Overview/ factual information

Programme/award title(s)	BSc (Honours) Audiovisual Technology [Top-Up]
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	N.A.
Date of latest OU (re)validation	N.A.
Next revalidation	N.A.
Credit points for the award	120
UCAS Code	A208
HECoS Code	100222
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	- Business and Management - Communication, Media, Film, and Cultural Studies - Computing - Music
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	- Consultation with audiovisual staff from the following companies: - AV Cultural Forum - Bloomberg - Jacobs Massey - Shure - Tate Gallery - The British Academy - The Royal Society - Visavvi - Wellcome Trust - Framework for Higher Education Qualifications - QAA Quality Code - SEEC Credit Level Descriptors for Higher Education
Professional/statutory recognition	N.A.
For apprenticeships fully or partially integrated Assessment.	N.A.

Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT, 100% blended learning.
Duration of the programme for each mode of study	1 year
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	August 2021

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

- prepare students for employment in the audiovisual sector by assisting them in acquiring sector-relevant skills, knowledge, understanding, and professionalism

- make students aware of the breadth of employment opportunities in the audiovisual sector and assist them in building a network of audiovisual professionals

- provide students with a broad and detailed understanding of key audiovisual technology concepts

- develop student's ability to utilise a range of study methods in the exploration of audiovisual technology

- help students to engage with cutting-edge audiovisual technology

- develop student's awareness of the applications for audiovisual technology in a range of contexts

- develop student's ability to function as audiovisual technicians

- assist students in remaining informed about cutting-edge developments in audiovisual technology

- encourage students to explore business development opportunities

- assist students in becoming fully independent, life-long learners

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)

This programme is not directly linked to any others. However, it is a progression option for graduates of the Foundation Degree in Audiovisual Technology.

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

2.4 List of all exit awards
BSc (Honours) Audiovisual Technology [120 credits] BSc Audiovisual Technology [60 credits] only available to students who have completed the modules Audiovisual Network Analysis (20) Hybrid Events (20) and Innovation & Entrepreneurship (20).

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 6			
Compulsory modules	**Credit points**	**Is module compensatable?**	**Semester runs in**
Audiovisual Network Analysis	20	Yes	Year long
Hybrid Events	20	Yes	Year long
Innovation & Entrepreneurship	20	Yes	Year long
Project	60	No	Year long

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Synthesise research, knowledge, and understanding in various contexts.	**A1**: In the modules Audiovisual Network Analysis and Project online synchronous lectures/workshops and asynchronous sessions exploring synthesising research, knowledge, and understanding are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via written/diagrammatic reports and a project plan.
A2: Demonstrate a comprehensive and detailed knowledge of an audiovisual discipline.	**A2**: In the modules Audiovisual Network Analysis, Hybrid Events, and Project online synchronous lectures/workshops and asynchronous sessions exploring demonstratig comprehensive and detailed knowledge are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via written report, written/diagrammatic plan and written/diagrammatic report.
A3: Analyse various ideas, contexts, and models.	**A3**: In the modules Audiovisual Network Analysis and Innovation & Entrepreneurship online synchronous lectures/workshops and asynchronous sessions exploring analysing various ideas, contexts, and models are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via written report and a business pitch.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Make independent judgements in various contexts.	**B1**: In the modules Innovation & Entrepreneurship and Project online synchronous lectures/workshops and asynchronous sessions exploring making independent judgements are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via a business pitch and project plan/presentation.
B2: Analyse and solve complex problems in an audiovisual project.	**B2**: In the modules Audiovisual Network Analysis, Hybrid Events, and Project online synchronous lectures/workshops and asynchronous sessions exploring analysing and solving complex problems in an audiovisual project are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via written report, written/diagrammatic plan, and a written/diagrammatic project report.
B3: Reflect upon/analyse own work.	**B3**: In the module Project online synchronous lectures/workshops and asynchronous sessions exploring reflecting upon/analysing your own work are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via a written/diagrammatic project report.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Act autonomously with limited supervision.	**C1**: In the modules Innovation & Entrepreneurship and Project online synchronous lectures/workshops and asynchronous sessions exploring acting autonomously with limited supervision are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via a business pitch and written/diagrammatic project report.
C2: Investigate and/or apply abstract theories/methods in various contexts.	**C2**: In the modules Audiovisual Network Analysis, Innovation & Entrepreneurship, and Project online synchronous lectures/workshops and asynchronous sessions exploring investigating and applying abstract theories/methods in various contexts are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via written report, business pitch, and written/diagrammatic project report.
C3: Develop a broad range of practical and professional skills in various contexts and with differing emphasis.	**C3**: In the modules Hybrid Events and Innovation & Entrepreneurship online synchronous lectures/workshops and asynchronous sessions exploring developing a broad range of practical and professional skills are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via a technical role in a hybrid event and a business pitch.

3C. Practical and professional skills	
C4: Evaluate theories/methods in various contexts.	**C4**: In the modules Audiovisual Network Analysis and Project online synchronous lectures/workshops and asynchronous sessions exploring evaluating theories/methods are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via written report and written/diagrammatic project report.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Plan the acqusition of new knowledge/skills.	**D1**: In the modules Hybrid Events and Project online synchronous lectures/workshops and asynchronous sessions exploring planning the acqusition of new knowledge/skills are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via written/diagrammatic plan and project plan/presentation.
D2: Consider relevant health and safety concerns and regulations.	**D2**: In the module Project online synchronous lectures/workshops and asynchronous sessions exploring relevant health and safety concerns and regulations are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via project plan/presentation.

3D. Key/transferable skills	
D3: Communicate complex issues in various contexts.	**D3**: In the modules Hybrid Events, Innovation & Entrepreneurship, and Project online synchronous lectures/workshops and asynchronous sessions exploring communicating complex issues are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via a technical role in a hybrid event, a business pitch, and project plan/presentation.
D4: Critically self-reflect in various contexts.	**D4**: In the modules Innovation & Entrepreneurship, and Project online synchronous lectures/workshops and asynchronous sessions exploring critical self-reflection are delivered using the college VLE and/or online information management, sharing, and collaboration tools. One-to-one tutorials provide ample opportunity for formative feedback and bespoke developmental support. This learning outcome is assessed via a business pitch and written/diagrammatic project report.

[Please insert here title of exit awards(s) at Level 6]
BSc (Honours) Audiovisual Technology
BSc Audiovisual Technology - only available to students awarded 60 credits by completing Audiovisual Network Analysis (20) Hybrid Events (20) and Innovation & Entrepreneurship (20).

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 primary feature of the programme design and delivery is engagement with industry. AV Cultural Forum, Bloomberg, Jacobs Massey, Shure, Tate Gallery, The British Academy, The Royal Society, Visavvi, and Wellcome Trust were consulted throughout the design process to ensure industry relevance. As a result, the technical/professional skills developed are specifically required by the audiovisual sector.

A blended learning model provides learning experiences/materials which can be engaged with flexibly. This affords students with working commitments the ability to study when they can.

The programme is available to both to students who are employed by audiovisual companies and those who are not:

- employed students access the necessary practical equipment via the workplace and/or the college, unemployed students use college equipment and/or access equipment via work experience
- for both types of students, all formal tuition takes place online. Students then apply theoretical learning in practice using practical equipment with the benefit of technical support either from college technicians or colleagues.

Another significant feature of the programme structure is the duration of all modules: all are delivered in year-long mode. There are many reasons for delivering modules over the academic year rather than competing in a single semester. Primarily, all modules (disregarding Innovation & Entrepreneurship) involve the use of industry relevant software/hardware. For students to tackle meaningful industry-relevant, real-world assignments that utilise this software, students need to become proficient in their use: year-long module delivery affords this opportunity.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

5.1 Induction
The following activities are provided in induction week:

- students are introduced to the VLE and any other communication/file sharing tools necessary

- students are given two taster sessions to give them a feel for the course and to get them creating audiovisual content quickly

- alumni speak to new students about their experience of the programme and specifically address what students need to do to achieve a First-Class award

- a representative from the Student Union helps to elect student representatives.

5.2 Engagement Support
Engagement is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to contact the lecturer beforehand. Where a lecturer notes that a student has not attended with no prior warning, the student is contacted at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the year tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the year tutor works with the college student support staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their student loan.

5.3 Tutorial Support
Student tutorial opportunities are embedded in all sessions. Theory sessions are structured to provide input followed by practical experimentation, the results of which can then be fed back into spontaneous tutorials in further sessions. Formative and summative feedback tutorials are also embedded into each module and feedback tutorial sessions are listed in module guides.

5.4 Encouraging Completion
One of the significant advantages offered by the programme is the amount of time students are given by module tutors. This is due to the relatively small number of students and the mode of delivery discussed above. There are, therefore, plenty of opportunities to give formative feedback and emphasise the importance of submitting on time.

5.5 Reassessment Period
Tutorials are provided for students offered reassessment and the facilities remain available.

5.6 Year Tutors

The year tutor offers return to study sessions during which students are encouraged to reflect on their performance in preceding programmes and develop support strategies, determine the highest award classification that is attainable, and develop strategies to achieve this best outcome.

5.7 Pastoral Support
In the experience of the course team, the amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend and the effect of non-attendance upon their performance. The programme team have all attended staff development sessions relating to Asperger's and dyslexia (attendance at many of these sessions is mandatory). For students with dyslexia, staff offer dyslexia-friendly versions of lecture notes and include a higher-contrast background on notes/session plans. Students declaring either condition receive a formal assessment after which the programme team are advised on the steps they must take.

5.8 Academic Support
The delivery of many modules is based upon individual sessions that consist of demonstrations and practical exercises. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked, and that formative feedback is continuous rather than focussed at specific points in the academic year.

In addition to in-session help, students can also make appointments to get support from:

- members of the programme team: module leaders, lecturers, and technicians;

- the programme leader and year tutors.

The personal tutoring system is in place to support a student's full engagement with their programme of study and gain as much as possible from their time at the college. Though the emphasis is on academic support the meetings are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. The tutor can offer support and advice and, if required, direct students to further support services available within the college which they may find of value. Student learning and personal development is supported throughout the programme, and explicitly in modules such as Innovation & Entrepreneurship and Project. This is further supported by the personal tutor system.

5.9 Technician Support
The specialised labs and facilities containing relevant equipment are supported by excellent technician staff. They ensure that equipment is used and maintained appropriately and oversee all the health and safety and risk management concerns. Students can also access remote support for learning via the college Reboot scheme and log IT support requests via the HALO system.

5.10 Programme Documentation and Online Learning Support
Students are provided with programme and module guides that contain comprehensive information on how their programme and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via the college Virtual Learning Environment (VLE). All

teaching and learning content is made available via the VLE. This online resource includes lecture notes and a range of audio/video materials. These include video screen capture recordings of audiovisual software (in session demonstrations). Both online synchronous and asynchronous sessions are archived and made available to the student group for further review. Assessments will be communicated to and submitted by students using the VLE.

5.11 Module compensation
All programme modules other than Project may be compensated. Each student may be compensated to the value of 20 credits per level.

5.12 Library and Learning Resources
Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Online services are listed in section 8 of the background document. Students can access specific sessions with the LRC staff regarding advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year through refresher sessions.

5.13 Additional Learning Support
Any student that considers that they have, or may have, additional learning support needs can access a range of support through the college. Initial assessments by the college HE SENCo are provided to support understanding of the range of support that may be needed which will then trigger the provision required.

5.14 Student Services
All students are able to access the college student services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the college, the student services team also provide: counselling, financial support, learning support and signposting to additional or partner services.

5.15 HE Student Areas
All HE students have areas in the college that are exclusively for their use. In the main HE building, all HE students have access to the HE Lounge, which has access control to retain its exclusivity.

5.16 The 'Job Shop'
The college provides has its own 'Job Shop' which was opened in 2013 and provides a range of support to students. As well as advertising vacancies provided by local employers, the Job Shop also provides a range of support to students, including: help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work experience. All the support is available either through drop/bookable appointments or via on-line tutorials.

5.17 The Fitness Studio
All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardiovascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible environment. Support and guidance are available during opening hours from experienced staff.

5.18 Other facilities
The college has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces several performances throughout the year many of which are free for students to attend
- hair Salon providing low-cost services
- beauty Spa facility which offers:
    - jacuzzi, light therapy, sauna, steam room, flotation room, 39 private treatment rooms, and nail bar
- fully equipped recording studios and control rooms.

5.19 Online Community
Various methods are employed to build a cohesive online community for students. The VLE is used for discussion threads on various topics and an asynchronous video discussion platform is used to afford group discussion, feedback, and reflection.

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

The directly relevant entry qualification is a Foundation Degree in Audiovisual Technology. However, for applicants who do not meet these criteria, the programme team explore the applicants' Foundation Degree qualifications in relevant, related fields at Foundation Degree or HND level (such as Music Technology/Production, Digital Video Production, Media Studies, and Computing).

Where applicants apply with qualifications that are not directly relevant, the programme team looks for evidence of relevant experience. Non-standard entrants are interviewed to assess their ability to complete the course. This activity entails a review of any professional experience and training gained in the workplace to ensure that applicants are adequately prepared to cope with the academic level of study. The programme team explore applicants' qualifications and experience for relevance and will apply the college RPL process/policy as necessary. All applicants are interviewed by the programme leader.

In all cases successful candidates require qualifications in English Language and Mathematics to at least GCSE grade 4 level or have demonstrated adequate skills and competencies in an interview.

7. Language of study

English.

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

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.
10.1 College HE Teaching and Learning The college has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011 and 2014 have enhanced the process to reflect the aims of the UK Professional Standards Framework and prepared the college to meet the expectations of the Teaching Excellence Framework. Many of the innovations established in the evolution of this process have been subsumed into the current cross-college learning and teaching model for all levels, including a non-graded observation process. The underlying principle is to place the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this principle is a focus upon ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review. These approaches have been being further refined to form part of the college departmental review process. A mark of the success of the approaches taken to date are reflected in the award of the GOLD standard in the year 2 Teaching and Excellence Framework. 10.2 Observation of Teaching and Learning (OTL) The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model is aligned to the expectations of the UKPSF and the TEF. Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career. The college HE model distinguishes between levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students progress, the balance gradually evolves so that students become leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE

lessons is based upon mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor, and members of the HE teaching team, to ensure that good practice is shared across the college. Any trends identified from OTL reports or staff feedback are used to inform CPD activity.

10.3 Feedback from Students
Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past fifteen years this student feedback has been vital in informing the major and minor modifications any programme has undergone. Student feedback is also collected from induction surveys, the student reps, the NSS and in both formal and *ad hoc* tutorials.

10.4 Staff Workforce Development
Improving the quality and standards of teaching and learning is also a focus of internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning.

10.5 Staff New to HE
All staff new to teaching HE at the college are required to hold a relevant degree and a PGCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification, or the commitment to study for one, is essential. Staff new to teaching HE at the college receive initial tailored CPD to help them to make the transition.

10.6 Staff New to Delivering at Level 6
New staff employed for the delivery of Level 6 awards are required to hold a relevant Level 7 qualification. Those staff already teaching at the college making the transition to Level 6 delivery are provided with funding and support to complete a Level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams understand the difference in expectations at Level 6. As well as general information, which is also available via the VLE, programme teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at Level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

10.7 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE staff zone located in the HEO. The area is set up to encourage HE staff from across the college to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, cross-college learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The college added a new post in 2018, to further support the HE team as the college develops a range of new programmes and increases the number of Level 6 awards it offers. The college has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

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

Annexe 1: Curriculum map

Annexe 2: 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	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4
6	Hybrid Events		✓			✓				✓		✓		✓	
	Innovation & Entrepreneurship			✓	✓			✓	✓	✓				✓	✓
	Audiovisual Network Analysis	✓	✓	✓		✓			✓		✓				
	Project	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

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 <u>section 3</u> 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 then English** must have programme specifications both in English and the language of delivery.