Programme specification

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

1. Overview/ factual information

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| **Programme/award title(s)** | Foundation Degree in Screen Acting and Producing |
| **Teaching Institution** | Belfast Metropolitan College |
| **Awarding Institution** | The Open University (OU) |
| **Date of first OU validation** | September 2024 |
| **Date of latest OU (re)validation** | N/A |
| **Next revalidation** | 01/09/2029 |
| **Credit points for the award** | 240 points |
| **UCAS Code** |  |
| **HECoS Code** |  |
| **LDCS Code (FE Colleges)** |  |
| **Programme start date and cycle of starts if appropriate.** | September 2024 |
| **Underpinning QAA subject benchmark(s)** | QAA Undergraduate Subject Benchmark Statements for Communication, Media, Film & Cultural Studies (2019) and Dance, Drama and Performance |
| **Other external and internal reference points used to inform programme outcomes.**  **For apprenticeships, the standard or framework against which it will be delivered.** |  |
| **Professional/statutory recognition** |  |
| **For apprenticeships fully or partially integrated Assessment.** |  |
| **Mode(s) of Study (PT, FT, DL,**  **Mix of DL & Face-to-Face)**  **Apprenticeship** | Full time, Face to Face with online learning also used if appropriate and beneficial to learners. |
| **Duration of the programme for each mode of study** | Full Time – 2 years |
| **Dual accreditation (if applicable)** |  |
| **Date of production/revision of this specification** | 30th January 2024 |

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| **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 learners handbook.**  **The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.** |
| 2.1 Educational aims and objectives |
| The proposed rationale is to:   1. Equip learners with the skills and knowledge relevant to employment in the acting industry and relevant creative and technical areas. 2. To support the participation of learners from a range of disciplines to equip them with the knowledge and skills to enter employment in screen acting and/or the Creative media industry at large. 3. To meet the needs of employers in screen sectors where acting and associated knowledge in relevant skills of the industry is required (including skills such as teamworking, script writing, project managing, directing, camera skills, lighting skills, sound capture skills and postproduction skills). 4. To provide a sustainable pipeline of new talent for employers in the growing area of film production and the creative media industry at large. 5. To provide an opportunity for learners to progress to a range of bachelor’s degree (Hons) programmes. 6. To provide an opportunity for learners to experience and apply the knowledge and transferable skills in their future careers.   **Target Audience:**  The target audience is learners who have recently completed, A-Levels or equivalent in relevant subjects e.g. Drama, Drama and Theatre, Performing Arts, Theatre Studies, Media Studies, Creative Media Production, Moving Image Arts or Film Studies. However, students can join the course with no prior specialism or experience in these subject areas.  The learners should have a specific interest in developing a career in acting, however the skills would be transferrable to other areas of the industry e.g., Television production, Communications, Voiceover services, and in Advertising where delivering presentations to clients requires a degree of competence in acting and performance.  **Structure:**   * The FD in Screen Acting and Producing will be structured in a way that supports the transfer of academic knowledge and understanding and that this integrates with and supports the development of vocational skills and competencies, whilst ensuring academic rigour. * The structure of the programme will take account of external reference points such as Frameworks for Higher Educational Qualifications, Professional Body accreditation schemes.      * The programme will ensure that the Work Based Learning (WBL) is relevant and contextualised within the scope of the industries needed to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the programme is representing opportunities for employment across small and medium sized production companies and enterprises and self-employment in the growing film industry.      * WBL will be supported to enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. WBL will be supported and encouraged throughout the course, with a core focus on Screen Acting and Producing. The WBL activities should lead to the identification and achievement of defined and related learning outcomes for the learner.      * The structure of the FD in Screen Acting and Producing will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility and partnerships with industry. * The learners will take part in extracurricular opportunities in Screen Acting and Producing, giving them real work experience of the industry. Learners will be encouraged to audition for roles throughout their learning and to submit their final productions, created throughout their course, to film and acting festivals, including but not limited to; RTS Student Awards and the National Theatre's Connections Festival. This will develop the learner's business, communication and teamworking skills as well as giving them a feel for the competitive nature of the acting and film production industry.   **Context**  Screen Acting and Producing sits within a market that has key strategic challenges which will be outlined below. The Foundation Degree seeks to address the skills gap and meet growing demand as well as leaving learners with work ready skills that address the key strategic challenges within the industry. This section will offer some context to these challenges that the course aims to address.  The Acting profession (and wider creative media industry) follows a network/project based structure which has not historically been conducive of diversity. Speaking about the ‘exclusionary nature’ of this cultural trend Lee (2013) explains that:  ‘this mode of human capital is only available for those with the stamina and ability to let work into all areas of their life.’ (PP:8). Furthermore, ‘Fields like film and television are marked by stark, persistent and in many cases worsening inequalities relating to gender, race and ethnicity, class, age and disability’ (Conor and Taylor 2015, P1).  The BFI (British Film Institute), the UK’s leading body for Film has achieved some traction in counteracting the lack of diversity by fostering incentives, access schemes, funding quotas, anti-bullying policies and training. For example, statistics were recently published regarding growth in female talent in the industry:  ‘In 2020, of the 137 identified writers of UK films released during the year over a quarter (26%) were women, the highest share of female writers since our records began. At 23%, the share of women directors of UK film releases was also a record high’ (BFI, 2020).’ Growth is encouraging, although this still falls short of reflecting women, people with disabilities and those of different race, ethnicity, class and age in the UK population.  Spotlight, the largest casting resource in the United Kingdom, and the ‘go-to’ site for casting directors, notes that:  “For many years, period dramas had predominantly white casts, which excluded actors who didn’t fit the specific casting criteria. The industry has evolved, and historical dramas are now ignoring the traditional casting habits and instead focusing on top talent. Netflix’s smash-hit show *Bridgerton* is a prime example, with a diverse range of actors in leading roles that have catapulted the careers of its cast, including Simone Ashley, Nicola Coughlan, and Regé-Jean Page.”  Moreover, broader research into UK employment prospects of graduates with Asperger’s syndrome shows a need for greater support and industry knowledge. As Vincent and Fabri discusses in a recent paper addressing the challenges faced when trying to gain and retain work on the spectrum:  ‘Government figures in the UK indicate that these graduates are over five times more likely to be unemployed six months after completing their university course when compared to their non-disabled peers’ Vincent and Fabri, 2020:2).  Therefore, gaining and retaining work in the industry remains a challenge, most of all for minorities who do not fit within established social structures of the industry regardless of hard skills. Consequently, the structure of the Foundation Degree will focus on soft essential skills as a conduit for nurturing employability skills.  Screen Acting and Producing is set within the context of other courses at e3 studios. Employability is highly embedded in the existing Film production pathways in Creative Media Production at e3, including the current Foundation degrees in Fiction Film Production and VFX.  The Screen Acting and Producing course can play a significant role in increasing diversity in the film industry through several key mechanisms:  **Skill Development for Underrepresented Groups:**  Such courses can provide specialised training and skill development opportunities for individuals from underrepresented communities. By offering accessible and inclusive training programs, aspiring actors and producers from diverse backgrounds gain the necessary skills to compete in the industry. As mentioned, Equity will be part of the delivery of the course. They will provide recommendations for good practice and delivery methods.  **Cultural Sensitivity and Inclusivity Training:**  The course will address issues surrounding cultural sensitivity, diversity, and inclusivity. This can help students understand and appreciate various cultures, perspectives, and identities, fostering an inclusive mindset that they can carry into their professional careers.  **Networking Opportunities:**  The course will provide networking opportunities with industry professionals, creating a bridge for underrepresented individuals to connect with established professionals. Networking is crucial in the film industry, and having access to mentors and role models can be instrumental for individuals seeking entry into the industry.  **Showcasing Diverse Narratives:**  This course will encourage students to create projects that reflect diverse narratives and experiences. This not only contributes to a richer cultural tapestry in media but also provides opportunities for underrepresented individuals to showcase their talents and perspectives, challenging traditional stereotypes and broadening the scope of stories told.  **Breaking Stereotypes in Casting and Storytelling:**  Training programs can emphasise the importance of breaking away from traditional stereotypes in both casting and storytelling. By encouraging students to challenge preconceived notions and biases, these courses can contribute to a shift in the industry toward more authentic and diverse portrayals of characters and stories.  **Promoting Equal Opportunities:**  This course will actively promote equal opportunities for all students, regardless of their background. This includes creating an inclusive and supportive learning environment, addressing any systemic barriers, and ensuring that everyone has an equal chance to succeed.  **Industry Collaboration and Advocacy:**  Collaboration with industry professionals and organisations that advocate for diversity and inclusion will be a crucial aspect of this course. Partnerships with organisations committed to diversity can open doors for students and help bridge the gap between education and industry opportunities.  **Access to Resources:**  For many aspiring individuals, access to resources can be a significant barrier. This exciting new course will provide access to facilities, equipment, and mentorship that may otherwise be challenging to obtain, particularly for those from underrepresented backgrounds.  In summary, this Screen Acting and Producing course, tailored for screen and multimedia will be a powerful catalyst for increasing diversity in the film industry by addressing skills, knowledge, networks, and biases and by actively promoting inclusive practices.    ***Context of course and ethos at Belfast Met and e3 Studios:***  *This exciting new course is written and will be led by a team of professionals in the media and acting industries who have enormous experience in those fields.*  *Madeline Whiteside (PGCE) is an award-winning filmmaker and content producer and recently completed a* *Masters in Arts Management with a focus on management culture that fosters diversity and creativity.*  Aidan Browne is a Senior Lecturer at Belfast Metropolitan College where he teaches on a range of Journalism and Graduate Academy programmes.    He has also been a freelance presenter at UTV since 1993 and frequently acts as an after-dinner speaker and conference MC. Aidan is also a regular contributor to radio programmes on U105.    He has considerable experience as a media and presentation skills trainer and has provided specialist tuition to large companies, community groups and political parties. Aidan is a member of the Northern Ireland committee of the Royal Television Society and is also Company Secretary and Artistic Director of Youth Lyric, a cross-community youth arts charity which has over 350 students and twenty members of staff.  *Lynda Bryans (PGCE) has over forty years' experience in on-screen presenting and providing voiceovers for factual documentaries and TV and Radio advertisements. She continues to practice as both a voiceover artiste and as a broadcast journalist (part-time). She has twelve years' experience in a teaching capacity.*  *These lecturers share a goal to use the course to create a more diverse and inclusive industry in Northern Ireland as mentors, role models and teachers.*  All courses at Belfast Met’s e3 campus are coordinated by staff with industry experience and many still retain professional practice alongside teaching.  There are regular events with guest speakers and industry masterclasses including:  ‘Peter Devlin, BAFTA and Academy Award nominee for Film Sound (Los Angeles) and independent TV Production houses like TERN TV and ONE TRIBE TV, both based in mainland UK. These speakers were able to deliver online to classes across the entire Creative Media course offering due to learners being able to join from home’ (SER 2022:6).  In addition, learners have access to industry relevant software:  ‘(Adobe Premier Pro) was made available free to college learners by Adobe because of the pandemic which allowed learners to edit at home rather than having to be on campus with specialist software programmes installed on college PCs.’ (SER 2022:8).  All courses strive to equip learners with the technology relevant to the field in which they will be trying to secure work. There are also annual Adobe accreditation schemes, where learners can take a test to become certified in Adobe software. This builds their CV’s and makes them more competitive for employment.  Moreover: ‘Staff support and encourage crossover, taking an integrative approach to training. This ensures the student has a solid foundation of self-motivated training skills imperative for an ever-changing industry landscape’. (SER, 2022:6).  Staff teach across courses. Events and productions involve collaboration with learners and staff across disciplines. This allows for cross pollination of creative ideas and opens opportunities for collaboration.  Courses collaborate with industry, ‘creating the ‘real life’ connections that result in jobs, on set or on job training, internships and not simply entry level jobs but progression to skilled positions’ (SER, 2022:5).  Staff utilise industry contacts, acting as mentors, clients and teachers. Furthermore, there is an obvious cohesion and collaborative approach across all courses in the School of Creative & Digital Industries: Learners and staff attend Film Festivals, Royal Television Society award ceremonies, create additional opportunities such as student led publications and newscasts ‘not only contributing to college life but working together effectively to build the soft and hard skills essential to coping in further learning environments and the employment landscape’ (SER, 2022:4).  There is an ethos that mistakes and ‘failure’ allow for growth and learning opportunities: ‘Rather than being discouraged, learners are encouraged to take responsibility for their own learning while facilitated and enabled to develop at their individual level and capabilities’ (SER, 2022:7).  The curriculum offers a mix of theoretical and practical units (leaning more toward the practical side to ensure it maintains its vocational approach). Learner's complete units in all practical aspects of media production such as camera work, audio, editing, news production and documentary making. They also complete several project management units and career development units. The Foundation Degree in Screen Acting and Production will introduce learners to each of these practical skills ensuring they have a solid foundation in the industry and can embed their own discipline of acting for screen into this.  Good personal support is provided at our campus via tutorial sessions. Where appropriate, staff make referrals to our award-winning Centre for Inclusive Learning and to Student Wellbeing.  Mentoring schemes are in place within the college. Disciplinary procedures are followed where necessary to address poor attendance or lack of submission. Learners who are neurodiverse are well accommodated by teaching staff and are encouraged to discuss individual needs with staff (who are open to adopting nuanced approaches).  Belfast Metropolitan college is funded by the Department for Economy (DFE) and supports the ‘New Decade, New Approach’ deal, which outlines ‘a series of priorities and ambitions for a reformed Executive including the development of “an enhanced approach to careers advice, curriculum, training and apprenticeships to enhance employability and support economic growth” and the development of “a regionally balanced economy with opportunities for all”. (Belfast Metropolitan college, 2022:22), (reiterating The NI Executive, 2020).    The college has set out a draft plan for addressing government outcomes, shown in the diagram above (From the college's Strategic Plan 2021/2-2023:4). This agenda broadly aims towards building mental and physical wellness in conjunction with employment and accountability. This chimes with the way that Creative Media courses are delivered in e3. Tutors provide ongoing industry mentorship which includes pastoral and career advice from industry professionals. Furthermore, when learners gain work in the local media industry it will feed back into the economy and the skills could create fertile ground for more indigenous production and justify and sustain the existence of our department. The specialism in Screen Acting and Producing, as a newly launched course, has been justified by the demand for skilled workers in the local screen industry.    Belfast Met is committed to tackling unemployment rates in NI which has ‘increased to 3.7% in Northern Ireland. The economic inactivity rate in Northern Ireland remains high at 28% and 30.5% in Belfast. The figure for those aged 16–24 who are not in education, employment or training (NEET) has risen to 13.9% (Belfast Metropolitan college, 2022:21). Courses offered by Belfast Met could help to bridge gaps in employment in Northern Ireland’s screen sector.  Northern Ireland Screen (NI Screen), Belfast screen agency outlined similar ambitions for the education in the local screen sector in their opening doors policy, Part 2. ‘The ambition is an economy built on talent which delivers excellence and relevance in education and skills and where everyone is supported to achieve their potential’ (NI Screen, 2022:43).  In its ‘Year in Review (2022), NI Screen emphasises the importance of plugging the skills gap:  ‘Skills development and training remains key to the creative and screen industries growth in Northern Ireland.’ (NI Screen, 2022).  Furthermore, the 2019 Skills Barometer (Published by DFE, Skills to Succeed and Ulster University) identified Arts and Entertainment as one of the top ten growth sectors in Northern Ireland and at 6th place in subjects in which people need more degrees. (DFE,2019:4). In addition, 4th place identified the need for foundation degree / Higher level Apprenticeships. It was overtaken by STEM subjects (Science, Technology, Engineering/Economics and Maths) led by Information and communication.  Reflecting on NI Screen and DFE’s Priorities, this feeds into course delivery because it reflects a need for learners to equip themselves with ICT and communication skills to remain relevant in the screen sector as change occurs. Staff need to ensure that they update industry awareness and future proof learners’ skillsets. This is also echoed by the World Economic Forum and Confederation of British Industry (CBI). The World Economic Forum’s recent statement on the ‘Top 10 skills of tomorrow’ estimates that ‘50% of all employees will need reskilling by 2025, as adoption of technology increases’ (World Economic Forum, 2020). In addition, they identified the top 5 skills of 2025 as:   1. Analytical thinking and innovation 2. Active learning and learning strategies 3. Complex Problem solving 4. Critical thinking and analysis 5. Creativity, originality and initiative   Thus, Learners should be work ready - but experience matters. It is adaptability and resilience that will help learners to remain buoyant in future careers. By challenging learners in industry orientated scenarios, they can build a foundation of skills that will help them to innovate and hopefully succeed for years to come.  The predominant aim of the Foundation Degree in Screen Acting and Producing course is to furnish a coherent yet flexible undergraduate programme of study which will immerse and engage learners in an academically challenging and stimulating educational experience and produce dynamic graduates who are intellectually competent and vocationally prepared to build and develop professional careers in the Acting and Production industry.    The emphasis is on equipping learners with the ability, skills and knowledge to successfully expand their creativity and develop careers in the Screen Acting and Producing industry while specialising in Video Production. The FD programme is regarded as a natural progression route for learners completing the BTEC Level 3 Diploma in Film and TV Production.  The Foundation Degree course will focus on developing knowledge of the field (content) while giving the learners the opportunities to apply their learning in practical contexts (experience) while enhancing their learning through problem solving approaches (challenging and authentic tasks). The learning approaches will consider the diverse backgrounds of learners, nurturing them through Level 4 and 5 while developing them into independent learners and critical divergent thinkers ready for employment or post graduate study (through an inclusive learning environment and activities linked to the overall student experience).  The Foundation Degree programme looks to support the vision of Belfast Met learners by challenging current processes and practices and exploring new concepts. Our learners must be encouraged to adopt a critical approach and challenge conventional thinking about the Screen Acting and Production industry.  One such evolving and expanding concept is emerging technology and this is embedded within the overall context of the programme to reflect the ongoing developments. Learners will be encouraged to apply creative thinking, solve problems, address solutions and apply strategies to identify issues. The awareness and focus of emerging technology issues have increased in the Screen Acting and Producing industry.  The teaching and learning strategies have been formulated based on research and professional experience and practice. Teaching and learning are conducted through tutor led lectures and workshops, learner led workshops, seminars, practical sessions in modern Acting and Production studios, independent research and study, set individual and teamwork tasks, discussions and debates, individual and team presentations and showcases, invited industry and external speakers/stakeholders. Assessment is through a variety of assignment strategies (in various forms such as written, oral, video, observation and podcasts) and research projects with end products and results. Transferable skills gained include presentation, research and communication and a deeper academic understanding of the requirements of Screen Acting and Producing. Learning will be facilitated in a range of ways such as:   * Interaction with experienced and accomplished lecturers who will contextualise learning relevant to the Screen Acting and Producing industry. * Experiential industry visits. * Interaction with a range of external speakers. * Working alone as a self motivated and independent learner to accomplish learning tasks and assignments. * Working as a team member to achieve a range of learning tasks and assignments. * Taking part in local and National competitions.   Learners will have to demonstrate and apply their knowledge and understanding to a range of learning outcomes specific to each learning module providing transferable skills needed for lifelong learning. The learning modules aggregate to fulfil the programme learning outcomes. Learners will be able to graduate from the programme upon the achievement of these outcomes. |

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| 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) |
| Belfast Met is the largest and longest established further and higher education college in Northern Ireland. We offer a broad range of innovative high quality, economically relevant provision. Our modern, award winning estate spans the length and breadth of the city of Belfast. Our Vision is to be a world class college that nurtures the talent and ambition of the City of Belfast and beyond.  Our mission is to make a fundamental impact on the economic and social success of the City of Belfast and beyond by equipping it people, employers and communities with the education and skills for work. Belfast Met has a diverse range of Higher Education (HE) programmes and is committed to excellence in this area in its curriculum strategy. The HE provisions at the Belfast Met is at credit Level 4 i.e., Higher National Certificate (HNC), Level 5 Higher National Diploma (HND) and Foundation Degree level. Belfast Met also offers BSc (Hons) and full Honours Degree programmes. These partner programmes are with our prestigious partner Universities like the Open University. Higher Education at Belfast Met is aligned to the Framework for Higher Education Qualifications (FHEQ) of the Quality Assurance Agency (QAA). This Framework is an integral part of quality assurance in HE. Belfast Met uses this framework in its planning, delivery and monitoring of all its HE programmes.  The Foundation Degree seeks to develop a range of intellectual, cognitive, practical and transferable skills. These are introduced across the programme and are developed both between and across each level. The programme has been designed in a way to provide learners with the opportunity to enhance their knowledge and skills at each level and within modules taught at each level. The programme and module design are based on, research against similar programmes, benchmarking, the input of industry representatives and the views of students and alumni.  **At Level 4 learners will undertake 5 mandatory modules:**   * **Fundamentals of Acting Techniques (15)** * **Script and Performance (15)** * **Production Skills (30)** * **Acting Portfolio (30)** * **The Business of Acting (30)**   **At Level 5, learners will undertake 5 mandatory modules**   * **Advanced Script and Performance (15)** * **Application of Technique for Professional Practice (15)** * **Advanced Production Skills (15)** * **Final Showcase (30)** * **Work Based Learning (45)**   Upon successful completion of Level 4 and Level 5 modules, students will have attained the award of Foundation Degree (FD).  The programme will prepare learners to work in many creative industries covering a wide range of jobs. |

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| 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** **work based learning element.**  The programme will ensure that the Work based learning (WBL) is relevant and contextualised within the scope of the employer need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the Programme is representing opportunities for employment across small and medium sized enterprises and self employment.  WBL will be supported to enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part time work, integrated work placements and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner.  The structure of the Fd in Acting & Producing will have at its core an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility and partnerships with industry. WBL learning is incorporated into each unit on the course as the students will be learning the creative and technical skills required to make films by directly making unique creative products.  The College has a Work Based Learning pack to support students on placements (where applicable). The Work based Project will be college and employer driven and provide the student with the opportunity to apply the knowledge and skills acquired during year one of the programme to undertake a project. Guidance to employers, students and assessors regarding appropriate roles and responsibilities is provided along with documentation templates for the monitoring/assessment process. In cases where a student is an employee of the company, the module may be completed in the student’s workplace or part of it may be designed to include components of their current working activities. The College will follow the Quality Code guidance:  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>  This is course/module specific.  The College will ensure employer involvement in the monitoring of progress by following the Quality Code, Advice and Guidance Theme ‘Monitoring and Evaluation’  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation> |

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| 2.4 List of all exit awards |
| Certificate in Higher Education (Cert HE) upon successful completion of 120 credits at Level 4.  Foundation Degree (FD) upon successful completion of 240 credits at Levels 4 and 5. |

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| **3. Programme structure and learning outcomes**  ***(The structure for any part-time delivery should be presented separately in this section.)*** | | | | | |
| **Programme Structure - LEVEL 4** | | | | | |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Fundamentals of Acting Techniques | 15 |  |  | Yes | 1/2 |
| Script and Performance | 15 |  |  | Yes | 1/2 |
| Acting Portfolio | 30 |  |  | No | 1/2 |
| Production Skills | 30 |  |  | No | 1/2 |
| The Business of Acting | 30 |  |  | No | 1/2 |

**Intended learning outcomes at Level 4 are listed below:**

| Learning Outcomes – LEVEL 4 | |
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| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| A1: Identify and demonstrate knowledge of some of the theories, concepts and principles underpinning the Acting discipline.  A2: Show knowledge of industry trends in the field of Acting, screen or multimedia.  A3: Demonstrate skills, techniques and understanding necessary for the discipline of acting for camera.  A4: Demonstrate understanding of text analysis methods. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the college’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, presentations, practical observation and project reports. |

| 3B. Cognitive skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| 1. B1: Apply acting techniques for screen and Multimedia work. 2. B2: Apply a range of skills and techniques to develop a portfolio of creative work. | * Learners are challenged to develop their cognitive skills by developing a range of acting styles and techniques which they will apply to a variety of projects. * Intellectual qualities are developed through lectures, seminars, tutorials, coursework, assignments, experimental work and projects. * Learners will be presented with briefs, both live and simulated, that utilise Project Based Learning (PBL), a student centred pedagogy. * At Level 4 learners will be introduced to fundamental practices across the industry that they will further build on and analyse at level 5.  1. **Assessment Methods:**  * Learners will be assessed on their ability to critique and evaluate research into their subject. They will develop their knowledge using independent thinking skills and produce recommendation based upon and justified through supporting literature. * The assessment focuses on the coursework submissions, end of semester presentations, essays and project reports. Some of these skills are assessed in formal presentations. * Assessment strategies offer clear guidance concerning future development. Self reflection and peer evaluation constitute an important part of formative assessment. |

| 3C. Practical and professional skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| 1. C1: Undertake practical activities using technical skills and procedures whilst working as an actor or manager/team member. 2. C2: Demonstrate practical and professional skills with due regard for procedures, concepts and safe working practices. 3. C3: Undertake independent research and effectively communicate findings. 4. C4: Originate creative content for screen and multimedia. | **Teaching and Learning Methods:**   * Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self directed learning employing and use of the College’s Virtual Learning Environment.   **Assessment Methods:**   * Coursework related to assignments, case studies and projects, presentations, observation and project reports. * Application of hardware and software in an industry context. * Guest speakers/workshops to reflect on industry standards, procedures, best practice and current trends. * Use of project based activities and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. |

| 3D. Key/transferable skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| D1: Develop effective written and oral communication and numerical skills including the application of IT.  D2: Use organisation skills (including task, time management and problem solving) both individually and in groups.  D3: Develop the ability to self appraise and reflect on practice in order to improve future performance. | * Transferable and fundamental skills are delivered throughout the course, i.e., lectures, coursework assignments. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint and other I.T. applications, presentations and library research skills. Other learning and teaching methodologies include team teaching, demonstration and peer learning.      * Workshops with lecturing staff and visiting professionals will support learners with research, academic writing and referencing throughout the year. Teaching and learning will be contextualised with social, ethical and legal relevance to the industry. Collaboration and communication techniques will be utilised through all learning and teaching activities, group discussions and simulations, project based learning activities, report writing and blended and virtual learning platforms.      * Over the course of the programme, learners are provided with essential information which they must then research, analyse and interpret. Learners will undertake further independent reading to broaden the understanding of specific problems and design principles. This is designed to stretch and challenge learners and develop their ability at Level 4 as preparation for Level 5. Creative thinking and critical analysis are engendered in every aspect of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level.     **Assessment Methods:**   * Learners will develop subject knowledge from data examination and enhance their understanding of assessments. Throughout the programme learners will develop digital literacy by completing assessments and presentations using suitable methods.      * The testing of learner knowledge is principally through coursework assignments, reports, experimental reports and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self assessment and oral presentations.      * Assessment strategies offer students clear guidance regarding future development. Self reflection and peer evaluation constitute an essential part of formative assessment. |

**Exit Award: Certificate in Higher Education in Acting for Screen and Producing**

| **Programme Structure - LEVEL 5** | | | | | |
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| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Advanced Script and Performance | 15 |  |  | Yes | 1/2 |
| Application of Technique for Professional Practice | 15 |  |  | Yes | 1/2 |
| Advanced Production Skills | 15 |  |  | Yes | 1/2 |
| Final Showcase | 30 |  |  | No | 1/2 |
| Work Based Learning | 45 |  |  | No | 1/2 |

**Intended learning outcomes at Level 5 are listed below:**

| Learning Outcomes – LEVEL 5 | |
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| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| A1: Critically analyse acting theories, concepts and principles within the context of screen production.  A2: Be able to apply advanced acting processes and procedures for screen.  A3: Demonstrate detailed knowledge of the role of an actor when preparing performance based on textual analysis. | **Teaching and Learning Methods:**   * Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment.   **Assessment Methods:**   * Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical observation and project reports. |

| 3B. Cognitive skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| B1: Exercise critical thinking in the analysis of a range of acting theories, principles and concepts.  B2: Show critical analysis of current practices in the sector to initiate improvement.  B3: Select, synthesise and analyse research from multiple sources, including the appropriate acknowledgement and referencing of sources.  B4:Critically assess and reflect on own performance and peer feedback, providing constructive feedback where needed. | **Learning and Teaching Methods**:   * These intellectual cognitive skills are developed through lectures, seminars, tutorials or practical based activities, independent project work and work based learning activities. * As with Level 4, learners will be presented with briefs however, at Level 5, project based learning will move to more complex industry defined problems, forcing the learners to develop their critical thinking, creativity and communication skills. * At Level 5, WBL will guide the learners to develop more critical awareness, enabling learners to formulate ideas and confidently research and experiment to strengthen their outcomes.   **Assessment Methods:**   * The formative and summative assessment focuses on coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Reflective Journals, A/V evidence and completed products. * Assessment strategies offer learners clear guidance regarding future development. Self reflection and peer evaluation constitute an important part of formative assessment. * Where learners solve real life problems, cognitive skills are assessed via pitching and presenting ideas and peer feedback. |

| 3C. Practical and professional skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| C1: Plan, design and execute practical activities using techniques and procedures appropriate to acting for screen.  C2: Demonstrate practical/professional skills within a team setting.  C3: Plan, design and create creative content using appropriate equipment and technology. | **Teaching and Learning Methods**:   * Lectures, tutor directed tutorials, learner led seminars, supervised practical sessions and self directed learning and use of the College’s Virtual Learning Environment.   **Assessment Methods:**   * Coursework related to assignments, case studies and projects, presentations, practical examination/observation and project reports. * Site visits to organisations and companies to reflect on industry standards, procedures, best practice and current trends. * Use of project-based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. |

| 3D. Key/transferable skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| D1: Identify key problem areas and choose appropriate tools and methods, numeracy and literacy skills, research and information for their resolution.  D2: Interact effectively within a team, giving and receiving information and ideas and modifying response where appropriate, to develop professional working relationships.  D3: Demonstrate personal and interpersonal skills such as the effective planning, organising, management of and responsibility for contributing to the bringing of projects to completion on time either independently or as a team member.  D4**:** Evaluate own strengths and weaknesses and develop own criteria and judgement. | **Learning and Teaching Methods:**   * Key/transferable skills will be developed through lectures, seminars and tutorials. This also includes ICT skills, information management, library research skills and preparation for placement activities. All transferable skills apply to theoretical disciplines, practical and work based activities. Other learning and teaching methodologies include team teaching, demonstration and peer learning. * Learners will be provided with key information which they will research, analyse and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and creative design principles. The fundamental design of the programme is to stretch learners, develop their skills at Level 5 as preparation for Level 6 and industry. * Work Based Learning at Level 5 enable students to work in industry (or simulated) contexts driving them to become effective in their time management, taking responsibility for their work and managing working with others in a professional environment. * Creative thinking and critical analysis are applied to all aspects of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level. At Level 5, learners are encouraged to develop their self reflection and set targets with the tutor, reflecting on feedback and responding to this.   **Assessment Methods:**   * Formative and summative assessments will be shown through coursework submissions, essays and project reports. Other assessment evidence may be generated using Logbooks / Diary / Digital Diary, Reflective Journals, audio visual evidence and completed products, peer and supervisory review/evaluation. |

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| **4. Distinctive features of the programme structure**   * **Where applicable, this section provides details on distinctive featurs such as:** * where in the structure above a professional/placement year fits in and how it may affect progression * any restrictions regarding the availability of elective modules * where in the programme structure learners 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 will facilitate the opportunity for successful progression from a variety of Level 3 programmes: Creative Media, eSports, Visual Effects, Games Development, Graphic Design, Art and/or I.T Data Practitioner to a Foundation Degree in Screen Screen Acting and Producing industries. The FD Programme is subject to prominent levels of employer engagement 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. The course programme is designed to provide a high-quality academic experience for students and enables student achievement and reliable assessment.  This programme of study will also offer routes that facilitate opportunities for successful progression from relevant A-Level qualifications such as Moving Image Arts, Drama and Performing Arts.  Learners will engage and develop skills for personal and professional development. This is embedded throughout the programme modules and the Work Based Learning module (WBL) in year 2.  Personal development planning is embedded into tutorials and lessons, whereby learners will engage in activities to allow them to complete their course and progress into employment or level 6 education. This includes career planning, job searching, applications and interview techniques.  Access to a strong teaching team with a range of industry experience, academic and professional qualifications supporting high quality teaching and learning. Continuing professional development of staff responsible for learning and teaching is paramount to the ongoing progression of students. The College is committed to continuous staff training through staff contracts, the lecturers into industry initiative, training needs and staff development seminars. The College’s online learning platform is used extensively to deliver and support learning.    Learners will have the opportunity to engage in research in areas of their choice. The added value of such an approach is to ensure the relevance of the programme requirements to the Screen Acting and Production industries. Side by side with the academic development of learners, the programme looks to develop the learner’s key skills profile. The importance of such personal, transferable skills in graduates is widely recognised.  The learners will have the ability to create commercial films and a range of creative content that can be submitted to both learner and professional global festivals and competitions. This content will be submitted for assessment and completed in three formats; organised content creation events set up by the lecturing team, external learner led projects and directly working for local organisations. Workshops and industry talks with small, medium and large media organisations will be conducted throughout the academic year. This will give learners the ability to learn about the industry and network with local professionals. Industry experiences and placements will also be offered to learners when available. |

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| 5. Support for learners and their learning.  *(For apprenticeships this should include details of how student learning is supported in the work place)* |
| The department for Learner Success sits alongside the five curriculum schools and the department for Curriculum Operations and Planning Services (COPS) as part of the remit of the Chief Operating Officer.    The Department’s primary role is to enable learners to succeed at Belfast Metropolitan College. This is done by providing effective operational and support services via our Student Services teams and our Student Support teams.    The Student Services function is made up of the Admissions, Examinations Services and Library and Information Services teams.    The Student Support function is made up of the Careers and Employability, Inclusive Learning, Student Funding, Students’ Union and Student Wellbeing teams.  As well as supporting our students, the Department also provides related support to staff throughout the College.      The College offers a wide range of student support services. These include:    · The Careers and Employability service.  · The Inclusive Learning service.  · The Student Finance Service.  · Students’ Union.  · The Faith Room.  · Centre for Student Wellbeing.  · Safeguarding Services; and  · Administration Services.      Further details can be accessed through the [College website](https://www.belfastmet.ac.uk/life-at-the-met/students-support/careers-and-employability/) and the College Student Activities and Advice section on Canvas (VLE).    College Student Activities and Advice notifications are also displayed at Campus reception and in the Student Union in every campus.    As part of a NI College Approach, BMC has invested and rolled out EBS as a data and performance dashboard; this is a software tool which consolidates relevant data from multiple sources into a single application and presents data through graphics and dashboards. The system is now firmly embedded to ensure the availability of data right down to team level to aid quality improvement, to improve data and its reporting across the College and underpin the performance review process. Live student attendance reports are available to be able to identify students at risk and trigger support interventions as well as course retention, achievement and success rates.    These approaches to evaluate performance, support and monitor learners have substantially contributed to the sustained year on year sustainability in college’s learner success rates.    The College has a Work Based Learning pack to support students on placements (where applicable). The Work based Project will be college and employer driven and provide the student with the opportunity to apply the knowledge and skills acquired during year one of the programme to undertake a project. Guidance to employers, learners and assessors regarding appropriate roles and responsibilities is provided along with documentation templates for the monitoring/assessment process. In cases where a learner is an employee of the company, the module may be completed in the learner’s workplace or part of it may be designed to include components of their current working activities. The College will follow the Quality Code guidance:  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>  This is course/module specific.  The College will ensure employer involvement in the monitoring of progress by following the Quality Code, Advice and Guidance Theme ‘Monitoring and Evaluation’  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>  In addition, Higher Level Apprentices will have a college mentor who will liaise with their workplace mentor to monitor progress and to offer support. |

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| 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 at first year of the Foundation Degree.**  Applicants must have reached the age of 18 years on admission.    GCSE English & Maths Grade C or equivalent.    80 tariff points has been set for this programme of study and is reflective of the number of tariff points required for similar Level 5 programmes across the 6 colleges within the FE Sector in Northern Ireland. This will also allow the programme to competitively position itself alongside other programmes offered by both Queens University and Ulster University also located in the city of Belfast.    Applicants who do not hold any formal Level 3/4 qualifications but hold significant relevant Industrial experience may gain admission through experiential learning and should request the College APEL procedure.  **Students may gain admission through Recognised Prior Learning.**  RPL is the process by which the College can identify, assess and certify an applicant’s past educational and vocational achievements. Applicants wishing to be considered for APL for a particular program for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage. Applicants wishing to be considered for direct entry into a level above four or five would normally only be credited a maximum of 240 credits.  APEL is where applicants can gain admission to a program based on their experiential learning. At the application stage applicants should inform the admissions staff and the relevant course director of their intention to apply for APEL. APEL can only be used for admission purposes and not to gain credit or exemptions.  **International Students**  An international student is defined as a student who requires a Tier 4 (student) visa 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 6.0.  All international qualifications will be checked for academic comparability using the online UKNaric qualifications database. The Admissions team has access to UKNaric training materials and guidance on the evaluation and verification of international qualifications. |

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| 7. Language of study |
| *English only.* |

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| 8. Information about non-OU standard assessment regulations (including PSRB requirements) |
| Modules will be assessed by a mix of continuous assessment, coursework and group work. Within the Work based learning module, there will be a final year project that will be assessed through a portfolio of evidence based on their work placement experience. This module will be 45 credits.    In each module students will be required to complete a number of coursework assignments. Assignments will assess knowledge and understanding; cognitive skills; practical and professional skills and key/transferable skills.  The Foundation Degree in Screen Acting and Producing is a mixture of coursework, practical exercises and group work. The aims and learning outcomes of the programmes are achieved through the application of a variety of learning and teaching methods across the modules. The range of modules allows a varied and interesting mix of methods to be used to enhance knowledge and understanding as well as allowing students to practice and develop their professional and transferable skills. A variety of teaching methods and learning environments are utilised within the programme to provide an optimal framework for study, the development of skills and expertise, the production of coursework, work ready skills and preparations for examinations. Assessment is provided in both formative and summative formats.  Learners' experiences on their course should be as such to meet the aims of the course in developing their facility for critical thinking, problem solving, professional attitudes and the capacity for sustained independent work.  In each taught module, the relative weighting assigned to all assessment constructs is specified. Assignments will take the form of case studies, practical activities, exhibitions, video essays and/or research, video records and observations.  Staff members provide prompt and detailed feedback to all students within 15 working days. The Course Director and Team currently monitor the assessment burden on learners in each year and takes action where necessary. The staggering of submissions is considered essential in determining learner workload is as balanced as possible throughout the semester. It is also hoped that the indirect impact of which is that marking and feedback workload for the teaching is also addressed in increments.  Assessment strategies will be closely related to the aims and learning outcomes of individual modules, but similar types of strategies are assessed and given feedback by standard methods to promote consistency across modules. Central to any assessment strategy is the need to assess whether learning outcomes have been met by candidates in relation to not only the course aims and objectives but also as a form of feedback to learners in terms of their learning progression. It is in furthering this clarity that feedback sheets (included in the assessment details and brief), contain a marking scheme with detailed reference to the learning outcomes also stated on the Cover Sheets.  Learners will be provided with comprehensive information at the start of each module detailing assessment schedules throughout. Individual Assessment Specifications clearly articulate requirements (including submission and return deadlines) and a marking scheme will be provided.  A comprehensive range of assessment strategies will be employed by the course team, involving both individual and group work. These are essential to assess learners’ skills of report writing and incorporates the understanding and development of academic skills in helping students to appreciate a range of presentation media and appreciate where and how best to apply these media. Coursework is also a vehicle with which to allow learners to illustrate academic rigour in research and referencing. Learners are made aware of the concepts of intellectual property and plagiarism. Coursework can be presented in a variety of assessment methods such as:   * Group Based work. * Practical Exercises. * Exhibitions. * Project Reports. * Observations. * Portfolios of evidence. * Live Streams. * Recordings. * Film Projects. * Photographic evidence.   All coursework material is both internally and externally moderated prior to it being made accessible to learners. Also following its marking, cross marking is generally accepted as essential before summative feedback is delivered to the learners to ensure adequate validity, reliability and fairness.    Innovative approaches are used in the assessment process, including observations, practical exercises, case studies, podcasts, broadcasting and Live Streaming, etc. In some units the assessment involves group activity.  The following outlines those regulations specific to the programme:   * Pass mark for the module shall be 40%. Where a module is assessed by a combination of coursework and examination a minimum mark of 35% shall be achieved in each element. * 5 modules have the ability to use compensation. * As per section 17.4 of OU regulations; Compensation for marginal failure 17.4.1 unless otherwise stated in the approved programme specification (as a result of regulatory requirements), compensation will be applied at stage level and agreed during an examination board when the following conditions are met: (a) No more than 20 credits, can be compensated in any one stage of an undergraduate or postgraduate programme.   **Summary of assessment requirements**  The Programme adopts in full the Awarding Body Academic Principles and Regulations. Learners will be provided with a copy of the Student Assessment Regulations at the point of registration for their programme.  **Internal Verification/External Verification**   * **Internal Verification of Assessment**   In Belfast Metropolitan College, Internal Verification is one of the key Quality Assurance processes used to ensure consistency, transparency, validity and reliability of assessment design, grading and marking. All assessed work submitted will be sampled by an internally allocated standards verifier in accordance with College’s standard Operating Procedures, with no confirmation of criteria achieved reported to learners until this has been completed.   * **Internal Verification Process**   In line with Open University Handbook for validated awards and Open University regulations:  [OU-Handbook-for-Validated-Awards-2023-24.pdf (open.ac.uk)](https://www5.open.ac.uk/validation-partnerships/sites/www.open.ac.uk.validation-partnerships/files/files/OU-Handbook-for-Validated-Awards-2023-24.pdf)  [OU Validation Regulations Single Awards (belfastmet.ac.uk)](https://www.belfastmet.ac.uk/siteFiles/resources/_noindex/OU/RegulationsforOUValidatedawardsatBelfastMet2021_22.pdf)  Each module has an identified Internal Verifier.  The process at level 4-7 is monitored and overseen by External Examiners.  The College employs a three-tier system of internal assessment quality control which includes:   * Assessment validation carried out by module Internal Verifier. * Internal verification of assessment decisions by module Internal Verifier and * Assessment sampling by External Examiners.   Every learner will have their assessed work, including the assessment decision sampled at some stage during the programme; Belfast Met considers assessment validation and internal verification of assessment decisions to be the cornerstones of the assessment Quality Assurance process. All assessment briefs are validated by an Internal Verifier prior to use and a sample of ALL assessments submitted will have the assessment decisions internally verified, prior to feedback to the learners.   * **External Examination / Verification**   The programme is externally verified by an External Examiner (EE) appointed by the Open University. This will be a subject specialist who will ensure that the learner work meets the Academic Standard. This external appointee will visit annually to carry out this verification.  **Assessment Principles**  The Programme adopts, in full, the Awarding Body Academic Principles and Regulations. Learners will be directed to the location of the learner Assessment Regulations at the point of registration for their programme. |

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| 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)* |
| *Not Applicable.* |

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| 10. Methods for evaluating and improving the quality and standards of teaching and learning. |
| The Programme is managed and operated in accordance with College and Open University regulations and procedures. This will include representation and input from employers who will contribute to curriculum development and review. Reports will be made to the College’s Quality Department (and the Awarding Body) which will take appropriate action including reviews and audits to continually enhance the programme.  College standard mechanisms for review and evaluation of teaching, learning and assessment of the curriculum and outcome standards include: -   * Formal cycle of student engagement and feedback to include Module Evaluations, Course Evaluations and Staff Student Consultative Committees. * Annual Programme Review. * External Examiners visits. * College internal quality assurance arrangements including internal auditing of programme management. * External quality assurance arrangements. * Staff Appraisal; and * Staff development including scholarly activity.   The committees with responsibility for monitoring, evaluating and improving quality include:   * Internally   + The Centre for Curriculum Quality Assurance and Performance Development.   + HE Coordinators Forum.   + HE Quality Forum.   + Monthly Performance review Process; and   + Management through the Appraisal Process. * Externally   + External Examiners; and   + The Quality Assurance Agency.   Mechanisms for gaining learner feedback on the quality of their learning experience include:   * Formal cycle of learner engagement and feedback to include Module Evaluations, Course Evaluations and Staff Student Consultative Committees. * Weekly personal tutor review of learner progress/e-ILP (Individual Learning Plan); and   Supervised Work based learning visits and reports – where applicable. |

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| 10. Changes made to the programme since last (re)validation |
| *Not applicable.* |

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 (ü) particular programme learning outcomes.

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|  |  | **Programme outcomes** | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **B1** | **B2** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** |
| 4 | Fundamentals of Acting Techniques | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ |  |  | ✓ |
| Script and Performance |  |  |  | ✓ |  | ✓ |  |  |  | ✓ |  | ✓ |  |
| Acting Portfolio |  |  | ✓ |  |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ |
| Production Skills |  | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |
| The Business of Acting | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |

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|  |  | **Programme outcomes** | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **B1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **D1** | **D2** | **D3** | **D4** |
| 5 | Advanced Script and Performance | ✓ |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ |  |
| Application of Technique for Professional Practice |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ | ✓ |  |  | ✓ |
| Advanced Production Skills |  | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Final Showcase | ✓ | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |
| Work Based Learning | ✓ |  |  |  | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ |  |  |

**Annexe 2: Notes on completing programme specification templates**

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

3 – Learning outcomes mustalso 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 learners to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.