

| Middlesbrough College

| BA (Honours) Audio and Music Production [Top-Up]

| Programme Specification

September 2023



Programme specification

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

1. Overview/ factual information

Programme/award title(s)	BA (Honours) Audio and Music Production [Top-Up]
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	2023
Date of latest OU (re)validation	N/A
Next revalidation	2027/28
Credit points for the award	120
UCAS Code	A221
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	Music (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<p>Consultation with audio and music production staff from the following companies:</p> <ul style="list-style-type: none"> • Alrose Productions <ul style="list-style-type: none"> ○ Live events company providing Staging & Sets / AV / Video / Sound / Lighting / Barrier / Project Management / Shell Scheme & Electrics. • Black Goblin <ul style="list-style-type: none"> ○ Audio design and technology company • Blank Studios <ul style="list-style-type: none"> ○ Professional recording studio • Blast Studios <ul style="list-style-type: none"> ○ Professional recording studio • Bluebridge Studios <ul style="list-style-type: none"> ○ Recording studio • Coatsink <ul style="list-style-type: none"> ○ Game developer and publisher • The Empire <ul style="list-style-type: none"> ○ 3-storey nightclub and live music venue • The Forum <ul style="list-style-type: none"> ○ Venue, music education centre and recording studio. • Foster Sounds <ul style="list-style-type: none"> ○ Music composition, voice acting, dubbing mixing

	<ul style="list-style-type: none"> • The Globe <ul style="list-style-type: none"> ○ Grade II listed Art Deco theatre • KU Bar <ul style="list-style-type: none"> ○ Live music venue and late bar • Middlesbrough Theatre <ul style="list-style-type: none"> ○ Theatre • Middlesbrough Town Hall <ul style="list-style-type: none"> ○ Municipal facility hosting live music, comedy and corporate events • Tees Music Alliance <ul style="list-style-type: none"> ○ Not-for-profit organisation working to develop, promote and enrich local music via two venues (Georgian Theatre and Green Room) and a recording studio (Green Dragon Studios). <p>Framework for Higher Education Qualifications QAA Quality Code SEEC Credit Level Descriptors for Higher Education</p>
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	FT Face-to-Face
Duration of the programme for each mode of study	FT 1 Year
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	December 2022

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 overall aims of the programme are:

- prepare students for employment in the audio and music production sector by assisting them in acquiring sector-relevant skills, knowledge, understanding, and professionalism
- make students aware of the breadth of employment opportunities in the audio and music production sector and assist them in building a network of audio and music production professionals
- Provide students with a broad and detailed understanding of key audio and music production concepts
- Develop student's ability to utilise a range of study methods in the exploration of audio and music production
- Help students to engage with cutting-edge audio and music technology
- Develop student's awareness of the applications for audio and music production in a range of contexts
- Develop student's ability to function as audio and music production professionals
- Assist students in remaining informed about cutting-edge developments in audio and music 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)

The BA (Hons) Audio and Music Production programme is related to the Fd Audio and Music Production programme, with the latter serving as an internal progression route to this programme.

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

BA (Honours) Audio and Music Production [120 credits]
BA Audio and Music Production [60 credits]

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

<u>Programme Structure - LEVEL 6</u>			
Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Career Development	20	Yes	Year long
Client Based Project	20	Yes	Year long
Live Demonstration	20	Yes	Year long
Major Project	30	No	Year long
Post-Production Audio Project	30	No	Year long

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Demonstrate detailed knowledge and understanding of advanced techniques and concepts in an audio and music production context.	A1: Lectures, demonstrations, practical music lab/recording studio sessions and tutorials are used to demonstrate and explore a range of techniques/advanced concepts of various aspects of audio and music production. In-session practical exercises provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support.

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A2: Synthesise and critically appraise the relationships between disciplinary knowledge, music industry careers and personal/professional development.</p> <p>A3: Apply the skills of research/enquiry-based approaches to technical and/or creative goals and demonstrate an awareness of current issues/creative context and developing technologies.</p> <p>A4: Plan, undertake and evaluate a negotiated, self-managed project.</p> <p>A5: Demonstrate comprehensive and detailed knowledge of a discipline investigated in an audio/music production project.</p>	<p>A2: Lectures, group seminars (including industry practitioners) and one-to-one tutorial sessions are used to help students explore relationships between disciplinary knowledge, audio and music production industry careers and personal/professional development. Formative assessment and feedback is via the development of a personal plan related to the module.</p> <p>A3: Group seminars and one-to-one tutorial sessions in which students are helped to apply the skills of research/enquiry-based approaches to technical and/or creative goals and demonstrate an awareness of current issues/creative context and developing technologies.</p> <p>A4: Group seminars and one-to-one tutorial sessions in which students are assisted in planning, undertaking and evaluating a negotiated, self-managed project in audio/music production.</p> <p>A5: Group seminars and one-to-one tutorial sessions in which student progress is evaluated to help students demonstrate a comprehensive and detailed knowledge of the discipline investigated in an audio and music production-related project.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Synthesise, critically appraise and evaluate the possibilities of a range of techniques and practical skills in audio and music production, and the relationship between artistic goal and technical realisation.</p> <p>B2: Identify, define and solve complex problems in audio and music production by applying appropriate knowledge, tools and methods.</p> <p>B3: Synthesise, appraise and evaluate data/evidence from appropriate sources to make independent judgements.</p> <p>B4: Question orthodoxy using balanced, logical and supported argument, and demonstrate intellectual flexibility and openness to new ideas.</p>	<p>B1: Music lab-based lectures, demonstrations, practical sessions, recording studio sessions and live venue sessions are used to appraise and evaluate the creative possibilities of audio and music production software and hardware, focusing upon the relationship between artistic goal and technical realisation. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support.</p> <p>B2: Lectures, demonstrations, practical music lab/recording studio sessions and tutorials are used to help students Identify, define and solve complex problems. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support.</p> <p>B3: Group seminars and one-to-one tutorial sessions in which student progress is evaluated and utilised to help students appraise and evaluate data/evidence from appropriate sources to make independent judgements.</p> <p>B4: Group seminars and one-to-one tutorial sessions in which student progress is evaluated and utilised to help students question orthodoxy using balanced, logical and supported argument, and demonstrate intellectual flexibility and openness to new ideas.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Develop a concept utilising a range of creative audio and music production technologies and time-based media, featuring advanced sound capture and sound manipulation techniques with limited supervision or direction.</p> <p>C2: Design a bespoke personal development plan demonstrating an understanding of personal skills and attributes.</p> <p>C3: Create, plan and deliver (with limited supervision or direction) a presentation/live demonstration, utilising/discussing a range of creative audio and music production techniques/concepts.</p> <p>C4: Act autonomously with limited supervision in planning, monitoring and revising project schedules.</p>	<p>C1: Music lab-based lectures, demonstrations, practical sessions, recording studio sessions and live venue sessions are used to help students develop a concept for – and create - a live performance, sound installation, post-production audio assessts, technical or demonstration utilising a range of creative audio and music production technologies and time-based media and featuring advanced sound capture and sound manipulation techniques. The aim is to achieve these learning outcomes with limited supervision or direction.</p> <p>C2: Lectures, group seminars (including industry practitioners) and one-to-one tutorial sessions are used to help students to design a personal plan, related to the module, demonstrating an understanding of personal skills and attributes. Formative assessment and feedback is via the in-session development of a personal plan.</p> <p>C3: Music lab-based lectures, demonstrations, practical sessions and recording studio sessions are used to help students create, plan and deliver a technical demonstration with limited supervision or direction. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support.</p> <p>C4: Group seminars and one-to-one tutorial Sessions in which student work is evaluated and utilised to help students act autonomously with limited supervision in planning, monitoring and revising project schedules.</p>

3C. Practical and professional skills	
C5: Design creative programme material demonstrating the application of audio and music production for a specific context.	C5: Music lab-based lectures, demonstrations, practical sessions, recording studio sessions and live venue sessions are used to help students to design creative programme material demonstrating the application of audio and music production software and hardware for a specific context. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1: Plan, manage, realise and evaluate an audio/music production project.	D1: Music lab-based lectures, demonstrations, practical sessions, recording studio sessions and live venue sessions are used to help students to plan, manage and evaluate a creative audio and music production project. In-session practical exercises allow students to explore audio and music production techniques.
D2: Demonstrate both employment potential and the ability to manage future professional development.	D2: Lectures, group seminars (including industry practitioners) and one-to-one tutorial sessions are used to help students demonstrated their employment potential and the ability to manage their future professional development. Formative assessment and feedback is based around in-year development.
D3: Select and evaluate software applications for different tasks within the context of audio and music production.	D3: Music lab-based lectures, demonstrations, practical sessions, recording studio sessions and live venue sessions are used to help students select and evaluate software applications for different tasks within the context of audio and music production.

3D. Key/transferable skills	
<p>D4: Communicate complex issues clearly to specialist and non-specialist audiences (where appropriate) during a presentation, taught session, technical demonstration, or via electronic media/video.</p> <p>D5: Plan, manage and evaluate the acquisition of new knowledge and skills.</p>	<p>D4: Music lab-based lectures, demonstrations, recording studio sessions groups, seminars and one-to-one tutorial sessions help students communicate complex issues clearly to specialist and non-specialist audiences (where appropriate) during a presentation, taught session, technical demonstration, or via electronic media/video.</p> <p>D5: Group seminars and one-to-one tutorial sessions help students to plan, manage and evaluate the acquisition of new knowledge and skills.</p>

[Please insert here title of exit awards(s) at Level 6]

BA (Honours) Audio and Music Production [120 credits]

BA Audio and Music Production [60 credits]

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

A significant feature of the programme structure is the duration of all modules, all are delivered year-long. There are many reasons for delivering modules over the academic year rather than competing in a single semester. Firstly, most modules involve the use of an industry standard Digital Audio Workstations (DAWs) currently Avid Pro Tools and Ableton Live. For students to tackle meaningful industry-relevant, real-world assignments that utilise these DAWs, students need to become proficient in their use: year-long module delivery provides this opportunity.

Secondly, since audio and music production subsumes many disciplines (e.g. acoustics, electroacoustics, psychoacoustics, music, audio specifications, signal processing and sound synthesis) the relationships between the terminology used, specifically the way that subjective (psychoacoustic) parameters map to physical parameters, is best developed over a period of a year. This means that students are more likely to become proficient in the appropriate use of terminology for summative assignments than would be the case if half the modules are completed in the first semester.

Related to this issue is the need to determine which modules to deliver in the first semester, a question to which there is no optimum answer. By delivering all the modules across the academic year, students are exposed to the terminology of multiple sub-disciplines, the programme team continually emphasises these relationships.

More generally, year-long modules help to maintain the students' focus upon learning and teaching and less upon assessment, especially in the first half of the academic year. A year-long delivery model is also better suited to students requiring more support and guidance and is helpful in developing independent learners.

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 audio and music production content quickly
- alumni speak to new students about their experience of the programme.
- 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 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 modules. Practical recording and control room sessions are structured to provide ongoing tutorials from lecturers while students are completing practical work assisted by an instructor/demonstrator or technician. Theory sessions are structured to provide input through demonstration followed by facilitated practical experimentation in which spontaneous tutorials can be held or scheduled for dedicated, timetabled weekly tutorial sessions. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.

5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'little and often' is repeated from Induction Week onwards from staff in both formative and written, summative feedback.

5.5 Reassessment Period

Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

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. The programme team have received many emails from students offering thanks for sensitive and timely support.

5.8 Academic Support and Skills

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 the work-related modules.

5.9 Research Skills Development

The module 'Major Project' is utilised to comprehensively develop students' research skills and extend the scope of research conducted on this programme and in further study. In the experience of the programme team, research focussed modules at each level are necessary on a vocational course to thoroughly embed the necessary skills to produce well-rounded, practically skilled graduates, who are also well prepared for the rigours of further study and/or research.

5.10 IT Support

Students can access remote support for learning via the college [Reboot scheme](#) and log IT support requests via the [HALO system](#).

5.11 Technician Support

The specialised music labs and studio facilities containing relevant equipment are supported by excellent technician staff. They ensure that equipment is used and maintained appropriately and oversee all the health & 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.

5.12 Studio Booking

The technician is also responsible for a web-based studio booking system that makes it possible for students to book the Programme's recording studios and control rooms from any PC or smartphone at any time.

5.13 Network Storage

Regarding studio recordings, the Programme's recording studios utilise a Storage Area Network (SAN) system based around sixteen, two terabyte drives configured as into four RAID 5 arrays called 'Pools'. Pools are performance isolated i.e. heavy use of one pool does not affect another pool. Students are arranged into the different pools by surname and are provided with 30GB of storage though more is available upon request.

5.14 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 are communicated to and submitted by students using the VLE.

5.15 Module compensation

All programme modules other than Major Project and Post-Production Audio Project may be compensated. Each student may be compensated to the value of 20 credits.

5.16 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 7 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.

5.17 Virtual Learning Environment (VLE)

Every programme uses the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including: improving writing style and referencing, planning assignments, developing critical thinking and other key skills.

5.18 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 Additional Needs Co-ordinator are provided to support understanding of the range of support that may be needed which will then trigger the provision required.

5.19 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.

5.20 HE Student Areas

All HE students have areas in the college that are exclusively for their use. In the University Centre, all HE students have access to an open-plan working area, which has access control to retain its exclusivity. As well as the open-access area, students may also use the teaching rooms and meeting/tutorial rooms when they are not in use for a pre-booked activity.

5.21 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.

5.22 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.

5.23 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

5.24 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.

5.25 Laptop Scheme

Middlesbrough College's MC Click scheme provides all HE students with a Microsoft Surface to assist with their studies. Students who complete the laptop scheme for 2 years get to keep the device. Any student who leaves within 2 years is required to return the device to the College.

6. Criteria for admission

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

The directly relevant entry qualification is a Foundation Degree in Audio and Music Production. However, for applicants who do not meet these criteria, the programme team explore the applicants' qualifications in relevant, related fields at Foundation Degree or HND level (such as Music Technology/Production, Music, 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 teaching and learning 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 has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review. These approaches have been further refined to form part of the college departmental review process.

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 model distinguishes between different 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 students progress, the balance gradually evolves so that the 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 on 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 as well as with 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 relevant 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 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 twelve years this student feedback has been vital in informing the major and minor modifications the 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 the 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. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

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 has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

Staff are engaged with employers and funding councils, including experience of Arts Council funding bids, PRS funding bids, PPL funding bids, Oram Awards, and have secured Youth Music funded and Arts Council funded employment with Tees Music Alliance and Middlesbrough Empire.

10.8 HE Digital Champion

The College is focussed on providing the highest quality online provision to enhance programmes delivered face to face. Each department has been allocated a 'digital champion', who is an expert practitioner using Microsoft 365 for teaching and learning. Digital champions are the first point of contact for any staff member requiring support with online teaching and learning, and they regularly provide in person and online sessions tailored to the specific requirements of staff. Digital champions are managed by the College Director of Digital Innovation who holds regular cross-college meetings where information/updates are shared to be passed on to departments.

10.9 Student Collaboration

Students have the opportunity to meet/collaborate with peers across the College. This has included, but is not limited to, collaboration with BA (Hons) Digital Video Production students on projects, involvement in the College's enrichment programme and the College's Student Radio program.

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	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
6	Career Development		✓						✓			✓					✓			✓	
	Client Based Project		✓			✓		✓		✓		✓		✓		✓	✓				
	Live Demonstration	✓		✓			✓			✓		✓		✓				✓	✓		
	Major Project			✓	✓	✓	✓		✓	✓			✓	✓						✓	✓
	Post-Production Audio 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 section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.