

| Middlesbrough College

| Foundation Degree Audiovisual Technology

| 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)	Foundation Degree in Audiovisual Technology
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	240
UCAS Code	A207
HECoS Code	100200
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	January 2022, Sep/Jan from then on
Underpinning QAA subject benchmark(s)	<ul style="list-style-type: none"> • Communication, Media, Film, and Cultural Studies • Computing • Events, Leisure, Sport, and Tourism • Music
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> • Level 5 Audiovisual Technician Apprenticeship Standard • QAA Characteristics Statement: Higher Education in Apprenticeships • QAA Characteristics Statement: Foundation Degree • QAA Quality Assuring Higher Education in Apprenticeships • 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.	Partially integrated.
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT, 100% blended learning.

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

- to deliver the appropriate training for aspiring audiovisual engineers
- to produce graduates with the sector-relevant skills, knowledge, understanding, and professional attitudes required to contribute to the audiovisual industry
- to inform and excite students about the variety of opportunities in audiovisual work
- to develop students' awareness of the applications of audiovisual technology in different contexts
- to help students to understand the relationships between practice and theory in audiovisual engineering
- to involve students in an intellectually stimulating and satisfying experience of learning and studying audiovisual technology
- to provide students with a broad and detailed understanding of key audiovisual concepts
- to develop students' ability to utilise a range of study methods in the exploration of audiovisual technology
- to develop students' enthusiasm, aptitudes, and interests to bring out their full potential
- to develop students' ability to work independently

Duration of the programme for each mode of study	2 years
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	August 2021

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, a BSc (Honours) Audiovisual Technology [Top-Up] programme, subject to validation, will be available as a progression option for students.

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.

The programme serves as a training programme for the [Level 5 Audiovisual Technician Apprenticeship Standard](#). The academic content on the programme is tightly integrated with the standard (see Annexe 2) with all learning outcomes on the programme being generated with reference to the knowledge, skills, and behaviours (KSB's). The work-based learning and associated academic content is organised broadly into the following disciplines, and associated modules, which are reflective of industry activity and the contributing components of a well-rounded audiovisual knowledge/skill set:

- audio (modules: Audio Capture/Audio Mixing and Mastering)
- video/visual (modules: Video Technology/Video Installation and Live Operation)
- on-site events (module: Online Events & Conferencing)
- online events (module: On-site Event Production)
- integrated systems/networking (modules: System Design/Audiovisual Networking/System Technology Application)
- professionalism (modules: Professionalism & Communication/Professional Development)

For students who are not apprentices, and therefore not engaged in work-based learning as a function of their enrolment, work-related learning takes place in the below modules:

- Level 4 - Online Events & Conferencing (20 credits)
- Level 4 - System Design (20 credits)
- Level 5 - System Technology Application (20 credits)

These cutting-edge modules aim to give students a taste of the role assignment, structures, workflows, and deadlines they can expect when working in the audiovisual industry. Students work on industry-informed projects which follow industry standard workflows and deadlines. The projects are designed by the module leaders: industry active professionals who use the currency of their professional activity to assure the validity of the work-related learning.

2.4 List of all exit awards
Cert. HE Audiovisual Technology [120 credits] Foundation Degree Audiovisual Technology [240 credits]

<u>Programme Structure - LEVEL 4</u>			
Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Audio Capture	20	Yes	Year long
Online Events & Conferencing	20	Yes	Year long
On-site Event Production	20	Yes	Year long
Professionalism & Communication	20	Yes	Year long
System Design	20	Yes	Year long
Video Technology	20	Yes	Year long

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/assessment methods
A1: Demonstrate knowledge and understanding of audiovisual hardware configurations in a range of contexts.	A1: In the modules On-site Event Production, System Design, and Video Technology, online synchronous lectures/workshops and asynchronous sessions exploring audiovisual hardware configurations 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 practical projects, a written portfolio, and a project plan.

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
A2: Demonstrate knowledge and understanding of audiovisual software in a range of contexts.	A2: In the modules Audio Capture and Video Technology, online synchronous lectures/workshops and asynchronous sessions exploring of audiovisual software 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 practical projects and accompanying reports.
A3: Demonstrate knowledge and understanding of audiovisual system configurations/settings in a range of contexts.	A3: In the modules Audio Capture, Online Events & Conferencing, On-site Event Production and System Design, online synchronous lectures/workshops and asynchronous sessions exploring audiovisual system configurations/settings 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 practical project/accompanying report, written plan, practical/written portfolio, and written/diagrammatic plan.
A4: Utilise video signal for communication in a range of contexts.	A4: In the modules Online Events & Conferencing and System Design, online synchronous lectures/workshops and asynchronous sessions exploring utilising video signal for communication 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 plans.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
B1: Collect and act on information informing system design.	B1: In the modules Online Events & Conferencing and Video Technology online synchronous lectures/workshops and asynchronous sessions exploring collecting and acting on information informing system design 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 practical project/accompanying report.
B2: Utilise a range of audio/visual capture equipment.	B2: In the modules Audio Capture and Video Technology online synchronous lectures/workshops and asynchronous sessions exploring a range of audio/visual capture equipment 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 practical project/accompanying report.
B3: Problem solve in the context of audiovisual system design and/or operation.	B3: In the modules On-site Event Production and System Design online synchronous lectures/workshops and asynchronous sessions exploring problem solving 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 practical/written portfolio and written/diagrammatic plan.

3B. Cognitive skills	
B4: Offer constructive criticism on own work and that of others.	B4: In the modules Audio Capture and Professionalism & Communication online synchronous lectures/workshops and asynchronous sessions exploring constructive criticism 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 practical project/accompanying report and a constructive critique portfolio.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
C1: Operate a variety of audiovisual equipment configurations in a range of contexts.	C1: In the modules Online Events & Conferencing and On-site Event Production online synchronous lectures/workshops and asynchronous sessions exploring a variety of audiovisual equipment configurations 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 a portfolio of practical work.
C2: Conduct audiovisual system setup, testing, and technical support in a range of contexts.	C2: In the modules Online Events & Conferencing and On-site Event Production online synchronous lectures/workshops and asynchronous sessions exploring audiovisual system setup, testing, and technical support 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 an online event and a portfolio of practical work.

3C. Practical and professional skills	
<p>C3: Capture and/or edit audio/visual signal.</p>	<p>C3: In the modules Audio Capture and Video Technology online synchronous lectures/workshops and asynchronous sessions exploring capturing and editing audio/visual signal 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 practical projects with accompanying reports.</p>
<p>C4: Plan for and/or technically manage circumstances requiring audio/visual communication in a range of contexts.</p>	<p>C4: In the modules Professionalism & Communication and System Design online synchronous lectures/workshops and asynchronous sessions exploring planning for and technically managing audio/visual communication 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 plan/collaborative project process and written/diagrammatic plan.</p>
<p>C5: Use CAD in the context of audiovisual systems.</p>	<p>C5: In the modules On-site Event Production and System Design online synchronous lectures/workshops and asynchronous sessions exploring CAD 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 portfolio and written/diagrammatic plan.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
D1: Liaise with and support project stakeholders.	D1: In the modules Online Events & Conferencing, On-site Event Production and Professionalism & Communication online synchronous lectures/workshops and asynchronous sessions exploring liaising with and supporting project stakeholders 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 an online event, practical portfolio, constructive critique portfolio, and a collaborative project/written plan.
D2: Assess and/or document risk.	D2: In the modules On-site Event Production and Video Technology online synchronous lectures/workshops and asynchronous sessions exploring assessing and documenting risk 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 practical portfolio, written portfolio, and practical project/accompanying report.
D3: Perform project planning/management tasks in a range of contexts.	D3: In the modules Audio Capture, Online Events & Conferencing and System Design online synchronous lectures/workshops and asynchronous sessions exploring project planning/management tasks 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 practical project/accompanying report, a technical role in an online event and a written/diagrammatic plan.



[Please insert here title(s) of exit award(s) at Level 4, if applicable]

Cert HE Audiovisual Technology

<u>Programme Structure - LEVEL 5</u>			
Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Audio Mixing and Mastering	20	Yes	Year long
Audiovisual Networking	10	Yes	Year long
Professional Development	20	Yes	Year long
Research Project	30	No	Year long
System Technology Application	20	Yes	Year long
Video Installation and Live Operation	20	Yes	Year long

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/assessment methods
A1: Demonstrate a detailed understanding of a range of audio/visual post-production techniques.	A1: In the modules Audio Mixing and Mastering and Video Installation and Live Operation online synchronous lectures/workshops and asynchronous sessions exploring a range of audio/visual post-production techniques 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 practical project/accompanying report and practical project/planning document.

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
<p>A2: Demonstrate knowledge of various methods/equipment used to transmit/receive audiovisual signals.</p>	<p>A2: In the modules Audiovisual Networking and System Technology Application online synchronous lectures/workshops and asynchronous sessions exploring various methods/equipment used to transmit/receive audiovisual signals 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 network topology/technical report and, written/diagrammatic plan, and project delivery documentation/presentation.</p>
<p>A3: Demonstrate the ability to investigate, plan, and research in a variety of contexts.</p>	<p>A3: In the modules Professional Development and Research Project online synchronous lectures/workshops and asynchronous sessions exploring investigating, planning, and researching 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 plan, portfolio of evidence, and verbal presentation.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p>B1: Research and design audiovisual systems to best serve the requirements of clients, specify systems, and/or assure optimal performance.</p>	<p>B1: In the modules Research Project and Video Installation and Live Operation online synchronous lectures/workshops and asynchronous sessions exploring researching and designing audiovisual systems 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 verbal presentation and practical project/planning document.</p>
<p>B2: Identify, apply, and elucidate appropriate theoretical models/techniques to assure adherence to required specifications.</p>	<p>B2: In the modules Audio Mixing and Mastering, Audiovisual Networking, System Technology Application, and Video Installation and Live Operation online synchronous lectures/workshops and asynchronous sessions exploring adhering to required specifications systems 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 practical project/accompanying report, a network topology/technical report, project delivery documentation/presentation, and practical project/planning document.</p>
<p>B3: Systematically analyse/organise technical information to communicate understanding.</p>	<p>B3: In the modules Professional Development and Research Project online synchronous lectures/workshops and asynchronous sessions exploring analysing/organising technical information to communicate 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 plan and project report.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
C1: Capture and/or post-produce audio/visual signal with partial self-direction.	C1: In the modules Audio Mixing and Mastering and Video Installation and Live Operation synchronous lectures/workshops and asynchronous sessions exploring capturing and/or post-producing audio/visual signal 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 practical project/accompanying report and practical project/planning document.
C2: Evaluate technologies and/or skills and recommend improvements.	C2: In the modules Professional Development and Research Project synchronous lectures/workshops and asynchronous sessions exploring evaluating technologies/skills and recommending improvements 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 plan and written report.
C3: Accurately respond to a variety of audiovisual project specifications.	C3: In the modules Audiovisual Networking and Video Installation and Live Operation synchronous lectures/workshops and asynchronous sessions exploring a variety of audiovisual project specifications 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 network topology/technical report and a video installation.

3C. Practical and professional skills	
C4: Identify and resolve issues with limited supervision and direction.	C4: In the modules Research Project and System Technology Application synchronous lectures/workshops and asynchronous sessions exploring identifying and resolving 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 written plan and project delivery documentation/presentation.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
D1: Work collaboratively and/or adaptably in order to best serve the needs of a project.	D1: In the modules Professional Development and Research Project synchronous lectures/workshops and asynchronous sessions exploring working collaboratively and adaptably 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 plan and written report.
D2: Clearly communicate complex technical information to individuals with varying levels of knowledge and skills.	D2: In the modules Audio Mixing and Mastering and System Technology Application synchronous lectures/workshops and asynchronous sessions exploring clearly communicating complex technical information 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 practical project/accompanying report and project delivery documentation/presentation.

3D. Key/transferable skills	
D3: Use research and/or development to adhere to a given project brief.	D3: In the modules Audio Mixing and Mastering and Video Installation and Live Operation synchronous lectures/workshops and asynchronous sessions exploring using research and/or development to adhere to a given project brief 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 practical project/accompanying report and practical project/planning document.
D4: Consider hazards, health and safety concerns, regulations, and/or protocol in the context of an audiovisual project.	D4: In the modules Research Project, System Technology Application, and Video Installation and Live Operation synchronous lectures/workshops and asynchronous sessions exploring hazards, health and safety concerns, regulations, and protocol 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 verbal presentation, written/diagrammatic plan, and video installation.

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

Foundation Degree Audiovisual Technology

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

The primary feature of the programme design and delivery is engagement with industry. Over 30 AV companies (including Google, Bloomberg, Shure, AVIXA, The British Academy, Diageo, The TATE Gallery, IET London, The Royal Society of Medicine, Visavvi) were consulted throughout the development of the [associated apprenticeship standard](#), which fed into the design process for this programme. As a result, the knowledge and skills developed on the programme are specifically tailored to the audiovisual sector.

On and off the job training is integrated by use of a modular structure which encourages development of the primary areas of activity/development in the [associated apprenticeship standard](#):

- audio
- video/visual
- on-site events
- online events
- integrated systems/networking
- professionalism

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.

Assessment is partially integrated with the [associated apprenticeship standard](#). Apprentices go through an external 'End Point Assessment' (EPA) as part of their apprenticeship, however, the assessments on this programme have been designed to enable them to prepare for the EPA as fully as possible. For the areas of activity in which apprentices are tested on their ability to produce written plans for technical projects (systems integration and online events) they are assessed on similar tasks on this programme. In all other areas apprentices are assessed using a professional discussion informed by a practical portfolio. The assessments on this programme enable students to build this practical portfolio.

The programme is also available, as a stand-alone course, to students who are not involved with the associated apprenticeship. The experience of apprentices and non-apprentices is expanded upon below:

- apprentices access the necessary practical equipment via the workplace and/or the college, non-apprentices use college equipment
 - it is important to note that apprentices can access college equipment if necessary, resources are made available via timetabling
- non-apprentices aren't subject to official apprenticeship review processes, however, the standard support for learning processes is used to track progress (see section 5)
- for both apprentices and non-apprentices, 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/workplace mentors.

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 professionalism modules) 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)

5.0 Supporting Learning in the Workplace for Apprentices

Scheduled teaching and learning are facilitated via regular sessions relating to each of the modules on the programme. Theoretical knowledge is developed in order that students test their understanding and develop their skills in the workplace. Students are asked to log their successes, failures, and queries as they work to inform further sessions/tutorials with module leaders and year tutors. Employers are advised to assign a workplace mentor to each apprentice and where they are appointed they are supported with twice yearly mentorship development sessions by the programme leader. Learning is expected to occur in the workplace, however, teaching is not. There is no expectation for employers and/or workplace mentors to teach, that is covered by module leaders on the programme. Technical support in the workplace is expected and required for apprentices to develop. The apprentice experience is therefore equitable with the experience of a 'non-apprenticeship' student, who receives theoretical teaching and learning support via module sessions and access to college resources which are available to utilise with technical support. The above is discussed with employers who are interested in enrolling an apprentice on the programme.

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 for Level 4 modules 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. Students are asked to log their practical activity using OneNote, which is used as the basis of regular tutorials with their year tutor.

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 Pastoral Tutors

In addition to standard duties the level 4 pastoral tutor provides sessions relating to the module Research Project towards the end of the academic year to prepare students for

their first full module of independent study. The level 5 pastoral tutor offers return to study sessions at which students are encouraged to:

- reflect on their performance at level 4
- develop support strategies for level 5
- determine the highest award classification that is attainable
- 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 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. Tutors 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 all years of study, and explicitly in modules such as Professionalism & Communication, Professional Development, and Research Project. This is further supported by the personal tutor system. The development of generic academic skills is supported by these same modules via teaching/learning and assessment. The modules focus on research, presentation, acquisition of knowledge, planning, and collaboration to various degrees of emphasis. The development of written work is embedded widely throughout the programme as specified in module specifications.

5.9 Technical 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) and custom apps. 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 Research 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 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.

5.13 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 and 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 entry criteria below are discussed with employers who are interested in enrolling an apprentice on the programme.

There are a range of suitable entry qualifications for this interdisciplinary degree. These include, but are not limited to, A-Level Media, BTEC Level 3 Extended Diploma in Media Production, BTEC Level 3 Extended Diploma in Music Technology, Access to HE (Music), and Access to HE (Media Studies). In reaching the entry target of 88-112 UCAS points, the programme team look for a minimum grade of C for A-Level Media and for a BTEC Level 3 Extended Diploma in Media Production or Music Technology, a minimum grade profile of MMM. However, for applicants who do not meet these minima, the programme team explore the applicant's experience and enthusiasm in interviews.

For applicants whose main relevant subject is A-level Media, BTEC ED in Music Performance, or a technology-based subject such as computing, admissions tutors look for evidence of experience with audiovisual technology. This can include running own video sharing platforms, an interest in live audiovisual engineering, projection and/or creative programming. The same is true for applicants who apply with A-Levels in Maths or Physics.

Where applicants apply with qualifications that are not directly relevant, again the programme team looks for evidence of experience with audiovisual technology. Applications from students with non-standard entry qualifications are welcome. Admission tutors consider any alternative qualifications or other experience you may have. If an apprenticeship is offered to an individual who doesn't have a level 3 qualification, and the employer wants to enrol the apprentice on this programme, a specific two-stage process is followed. Firstly, a formal interview is conducted with the applicant by the programme leader, during which the extent of applicable practical experience is ascertained and assessed. If the programme leader deems the practical experience of the applicant to be equivalent to, or greater than a standard entry qualification (e.g. BTEC Level 3 Extended Diploma in Music Technology) the process moves to stage two. In stage two, applicants must submit statements of participation for the following free, online, OU courses:

- [Developing Good Academic Practice](#)
- [Learning How to Learn](#)
- [English Skills for Learning](#)

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 via a [BKSB](#) test. International students require IELTS 5.5 or higher in all components.

Those without qualifications in English Language and Mathematics to at least GCSE grade 4 level are required to become qualified by the end of the programme. Middlesbrough College offers the courses on-site, however, students studying remotely will have to make alternate arrangements.

Applications are considered for direct entry to year 2 of the programme. To be successful in gaining direct entry to year 2, the programme team require that prospective students have completed the first year of an applicable Fd/BA/BSc programme in a related subject. However, applicants must also be able to demonstrate significant industry experience and expertise with the software environments used on the programme.

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)

The EPA plan for the [associated apprenticeship standard](#) contains two methods of assessment:

- Scenario test with a written submission
- A professional discussion underpinned by a practical portfolio

The list below shows the primary areas of activity and how they are assessed in the EPA:

- audio (professional discussion)
- video/visual (professional discussion)
- on-site events (professional discussion)
- online events (scenario test)
- integrated systems/networking (scenario test)
- professionalism (professional discussion)

The list in section 2.3, mapping areas of activity to programme modules, is reproduced below. Assessment methods in each module reflect the associated assessment method used in the EPA. Modules attached to activities which are assessed by professional discussion afford students opportunities to create artefacts/detail experiences which are combined to form their portfolio which underpins the discussion. Modules attached to activities which are assessed by scenario test with a written submission afford students opportunities to produce written/diagrammatic technical planning documentation. This carefully considered assessment plan ensures that students who are awarded are well prepared for the following apprenticeship assessment.

- audio (modules: Audio Capture/Audio Mixing and Mastering)
- video/visual (modules: Video Technology/Video Installation and Live Operation)
- on-site events (module: Online Events & Conferencing)
- online events (module: On-site Event Production)
- integrated systems/networking (modules: System Design/Audiovisual Networking/System Technology Application)
- professionalism (modules: Professionalism & Communication/Professional Development).

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 representatives, 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 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: Curriculum mapping against the apprenticeship standard or framework
(delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3
4	Audio Capture		✓	✓			✓		✓			✓					✓
	Online Events & Conferencing			✓	✓	✓				✓	✓				✓		✓
	On-site Event Production	✓		✓				✓		✓	✓			✓	✓	✓	
	Professionalism & Communication								✓				✓		✓		
	System Design	✓		✓	✓			✓					✓	✓			✓
	Video Technology	✓	✓			✓	✓					✓				✓	

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4
5	Audio Mixing and Mastering	✓				✓		✓					✓	✓	
	Audiovisual Networking		✓			✓			✓						
	Professional Development			✓			✓		✓			✓			
	Research Project			✓	✓		✓		✓		✓	✓			✓
	System Technology Application		✓			✓				✓			✓		✓
	Video Installation and Live Operation	✓			✓	✓		✓		✓				✓	✓

Annexe 2 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level 4

Module	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19	K20	K21	K22	K23	K24	K25	K26	K27	K28	K29	K30	K31
Audio Capture	✓		✓		✓					✓														✓						✓	✓
Online Events & Conferencing															✓	✓	✓	✓									✓	✓	✓		
On-site Event Production	✓	✓	✓	✓		✓	✓			✓			✓	✓			✓													✓	✓
Professionalism & Communication																															
System Design	✓		✓			✓	✓			✓			✓	✓	✓																
Video Technology									✓	✓											✓	✓	✓	✓					✓	✓	✓

Module	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28		
Audio Capture																✓														
Online Events & Conferencing							✓				✓						✓	✓												✓
On-site Event Production			✓		✓	✓				✓								✓						✓	✓	✓	✓	✓	✓	
Professionalism & Communication								✓	✓														✓							✓
System Design			✓								✓																			✓
Video Technology												✓	✓	✓	✓									✓	✓					

Module	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
Audio Capture			✓							
Online Events & Conferencing									✓	
On-site Event Production	✓	✓							✓	✓
Professionalism & Communication				✓	✓	✓	✓			
System Design		✓	✓	✓						
Video Technology										

Level 5

Module	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19	K20	K21	K22	K23	K24	K25	K26	K27	K28	K29	K30	K31
Audio Mixing and Mastering										✓										✓					✓						
Audiovisual Networking	✓									✓	✓	✓		✓				✓													
Professional Development																															
Research Project										✓	✓						✓												✓	✓	
System Technology Application											✓	✓							✓								✓		✓	✓	
Video Installation and Live Operation								✓		✓											✓								✓		

Module	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	
Audio Mixing and Mastering			✓			✓			✓			✓	✓																
Audiovisual Networking																													
Professional Development								✓											✓	✓	✓								✓
Research Project						✓	✓		✓													✓	✓	✓					✓
System Technology Application										✓												✓	✓	✓			✓		
Video Installation and Live Operation	✓	✓		✓					✓					✓									✓	✓					

Module	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
Audio Mixing and Mastering										
Audiovisual Networking										
Professional Development						✓		✓		✓
Research Project	✓			✓			✓		✓	✓
System Technology Application							✓			
Video Installation and Live Operation					✓				✓	✓

Annexe 3: 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.