

Programme specification

1. Overview / factual information

Programme/award title(s)	BA (Hons) Visual Media Arts (Top Up)
Teaching Institution	South West College
Awarding Institution	The Open University (OU)
Date of first OU validation	April 2020
Date of latest OU (re)validation	April 2025
Next revalidation	April 2030
Credit points achieved for the award	120
UCAS Code (if applicable)	N/A
HECoS Code (if applicable)	
LDCS Code (FE Colleges England only)	N/A
Programme start date and cycle of starts if appropriate.	September 2025
Underpinning QAA subject benchmark(s)	Communication, Media, Film & Cultural Studies
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	Northern Ireland Skills Barometer 2023-2033 Government Industrial Strategy – Economy 2030 ; South West College Development Plan; QAA UK Quality Code for Higher Education Feedback from industry Subject Benchmark Statement: Media
Professional/statutory/ accreditation recognition	N/A
For apprenticeships fully or non-integrated Assessment. If fully integrated, EPAO being used.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time
Duration of the programme for each mode of study	One Year
Dual accreditation (if applicable)	N/A

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 they take 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.

Date of production/revision of this specification	March 2025
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2. Programme overview

2.1 Educational aims and objectives

The BA (Hons) Visual Media Arts seeks to:

The BA (Hons) Visual Media Arts offers an in-depth creative and vocational focused education in the main aspects of creative media production, in particular film production and game design. The degree programme builds on the development of skills, both practical and personal, acquired at Level 5 in order to help graduates prepare for and progress into employment within the creative industries.

The BA (Hons) Visual Media Arts aims to produce graduates with a solid understanding and critical awareness of the creative industries and their role in society. The programme aims to develop the individual's production skills and creativity in their chosen subject specialism by enabling them to produce challenging work that uses their chosen medium effectively. The students will be exposed to practical project and research-based work designed to enable them as learners to acquire the skills they need to confidently produce work, providing an open and supportive approach to experimentation, evaluation and critical self-reflection.

The programme aims to produce highly independent and flexible practitioners who have the critical and contextual knowledge to understand the current thinking about creative media and how it impacts on society at present. Students will learn how to communicate with a wide audience through a variety of creative forms, including film, sound and games, across a number of different distribution platforms. Students will gain experience in the collaborative nature of visual media production and will be encouraged to collaborate with and manage others whilst producing their own projects. As a result, this programme enables learners to identify their own individual strengths and develop their own distinctive practice in conjunction with others.

The overarching aims of the BA (Hons) Visual Media Arts are the:

- Extension of skills acquired at Level 5 to develop graduates who can confidently apply their practical knowledge skills and ability in a professional context, supporting the creative economy of Northern Ireland.
- Continued development of the individual within their chosen specialism, equipping them with the necessary depth and expanse of knowledge needed to confidently research and evaluate, design and implement innovative solutions that address a range of creative problems.
- Enable students to use, compare, analyse and evaluate the processes of pre-production, production and post-production, to produce the most appropriate project outputs.
- Expansion of knowledge and understanding of the roles and responsibilities within a chosen specialism, on both an individual and team level, to produce graduates with creative, practical and transversal skill set needed to support and contribute to the strategic creative vision of any organisation within the Visual Media Arts sector.

Upon successful completion of the BA (Hons) Visual Media Arts students will be able to:

- Evaluate and deploy theoretical and practical concepts as appropriate when working within the creative industries.
- Demonstrate initiative, independence, self-reliance and work effectively as part of a team within a creative setting.
- Communicate effectively using written, oral or visual means of information, complex ideas and critical arguments.
- Apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities.
- Deploy appropriate creative production processes to assist in the definition, development and completion of creative proposals.

Academic Development at Level 6:

- Building from the key academic skills developed and embedded at Levels 4 and 5, the BA (Hons) Visual Media Arts aims to stretch and challenge all learners to become more critical, reflective and analytic individuals in all aspects of their academic journey. Tutorials, seminars and studio-based learning environments will foster independence and drive the students to conduct detailed, independent explorations and experiment within their chosen field. Learners will be encouraged to reflect and evaluate on issues including historic and contemporary theory and practice, ensuring that arguments are substantiated with evidence and reasoned arguments. Level 6 learners will understand the complexity of the issues faced and be encouraged to explore and challenge the grey areas within the black and white.

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)

Students enrolling on the BA (Hons) Visual Media Arts (Top Up) will have 240 credits (120 at Level 4 and 120 at Level 5) to articulate on to this Level 6 programme from a range of creative education backgrounds including, but not restricted to:

- Foundation Degree in Visual Media Arts or comparable foundation degree
- BTEC Level 5 HND Creative Media Production (Pathways)
- BTEC Level 5 HND Art & Design (Pathways)

The BA (Hons) Visual Media Arts (Top Up) will attract students graduating with relevant Level 5 (or equivalent) creative qualifications from other academic institutions from within Northern Ireland (SERC, SRC, NWRC, NRC and Belfast Met) as well as the rest of the UK and ROI.

Successful completion of this programme, at BA (Hons) level, may allow for articulation to a range of postgraduate courses through our local universities (The Open University, Ulster University and Queen's University Belfast) and universities across the UK and further afield.

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

The Open University BA (Ordinary) Degree in Visual Media Arts (awarded upon completion of 60 out of 120 credits of the BA (Hons) in Visual Media Arts course).

Note: Students will register onto the Games or Film pathway of the programme. Modules will be confirmed depending on the pathway chosen, in addition to the 4 compulsory modules as listed below:

Programme Structure - LEVEL 6						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerable module?
Project Development and Research (M)	20			Yes	1	No
Art Direction (M)	20			Yes	1	No
		Games Pathway				
		Advanced Game Art Techniques (PS)	20	Yes	1	No
		Film Pathway				
		Experimental Film (PS)	20	Yes	1	No
Final Major Honours Project (M)	40			No	2	No
Digital Screening & Portfolio Promotion (M)	20			Yes	2	No

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Critically analyse the historical evolution of particular genres, aesthetic traditions and forms, and of their current characteristics and possible future developments.</p> <p>A2 Demonstrate a systematic understanding of the processes linking pre-production, production, distribution, circulation, reception and use within the chosen creative specialism.</p> <p>A3 Demonstrate extensive understanding of creative processes and practice through engagement in one or more production practice, by planning, undertaking and evaluating a creative project independently.</p>	<p>Learning and Teaching Methods:</p> <p>Subject related knowledge and understanding are acquired mainly through lectures, seminars, practical workshop/studio-based exercises and practice, directed reading, videos, IT based resources, case studies and experiential learning in all Level 6 modules. Group critiques and individual tutorials promote reflective and evaluative learning and the development of higher order academic skills.</p> <p>Tutorials and seminars, together with tutor observation within the studio-based practice will provide the opportunity to provide feedback to the students as well as the process of feeding forwards, students will be encouraged to seek advice and strive for improvement in their knowledge, understanding and application of the theoretical and historical contexts encountered. Moving from Level 5 into Level 6, students will be challenged during these sessions to critically reflect and evaluate in elements of assessment.</p> <p>Assessment Methods:</p> <p>Testing of the knowledge base is principally through coursework assignments, essays, reports, research projects and practical creative production projects. Other documentation may include pre-production documentation, Log Book/Diary, Visual commentary (including PowerPoint presentations), storyboards, character designs, scripts and final creative visual media products.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment. Summative assessment will provide the students with clear and concise feedback that will embed not only good practice in future knowledge acquisition but also equipping students with the tools needed to improve and expand their knowledge in their continuing studies, particularly as they move from study into the Visual Media Arts industry.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Make critical judgements in the understanding and evaluation of media forms that critically examine competing perspectives.</p> <p>B2 Apply knowledge of own creative specialism to generate creative outcomes presented in a coherent and resolved body of work to professional creative expectations.</p> <p>B3 Select and critically analyse various forms of research for essays, projects, creative productions or dissertations involving sustained independent and critical enquiry.</p>	<p>Learning and Teaching Methods:</p> <p>Intellectual qualities are developed mainly through lectures, tutorials, seminars, practical workshop/studio-based exercises. Practical work reinforces the material learned in lectures from Level 4, 5 right through to Level 6. It takes place in the editing suites, recording studios and on location and aims to allow students to take control of specialised resources and equipment. Working under guidance and within the constraints of training, risk assessment and health, safety and well-being, students have ownership over the intended outcome, making it more motivating and enjoyable. Students can also develop their problem-solving skills through solution-finding and implementation while developing effective communication and use of terminology. Modules within Semester 1 of Level 6 supply students with the opportunity to develop and showcase their strong visual media arts skills. Project</p>

3B. Cognitive skills	
	<p>Development & Research module will require students to communicate their ideas and intentions effectively using strong reasoning and well-articulated language and terminology.</p> <p>The utilisation of Project Based Learning (PBL), a student-centred pedagogy where students will learn through the experience of solving an industry defined problem. This approach involves students working on a project over a period of time through engagement of a real-world problem to find a solution to a complex problem. This approach enables students to develop their critical thinking, creativity and communication skills. PBL is used to create a contagious energy among students to develop a deeper understanding of the subject and quest for further knowledge and skills through active learning.</p> <p>Reflective evaluative diaries, annotations, research, analysis and evaluations will be integral to all modules covered at level 6. Students will be expected to form strong reasoning and well-articulated precise language at this stage of the course. Undertaking extensive independent research and creative thinking.</p> <p>Assessment Methods:</p> <p>Assessment focuses on the coursework submissions, essays and project reports and practical outcomes. Some of these skills are also assessed in formal presentations.</p> <p>The Final Major Honours Project will challenge the students in their ability to research, propose, develop and create a substantial industry standard creative visual media outcome that must then be showcased at an exhibition and networking event. Assessable work will be written as well as visual and oral in the form of viva voce and presentations to peers, tutors and industry specialists during the networking and exhibition event.</p>

3B. Cognitive skills	
	Where students solve problems for clients, cognitive skills are assessed via pitching and presenting of ideas and client feedback on the final outcomes produced.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Produce work that uses the effective manipulation of one or more of sound, images, and the written word, including understanding relevant industry standards and how they are defined and achieved.</p> <p>C2 Initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic and digital media.</p> <p>C3 Employ production skills and practices to challenge or advance existing forms and conventions and to innovate.</p>	<p>Learning and Teaching Methods:</p> <p>The learning and teaching methods place emphasis on experimental work, ideas generation and solution development. Project briefs simulating real practice also contribute, providing students with opportunities to hone practical skills and produce industry standard outcomes. Students producing independent work where they get interested in a variety of information sources and practical experience through engagement and stimulation of learning. Students learn as an individual to study and develop independent thinking, problem solving, analysing, and evaluation and self-reflection skills. Collaborative group-based work will be assessed by work submitted individually by each candidate and may also include an element of assessment by tutor observation of each candidate's contribution to the team and effectiveness as a team member while the team is working on the project.</p> <p>Live projects, competitions and work related learning also provide vehicles for learning and teaching. Advanced modules at Level 6 will assess the students and their ability to think both creatively and critically, analyse briefs to use their practical and professional skills to produce a resolute outcome in all areas. The Final Major Project acts as a visual dissertation</p>

3C. Practical and professional skills	
	<p>and the work produced here will facilitate the assessment of their practical and professional skill base.</p> <p>Assessment Methods:</p> <p>Documentation for assessment may include: Production documentation, research, planning and post-production, Project Diary, Visual commentary, sketch book, storyboards, character designs, scripts and final creative visual media products. Project Management from idea development to final project outcome realisation will be assessed and scrutinised here at Level 6. The Final Major Project together with all Level 6 modules will assess and challenge the students in terms of creative reasoning, higher order thinking and ability to innovate and adapt and manage their projects.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Demonstrate ability to work in flexible, creative and independent ways, showing self-discipline awareness of relevant ethical considerations, self-direction and reflexivity.</p> <p>D2 Demonstrate the skills needed to effectively organise and manage supervised, self-directed projects, work productively and lead a production team effectively.</p> <p>D3 Deliver work to a given length, format, brief and deadline, properly referencing, whilst developing specific proficiencies in using a range of current and emergent media technologies in chosen specialism.</p>	<p>Learning and Teaching Methods:</p> <p>Transferable and key skills are delivered throughout the course, i.e. lectures, coursework assignments, studio work. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint presentations and Library Research skills. Effective learning environments are engendered in studios, workshops, and all practical modules utilise industry standard software in editing, visual FX and more, with staff and students sharing experiences as partners in the process of learning. Other learning and teaching methodologies include team-teaching, demonstration and peer learning.</p>

3D. Key/transferable skills	
	<p>Research skills at level 6 should be at a high level of professional competence at this stage and the Project Development and Research module both supports and assesses this. Study and planning skills developed to a high level at Level 6. Students are encouraged and expected to meet these demands and develop independent study skills throughout the year at level 6. Independent study will be scrutinised and expected increasingly here. Autonomous skills should clearly be evident in the students' approach to work.</p> <p>Over the course of the year, learners will be given key information, such as live briefs, which they must research, analyse and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and creative principles. This will be designed to stretch learners and develop their skills from level 6 to professional work or further studies. The focus in this year is practical skills and the way in which students use them to demonstrate their transferable skills in assessment.</p> <p>Creative and critical thinking is engendered in every aspect of the programme and will be further fostered and encouraged through lecturer mentoring on a weekly basis.</p> <p>Assessment Methods:</p> <p>Testing of the knowledge base is principally through coursework assignments, reports, online assessment, experimental reports and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self-assessment, and oral presentations. Other documentation may include Production documentation, research, planning and post-production, Project Diary, Visual commentary, sketch</p>

3D. Key/transferable skills	
	<p>book, storyboards, character designs, scripts and final creative visual media products.</p> <p>Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment. Emphasis will be placed on continual feeding forward to students to support the development and maintenance of these key 21st Century skills.</p>

[BA (Hons) Visual Media Arts]

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 of study will offer clear routes that facilitate opportunities for successful progression from Level 5 qualifications, typically HND or Foundation Degree in Visual Media Arts and comparable programmes onto BA (Hons) Visual Media Arts (Top Up)
- South West College is the first regional college in the Northern Ireland to provide this type of opportunity to students.
- The BA (Hons) Visual Media Arts is subject to high levels of employer engagement, via the Industrial Advisory Board, specifically created to support this HE programme, in areas such as curriculum and module design.
- Employer engagement will be encouraged throughout the programme in curriculum development, evaluation and self-sourced placements on an ongoing basis.
- Innovative technology will be used to enhance learning.
- Learners will engage in Personal and Professional Development (PPD) to develop a comprehensive portfolio of work upon graduation.
- Access to a range of Innovation Centres and dedicated staff to aid project-based learning and research.
- Learners have the opportunity to undertake individual research, dissertation and honours project in area of their choice.
- Strong teaching team in terms of variety of industry experience, academic and professional qualifications supporting high quality teaching and learning.

5. Support for students and their learning

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

Learners and their learning are supported in a number of ways:

Induction sessions provide timely advice on the key aspects of the course and services provided by the college. These are for all learners on the programme either from within SWC or new to the college and are delivered by members of staff from the course teams and the college learner support staff. The induction programme welcomes learners to the college, gives detailed information on college structure, staff contact information, teaching and learning resources, health and safety and learner support services and details on the college environment. It also provides advice concerning assessment and how to approach study in higher education.

A course handbook provides all the necessary information about the course. It includes information on the teaching staff, outline information on modules studied and the course calendar. It contains the course specification and the current course regulations.

Module handbooks describe the content of each module delivered in a particular year. These provide learners with the module teaching and assessment schedules and a list of the recommended texts.

Learning resources at SWC are available to support the learner. The VLE is used to enable learners to access resources from lectures plus additional reading, resources and activities in their own private study time. They are directed to online resources for research as well as e-books through SWC library catalogue. Turnitin plagiarism software is utilised so that they can improve their referencing skills. There are also opportunities for blogs, forums, collaborative and peer learning and support through the VLE which are used to ensure both equality of learning experiences and opportunities for further challenge and research supplementary to the main delivery in the classroom. Regular discussions and support sessions through software (Skype, Teams, Google Classroom, Collaborate) are provided by teaching staff for all learners.

A course tutor/studies advisor for the course year provides a single first point of reference for both new and continuing learners. The course tutor/studies advisor is an experienced member of staff with the responsibility of assisting learners in their personal and career development.

A counselling service is available to learners who are experiencing problems with aspects of their lives other than the strictly academic. However, if these problems are affecting their studies or academic progress the course tutor/studies advisor and appropriate members of the course team co-operate to provide recommended help and advice to the learner concerned. This service is provided by an external independent counsellor and the Learner Support Officer at South West College.

Strong linkage with learner services in relation to health and welfare, finance, guidance and counselling, careers and special needs.

A careers service is also available for learners to help them in determining their future career and supporting their applications for employment. Learners will discuss career options during meetings with their class tutor/studies advisor. The student /staff consultative committee gives learners the opportunity to raise and discuss general course concerns.

Learners have access to the college library facilities, staff and to IT support staff. Learners are provided with e-mail accounts and have full access to the Internet.

Learners will also have access to lecturer support through e-mail and the College VLE and Google classroom.

Pastoral care on the BA (Hons) Visual Media Arts Top Up programme is based on a personal tutor system. Each learner on the course is assigned to a personal tutor who is a member of the course team and takes a dedicated interest in one of the year groups on a course and acts as an intermediary between the year group and the course director. With larger year groups there may be more than one personal tutor.

Research/Study Skills – Students will develop and improve on research skills and study skills through the undertaking of a number of modules. HE Academic Mentors are

available on every campus to support HE students in the development of their academic reading, writing and research skills.

6. Criteria for admission

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

Students who wish to gain admission to the BA (Hons) Visual Media Arts

Learners will require a Foundation Degree, Diploma in Higher Education or a Higher National Diploma (or equivalent) in a Creative Media, Games or Art & Design related subject, based on a 50% merit or above profile.

Students must also hold GCSE English at grade 4 (grade C) or above (Level 2 Literacy and Numeracy qualifications are also accepted).

International Students

An international student is defined as a student who requires a Tier 4 (student) visa in order to study in the UK. Such applicants may or may not be living overseas at the time of making their course application. International applicants should apply via the usual route for full-time undergraduates; all international students must meet the college general entry requirements and academic qualifications requirements of the course. In addition, international students must have the required level of English Language IELTS academic 5.5- 6.0.

All international qualifications will be checked for academic comparability using the online UKENIC qualifications database.

****Entry criteria may be enhanced to facilitate selection**

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

N/A

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience

All HE programmes at SWC are subject to the Quality Management and Enhancement processes. In line with FHEQ Benchmark Statements (2024), the following processes are in place:

- Internal verification/moderation, cross marking and external examining processes used to ensure validity and reliability of assessment process.
- Staff/Student Consultative Committee meetings and SWC student focus groups provide the means of highlighting any difficulties, relating to the course, experienced by the cohort.
- Learners complete a module evaluation at the end of each module, each semester/year and at the end of the programme.
- The Course Committee considers learner feedback from each module.
- Annual Course Review procedures consider quantitative and qualitative feedback and formulate action plans.
- Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member.
- The College will annually complete the OU course review & evaluation documentation, if applicable.
- The College has a Staff Development Programme, which facilitates specific training/development for staff.
- All staff are encouraged to complete Information & Learning Technology qualifications.
- Views of external examiners are considered, and SWC/OU reporting mechanisms are/will be followed.
- Informal views and formal written feedback are considered from Employers via the Industrial Advisory Board.
- Learner performance data and career progression is annually monitored.
- Peer observation and assessment has been introduced to assessment matrix.

All team members must attend programme specific team meetings during the year, all with pre-set agendas and the Course Directors must attend Higher Education Committee Meetings, which consider quality management. All new staff to the programme are supplied with a dedicated mentor and a full induction, with extra

supervision over their first year in many forms such as Teaching & Learning Mentors and additional peer observations.

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

The course team have collectively reviewed all modules since the last validation and factored in lessons learned through delivery of the course over the past five years. There have been changes to the BA Hons final year modules with 3D Environments being replaced with “Advanced Game Art Techniques” and the exhibition module evolving into a digital screening showcase. The change in the environment module stems from a student desire to specialise in prop development, texturing or environment art creation. This new module allows for greater diversification and specialisation. The “Digital Screening & Portfolio” module is a natural evolution of the previous exhibition module that is more closely aligned to digital content creation within the screen industries.

There has been a diversification of assessment methods with video essays and production diaries gaining greater prominence in assessment. While academic writing is still a very present aspect of the course, the use of industry standard reflective practitioner approaches has been much sought after by students.

Modules have been updated in terms of reading resources. Reading lists have been updated to the most recent editions of existing texts and any new relevant texts published since last programme validation have been added.

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	Programme Outcomes																											Available as single registerable module?				
		A1	A2	A3	A	A	A	A	A	B1	B2	B3	B	B	B	B	B	C1	C2	C3	C	C	C	C	C	D1	D2	D3		D	D	D	D
6	Research & Project Development (M)																	x	x														No
	Art Direction (M)	x		x														x	x							x		x					No
	Advanced Game Art Techniques PS)		x	x								x						x	x								x						No
	Experimental Film PS)		x	x							x																	x					No
	Final Honours Project (M)		x	x							x	x						x								x	x	x					No
	Digital Screening & Portfolio Promotion (M)												x							x								x					No

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.