

## Programme specification

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

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Specialist Hair and Makeup Artistry for Creative Industries [top-up]
<b>Teaching Institution</b>	Middlesbrough College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	April 2023
<b>Date of latest OU (re)validation</b>	N/A
<b>Next revalidation</b>	April 2027
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2022
<b>Underpinning QAA subject benchmark(s)</b>	<a href="#">Art and Design (2019)</a> <a href="#">Dance, Drama and Performance (2019)</a> <a href="#">Communication, Media, Film and Cultural Studies (2019)</a>
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	<a href="#">Framework for Higher Education Qualifications</a> <a href="#">QAA Quality Code</a> <a href="#">EEC Credit Level Descriptors for Higher Education</a>
<b>Professional/statutory recognition</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT- Face-to-Face
<b>Duration of the programme for each mode of study</b>	Full time- 1 year
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	

**Please note: This specification provides a concise summary of the main features of the program 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

- To produce graduates with the ability to synthesise detailed knowledge and understanding of academic theories and concepts relating to hair and makeup.
- Provide an environment in which students can further develop their existing industry standard techniques and skills autonomously.
- Create an environment in which students can further develop innovative problem solving and critical thinking skills.
- Extend students understanding of the industry and the employability prospects available to them.
- Expand students' skills and confidence to be able to identify opportunities and successfully gain employment, in relation to their chosen specialism.

#### 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme is not directly linked to any others. However, it is a progression option for graduates of the Foundation Degree in Specialist Hair and Makeup Artistry in the Creative Industry.

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 (Hons) Specialist Hair and Makeup Artistry for Creative Industries  
BA Specialist Hair and Makeup Artistry for Creative Industries (80 credits)

### 3. Programme structure and learning outcomes

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

Compulsory modules	Credit points	Is module compensable?	Semester runs in
Research Methods for Creative Industries	10	Yes	Semester 1 (15 weeks from September-January)
Dissertation	30	No	Semester 1 (15 weeks from September-January)
Final Major Project – Development Planning (Phase 1)	20	Yes	Semester 1 (15 weeks from September – January)
Final Major Project – Conceptualised Designs (Phase 2)	40	No	Semester 2 (15 weeks from January – May)
Professional Portfolio Development	20	Yes	Semester 2 (15 weeks from January- May)

**Intended learning outcomes at Level 6 are listed below:**

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1 Demonstrate detailed knowledge and understanding of hair and makeup theory and practice.</p>	<p>A1 Lectures and seminars will assist students to build on prior knowledge to expand their understanding of the concepts and theories of the subject at level 6. To reflect the nature of employment patterns in the industry, students will be supported to identify and secure placement experiences throughout level 6. Individual tutorials will encourage the application of the academic content into practice and build their portfolio of evidence in their chosen specialism.</p>
<p>A2 Critically review and apply theoretical frameworks from research to written academic work and design ideas.</p>	<p>A2 Lectures and seminars will explore theoretical frameworks derived from research. During seminars and one to one tutorials students will develop their ability to critically review relevant content drawing upon evidence from journals, formative assessments, peer feedback sessions, presentations and workshops.</p>
<p>A3 Analyse and evaluate the impact of ethical issues relevant to the generation of knowledge in the creative industry.</p>	<p>A3 Lectures, seminars and tutorials will be utilised to encourage students to explore and evaluate the importance of a range of ethical considerations when working within the creative industries. Assessment tasks will allow students to demonstrate their understanding of the diversity of issues and identify strategies to overcome problems that may arise.</p>
<p>A4 Review own professional development in line with industry standards, highlighting key areas of strengths and areas of development in preparation for employment.</p>	<p>A4 Students will review professional skills against the industry standard, in preparation for employments prospects. Students will be guided through group discussions, 1:1 support tutorials and workshops,</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	additional guidance will be given to students to identify their chosen specialism (s) and work towards finding work placement and collaborative opportunities.
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
B1 Demonstrate the ability to interpret sources of information and display a clear narrative, to conceptualise ideas.	B1 Through masterclasses and placement opportunities, students will be guided through the process of translating ideas from brief to final design. Lectures and seminars delivered by tutors and guest speakers, will extend students' understanding by examining a range of historic and contemporary examples. Although students are expected to work autonomously at level 6, tutorials and supervision sessions will provide a safety net to support the application of the content to assessment activities.
B2 Question orthodoxy of hair and makeup theory using balanced, logical and supported argument.	B2/B3 Within taught sessions and seminars, students will develop the skills to question the reasoning behind approaches used in industry, developing the confidence to draw upon their own skill-set and knowledge to inform decision making. Seminars and workshops will support students to explore fully realised concepts while providing evidence of their thought process. Formative and summative assessment tools will provide the opportunity to test students' understanding and ability in a live setting.
B3 Demonstrate confidence and flexibility in indentifying complex problems and apply relevant concepts and approaches to achieve resolution	

3B. Cognitive skills	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Able to act autonomously with limited supervision or direction and utilise feedback to develop and improve practice.</p> <p>C2 Operate ethically in situations of varying complexity and predictability.</p> <p>C3 Organise and communicate theoretical and inter-related information using creative methods to meet the needs of audiences in hair and media contexts.</p>	<p>C1 Industry related design brief will be set, students will take inspiration from lessons/workshops taught by tutors and guest speakers. Students are expected to network outside of the educational environment to gain inspiration from other creatives to inspire their designs further, gain feedback and direction to develop.</p> <p>C2 Lectures, seminars and tutorials will review the importance of ethical considerations when working with clients and other professionals in the creative hair and makeup sector. Tutorials and supervised sessions will provide the opportunity for students to review their approaches in a variety of settings.</p> <p>C3 Students will be guided through tutorials and supervised sessions to consider the approaches required to meet the needs of a variety of audiences. Lectures will support students to develop a detailed understanding of the theoretical concepts and how this can be interpreted in different media contexts. The final major project and portfolio development tasks will enable students to demonstrate their ability.</p>

<b>3C. Practical and professional skills</b>	
<p>C4 Reflect systematically on personal performance through tasks and briefs to further develop skills, learning and creative outputs.</p>	<p>C4 Taught sessions will support students to recognise the importance of systematic reflection to enhance their future career development. Assessment tasks will assist students to test their ability to autonomously develop their own design brief and creative output informed by learned experience and theoretical models.</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 Communicate clearly, fluently and effectively in a range of styles appropriate to the needs of the industry.</p> <p>D2 Recognise and evaluate factors which enhance organisational and time management skills, and modify and evaluate own personal effectiveness working independently.</p> <p>D3 Analyse a variety of approaches to personal and business development to enhance employability.</p>	<p>D1 Group discussions will be utilised extensively throughout modules to support students to build their confidence in a range of verbal communication skills. Written communication skills will be developed in class based activities, as well as formative and summative assessments.</p> <p>D2 Seminars, workshops, masterclasses and placement activities will allow students to recognise factors essential to effective team working. Tutorials will encourage reflection on their own performance to enhance the ability to contribute to successful team working.</p> <p>D3 taught content and assessment methods will focus on systematic review of personal performance encouraging students to seek continuous improvement of employability skills, realising career aspirations. Tutorials and supervised sessions will support students to take the initiative to develop action plans and strategies, that will lead to post-education employment.</p>





**[Exit Award BA Specialist Hair and Makeup Artistry for Creative Industries]**

#### 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

This programme offers students the opportunity to learn the various and complex skills that it takes to be an industry standard hair and makeup artist. The course is underpinned by the philosophy of creating employable and skilled artists. Opportunities to explore various career paths and employment options are consistently encouraged and explored.

The practical workshops are designed to navigate students through the various specialties within hair and makeup. All practical elements will be underpinned by relevant industry context and essential topics of discussion. There is emphasis on building and solidifying the necessary skills and principles for the industry. Weekly skill-based classes will be delivered with an aim to give students the necessary tools for successful creative careers.

The sessions within the degree will be led by tutors heavily involved within industry, giving practical demonstrations as well as provoking inspirational practice amongst students. Students will be expected to push boundaries and approach units with an experimental and creative mindset. Group work will be a theme throughout, with collaborative practice allowing students to develop their ability to work as part of a team. Workshops will be created to foreshadow future employment and enhance communication, research and teamwork skills. Opportunities to learn from experts within industry will be given in the form of masterclasses, live briefs, Q&A's etc. to give students the chance to learn from working professionals in the creative industry.

The teaching, learning and assessment strategy provided, aims to develop students for their future careers within the creative sector. Students will be introduced to a broad range of specifically designed assessment units that will provide students the space to experiment ideas, develop their ability and focus on enhancing their skills to be in line with industry standard practices. The modules are designed to be as academic as they are practical with focus on hair and makeup theoretical framework and research methods. There is also emphasis on practical skills and the modules are designed to push creativity whilst enhancing the students development as hair and makeup artists, allowing them to integrate well into employment.

At level 6, modules are aimed at giving the students full creative freedom to explore their chosen specialism or a variety of specialisms, and develop knowledge presented through a research folder/ dissertation and a portfolio which will both be beneficial to employment and useful tools to utilise when working in industry. Personal and professional skills will be continuously developed further to ensure the students are strong self-motivated candidates ready for employment.

## 5. Support for students and their learning.

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

### 5.1 Induction

At induction, students attend an induction session with College LRC staff and are introduced to the College IT systems including computer log-on, EDUROAM Wi-fi, email and the College's VLE. Students are provided with Programme Handbooks at induction which provide details of learning/support resources, contact details of relevant staff and an overview of the programme, including module timetables and assessment dates. During induction week, students also have the opportunity to meet with the Programme Team and visit the general and specialist resources. The induction week schedule also includes sessions offering information on the full range of college support services. The following activities are provided in Induction Week:

- Students are given a taster session of modules to give them a feel for the course and the way that it is delivered.
- Alumni speak to new students about their experience of the programme.
- Current students are invited to a light lunch/buffet to meet and greet new students.
- A representative from the Student Union helps to elect Student Representatives.
- Initial weeks include sessions on academic writing, research skills and referencing.

### 5.2 Attendance Support

Attendance 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 email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed 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, make a decision to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

### 5.3 Tutorial and Pastoral Support

- Student tutorial opportunities are embedded in all modules. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.
- Students are assigned a Personal Tutor in the first few weeks of the programme and are encouraged to meet with their Personal Tutor at least once a term, who will discuss, record and monitor their progress. The Personal Tutor is able to provide pastoral and educational guidance throughout the programme. This guidance may include signposting students to workshops and seminars available to support students for academic and life skills development available at the College.
- The programme team is relatively small and includes the Personal Tutor and teaching team members, this consistency of academic support is designed to enhance communication, feedback and support for students across the modules and year.
- Students are introduced to the Additional Needs Coordinator and the support services available are outlined to them at induction. This support may also be suggested in written assessment feedback. If a specific need is recommended for a student - e.g. assessment for dyslexia - this need is highlighted to the Programme Leader who liaises with the HE Additional Needs Coordinator, who is responsible for arranging the referral and supporting the student through the process. The outcome of this process is fed back to the student and Programme Leader so that any reasonable adjustments/specific needs/resources can be addressed.
- Academic tutorials are an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College.

### 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 Summer Reassessment Period

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

### 5.6 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend as is the effect of non-attendance upon their performance. In recent years, the number of students declaring Asperger's or

dyslexia has increased slightly. The Programme Team have all attended Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with dyslexia, staff have started to offer dyslexia-friendly versions of their notes and to include a higher-contrast background for notes projected to electronic whiteboards. 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.

### 5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which is built around demonstrations and practical exercises) followed by a facilitated session in which students tackle the practical exercises outlined in the first part of the session. 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 (via email) to get support from:

- Members of the Programme Team - Module leaders, lecturers and instructor/demonstrators.
- The Programme Leader & Year Tutors: The Programme Leader (who has overall responsibility for the programme) is also the Year Tutor. All year tutors hold termly tutorials.

The personal tutoring system is in place to support students' 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, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College. In the final year students are encouraged to arrange tutorials as and when required.

Student learning and personal development is supported at all Levels of study via personal and professional (PDP) development modules. This is further supported by the Personal Tutor system.

### 5.8 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks that contain comprehensive information on how their degrees 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 a web-based Virtual Learning Environment (VLE). This online resource enables all lecturers to add lecture and supplementary notes as well as videos. All students submit assessments through the VLE, these are then marked through the same system. All students attend tutorial sessions at the beginning of the course in which they learn how to use the VLE.

#### 5.9 Library and Learning Resources

Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Students can access specific sessions with the LRC staff with regard to 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.

#### 5.10 Virtual Learning Environment (VLE)

Every programme has its own site on 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.

#### 5.11 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.

#### 5.12 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 sign posting to additional or partner services.

#### 5.13 HE Student Areas

All HE students have areas have access to their own specialist subject areas as well as access to general study and workspaces in the University Centre.

#### 5.14 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 a number of 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 and steam room, dry;
- Flotation room, 39 private treatment rooms and nail bar;

#### 5.15 MC Click

All level 4 students will be allocated a free loan laptop at the start of the year. The laptop will enable them to access all of the College e-resources through wifi links or docking stations available in the LRC or the Student open access area in the University Centre building.

The laptops will come pre-loaded with MS 365 and Apps Anywhere which allows them to access all key software relevant to their course 24 hours a day, 365 days of the year.

In addition to the hardware, the MC Click scheme also provides a support service for all students comprising a remote fault reporting and resolution service as well as drop-in centre.

#### 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 Specialist Hair and Makeup Artistry for Creative Industries. 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.

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.

#### 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.

### 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 [UKPSE](#) 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.

10. Changes made to the programme since last (re)validation
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N/A
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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	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	
	Dissertation	○	○			○			○		○	○	○	○		
	Research Methods for Creative Industries		○			○		○	○	○	○	○	○			
	Final Major Project – Development Planning (Phase 1)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	
	Final Major Project – Conceptualised Designs (Phase 2)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	
	Professional and Portfolio Development		○		○	○	○	○	○			○	○		○	

## 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.