

 **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 Music and Sound for Media |
| **Teaching Institution**  |  Belfast Metropolitan College |
| **Awarding Institution**  | The Open University (OU)  |
| **Date of first OU validation**  |  19 March 2023 |
| **Date of latest OU (re)validation**  |  N/A |
| **Next revalidation**  |  1st September 2028 |
| **Credit points for the award**  |  240 |
| **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 Statement for Music (2019) |
| **Other external and internal reference points used to** **inform programme outcomes.** **For apprenticeships, the standard or framework against which it will be delivered.**  |   |
| **Professional/statutory recognition**  |   |
| **For apprenticeships fully or partially integrated Assessment.**  |   |
| **Mode(s) of Study (PT, FT, DL,** **Mix of DL & Face-to-Face) Apprenticeship**  | FT Face to Face |
| **Duration of the programme for each mode of study**  |  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 students handbook.**  **The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**  |
| 2.1 Educational aims and objectives  |
| **Aims**The Foundation Degree in Music and Sound for Media programme aims have been developed with the learner in mind and that upon completion of the foundation degree the learner will be able to:* Demonstrate knowledge and understanding of a range of topics related to the music and sound for media industries specialising in content and production.
* Appreciate the importance of both theory and practice for effective results.
* Develop critical thinking in practical and technical skills to encourage creativity and innovation.
* Develop academic writing and thinking skills.
* Stimulate the development of students’ technical and industry skills and apply this to broader business activities and the role of the entrepreneur.
* Apply research methods, analysis and critical interpretation of data collected and use of proper technologies and techniques specific to Music and Sound practices and present in a more constructive and influential manner.
* Partake in National and Local Competitions to develop teamwork and industry knowledge.
* Demonstrate a range of transferable employability and lifelong learning skills, including the use of self-reflection, self-appraisal and independent approaches to learning as reflective practice for continuous professional development and career progression.
* Develop management and business skills relevant to the industry.
* Effectively use a range of communication skills for different purposes, including the effective use of ICT.
* Build confidence in learners presenting and professionally discussing work.
* Utilise enhanced employability skills in developing a career in the Music and Sound for Media industries.

*The proposed rationale of the programme is to:*1. Equip learners with the skills and knowledge relevant to employment in the music and sound industry in the key creative and technical areas such as the application of IT skills, teamworking, composing, project managing, post production skills, recording skills, sound design skills and sound engineering skills.
2. To support the participation of learners from a range of disciplines to equip them with the knowledge and skills to enter employment where data is used to shape organisational growth and sustainability.
3. To provide a sustainable pipeline of new talent for employers currently experiencing skills deficit in the ever growing area of music and sound production.
4. To provide an opportunity for learners to progress to a range of bachelor’s degree (Hons) programmes.
5. To provide an opportunity for learners to experience and apply the knowledge and transferable skills in the workplace.

Target Audience:The target audience is learners who have recently completed, A-Level’s or equivalent in relevant subjects e.g. Music, Music Performance, Music Production, Sound engineering.The learners should have a specific interest in developing a career in music and/or sound for media however the skills would be transferrable to other areas of music/sound industry e.g. Music composition, Music Performance, Audio Engineering.

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| Structure:* The FD in Music and Sound 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 need 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. WBL will be supported and encouraged for a range of media and integrated work placements and real work environments. 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 Music and Sound for Media 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 production opportunities/initiatives, giving them real work experience of the industry. Students will be encouraged to collaborate with Film Production and our Games department for submissions for Cinemagic Film Festival, Epic Games, NI Screen and children animation projects from Score Draw Music. This will develop the learner's communication and teamworking skills as well as giving them a feel for the competitive nature of the media industry.

The predominant aim of the Foundation Degree in Music and Sound for Media 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 Music/Sound for media industries. The emphasis is on equipping learners with the ability, skills and knowledge to successfully expand their creativity and develop careers within these sectors. The FD programme is regarded as a natural progression route for students completing the BTEC Level 3 Music/Music Production courses.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 Music/Sound/Media sectors. 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 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 PC Workstation classrooms, our Recording Studios and through the use of our TV Studio), 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 research projects with end products and results. Transferable skills gained include presentation, research and communication and a deeper academic understanding of the requirements of Music and Sound for Media. Learning will be facilitated in a range of ways such as:* Interaction with experienced and accomplished lecturers who will contextualise learning relevant to the music and sound industries.
* Experiential industry visits.
* Hands on practical experience with industry standard equipment
* 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.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 four compulsory modules:* Module 1 - *Screenworks: Crafting Cinematic Music and Sound*
* Module 2 - *Behind the Scenes: Fundamentals of Music for Linear Media*
* Module 3 - *On Air: Crafting Music for Broadcast and Live Events*
* Module 4 - *Beyond the Screen: Exploring Music for Broadcast and Performance*

At level 5 learners will undertake four compulsory modules:* Module 5 - *Level Up: Crafting Music and Sound for Interactive Media*
* Module 6 - *Inside New Realities: Exploring Music and Sound for Interactive Media*
* Module 7 - *Work Based Learning*
* Module 8 - *Professional Portfolio*

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 within the Music and Sound for Media sectors.ContextMusic and Sound for Media is an industry of great significance, especially in the context of modern multimedia, comprising film, television, video games, and advertising. As these mediums continue to thrive, the demand for skilled professionals skilled at composing music and soundscapes for these media forms is on the rise, especially in Northern Ireland. The proposed Foundation Degree in Music and Sound for Media seeks to meet this demand and fill the existing skills gap within the industry. This program is designed to prepare students with the work-ready skills required to create captivating soundscapes, score films, design immersive sound experiences, sound engineer and meet the evolving needs of the music and sound for media industry, both locally and on a global scale.A foundation degree in Music and Sound for Media course in Northern Ireland is closely tied to the growth of several industries here, including film, TV (specifically high-end and animation), music, and games. As these industries continue to expand, the need for skilled professionals who can create captivating soundscapes, compose original music, and handle intricate audio production becomes increasingly crucial. Understanding the growth and requirements of the film, TV, music, and gaming sectors enables Belfast Met College to develop a foundation degree that equips students with the necessary skills and knowledge to thrive in these dynamic and competitive fields.Film, TV, Music and Games are all sub-sectors of the Creative Industries, and the Department of Communities recognises the potential for wealth job creation within them all, stating: *‘They are emerging as one of the fastest growing and increasingly important sectors of the economy.**Promoting innovation, research and development, and creativity has been recognised by the NI Executive as a key priority in rebuilding and rebalancing our economy. The creative industries are important drivers of economic and social innovation. This vibrant sector has huge potential and can have significant spill-over impact into other business areas such as manufacturing and tourism.’*In 2020, employment in the creative industries accounted for 33,000 jobs, representing 3.9% of total employment in Northern Ireland. This proportion of all jobs has remained steady at 3-4% throughout the 10-year period 2011-2020. The number of jobs in the creative industries increased by 14% compared with 2019.New statistics reveal the Creative Industries sector is growing more than five times faster than the national economy. Creative industries contributed more than £111bn to the UK economy in 2018. Advertising and marketing were two of the key drivers of growth in the Creative Industries.New government figures show the country’s successful creative industries contributed £111.7 billion to the UK in 2018, equivalent to £306 million every day. This is up 7.4 per cent on the previous year, meaning growth in the sector is more than five times larger than growth across the UK economy, which increased by 1.4 per cent. (Adams, 2020) - UK’s Creative Industries contributes almost £13 million to the UK economy every hour - GOV.UK. The total number of film and HETV productions for 2021 was 420, 19 per cent higher than the 353 productions which started principal photography during 2020. In 2021, 209 films began principal photography, with a total UK production spend of £1.55 billion. This is 3 per cent higher than the £1.5 billion spent across 350 films in 2020. Inward investment productions accounted for 82 per cent of the total UK spend (£1.28bn). (CIC, 2022) Film and TV production in UK at record levels - The Creative Industries. 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).Northern Ireland Screen (NIS) are a government fund organisation that deal with brokering deals with international film and television production companies and develop local talent that can help facilities these productions. NI Screen offer a variety of training programmes for emerging talent (Skills & Training - Northern Ireland Screen). The Belfast Met Film and Television school has developed a positive and growing relationship with NIS to understanding what the industry needs and to give our students the best opportunity at gaining employment after graduation. In their annual report (2022-2023) they stated:“*2021 proved to be another great year for Northern Ireland Screen with many successes across film, TV, animation, games and interactive content. Despite the challenges brought about by the ongoing pandemic we were still able to attract major US studios, with Netflix and Paramount bringing projects here for the first time. There was a great sense of excitement as a whole host of A-list stars were spotted across the country as filming got underway at various locations for The School for Good and Evil and Dungeons & Dragons.”*Reading the annual report, it confirms the importance of utilising the growing industry here with exciting new shows being filmed and produced here in Northern Ireland. Examples include:TV in the UK* New police drama Hope Street aired on BBC One Northern Ireland and UK-wide on BBC Daytime. The 10-part series, filmed in Donaghadee, was created by local woman Susanne Farrell and features a host of Northern Ireland talent both in front of and behind the camera. US viewers will also get to see Hope Street when it launches on Britbox.
* Blue Lights, an original series created for BBC One by Northern Ireland writer-directors Adam Patterson and Declan Lawn (The Sailsbury Poisonings) began filming in early 2022 – soundtrack by local composer Eoin O’Calloghan.

Video Games in the UK* Revenue in the Video Games market is projected to reach US$9.46bn in 2023.
* Revenue is expected to show an annual growth rate (CAGR 2023-2027) of 7.80%, resulting in a projected market volume of US$12.78bn by 2027.

The gaming industry is one of the fastest growing sectors in the UK and the demand for Game design courses are becoming extremely popular. We have direct links with our gaming department here in the college and excited to see the new eSports suite completed in E3 campus. Books, Movies, Games and TV in the UK* Revenue in the Video Games market is projected to reach US$9.46bn in 2023.
* Revenue is expected to show an annual growth rate (CAGR 2023-2027) of 7.80%, resulting in a projected market volume of US$12.78bn by 2027.

Animation in the UKThe BFI has released vital new research in its Screen Business Report demonstrating the positive impact of tax relief on output across the screen industries. The Animation Tax Relief was introduced thanks to the successful campaign led by Animation UK in 2013. Since then, production spend figures related to tax relief have significantly impacted every part of the sector.A picture containing text, screenshot, circle, diagram  Description automatically generatedAs the Digital IT Hub for Northern Ireland, Belfast Metropolitan College is committed to lead on developments to deliver this key government strategy.(<https://www.economy-ni.gov.uk/sites/default/files/publications/economy/10x-economy-summary.pdf>)Governmental call for digital skills to be embedded in education.The Government released a Policy Paper (01.03.21) ‘Digital skills and inclusion – giving everyone access to the digital skills they need’. The paper stated that Individuals, businesses, government, and other organisations must take steps now to ensure that we have the skilled and capable workforce needed in an increasingly digital world. As our modern industrial strategy sets out, a lack of digital skills is not only a barrier to people fulfilling their potential, but also a barrier to a more productive economy.There has been increasing traction on asking educators to purposefully embed digital skills in education as although young people are often thought of as ‘digital natives’, according to a recent Capgemini study, almost half of senior decision makers do not believe young people know how to use digital skills for work. |
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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 has an established full-time Level two Music Industry, Level three Extended Diploma in Music and Level three Extended Diploma in Music Production provision which has provided a route into specific music careers for a range of young people and adult returners.  One of the L3 programmes key objectives is to provide a Level 4/5 progression pathway.  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 its 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 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. |

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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 music and sound for media area in order to promote and ensure the availability of a pipeline of talent. WBL activities will be carefully crafted to immerse students in the intricacies of chosen employer area such as music production, sound design, and audio engineering within the context of media applications, such as film, television, video games, and digital media platforms. 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 musical and technical 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 Foundation Degree in Music and Sound for Media 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 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 of Higher Education (Cert HE) upon successful completion of 120 credits at Level 4.Foundation Degree (Fd) upon successful completion of the Cert HE and a further 120 credits at Level 5. |

# 3. Programme structure and learning outcomes

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

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| **Programme Structure - LEVEL 4**  |  |
| **Compulsory modules**  | **Credit points**  | **Optional modules**  | **Credit points**  | **Is module compensatable?**  | **Year/Semester runs in**  |
| **Module 1 - *Screenworks:*** *Crafting Cinematic Music and Sound* | **40** |  |  | **No** | **1/1** |
| **Module 2 - *Behind the Scenes:*** *Fundamentals of Music for Linear Media* | **20** |  |  | **Yes** | **1/1** |
| **Module 3 - *On Air:*** *Crafting Music for Broadcast and Live Events* | **40** |  |  | **No** | **1/2** |
| **Module 4 - *Beyond the Screen:*** *Exploring Music for Broadcast and Performance*  | **20** |  |  | **Yes** | **1/2** |

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

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| **Learning Outcomes – LEVEL 4**  |
|  | **3A. Knowledge and understanding**  |
| **Learning outcomes:**  | **Learning and teaching strategy/ assessment methods**  |
|  By the end of Level 4, students will be expected to:L4.A1 Research and demonstrate knowledge of the social, cultural, ethical, environmental and legal issues which underpin best practice in the industry.L4.A2 Investigate the career pathways and relevant skillsets in music and sound for linear, broadcast and performance media. L4.A3 Demonstrate knowledge of some of the music fundamentals, concepts, techniques and principles within music creation for linear, broadcast and performance media.L4.A4 Demonstrate knowledge of planning and implementation processes within industry projects. | **Teaching and Learning Methods:**Lectures will provide foundational knowledge and theoretical concepts related to music and sound for media. Through lectures, students will gain an understanding of key principles and industry practices relevant to the music and sound field. Research activities include case studies, industry trends and fostering critical thinking skills to help learners understand the breadth of planning and preparation for media projects.Tutor directed tutorials will offer opportunities for discussions, personalised guidance and clarification on complex topics/course materials. Supervised practical sessions give students access to industry standard equipment and software to enable development of technical skills in music and audio production using a wide variety of technical equipment, such as microphones and monitors and software, such as Ableton, Unreal Engine, Pro Tools and Adobe Premier Pro. Students will use the college VLE for accessing course materials, resources and interactive learning activities. **Assessment Methods**: Coursework related to, case studies and projects, presentations, practical observation and project reports. Projects may involve learners analysing and critiquing existing media music to understand the historical, cultural and aesthetic contexts of the genre or research and understand the work of job roles involved in media projects. Research activities may include case studies of successful media projects to understand the entire process, including idea generation, project development to postproduction deliverables. Projects or portfolios may include music creation for different types of media, such as scoring, synchronisation and soundtracks.  |

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|  |  | **3B. Cognitive skills**  |
| **Learning outcomes:**  |  |  | **Learning and teaching strategy/ assessment methods**  |
| Students will be expected to:L4.B1 Apply a range of study skills and research techniques demonstrating the ability to interpret data and undertake independent research.L4.B2 Analyse the effectiveness of process and outcome to inform future practice.L4.B3 Be able to analyse and interpret fundamental music and sound theory concepts in the context of music and sound for media.L4.B4 Synthesise music theory and cultural knowledge to enhance the effectiveness of sound and music for linear, broadcast and performance media products. |  | **Learning and Teaching Methods**:  Learners are challenged to develop their cognitive skills by developing arguments, strategies and hypotheses based upon their research.  They will explore diverse topics and develop a critical analysis of their findings.    Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.     Students will be presented with briefs that utilises Project Based Learning, a student-centred pedagogy.   At Level 4, students will be introduced to fundamental practices across the industry that they will further build on and analyse at Level 5.     **Assessment Methods:**  Learners will be assessed on their ability to critique and evaluate literature and carry out research.  They will develop their knowledge using independent thinking skills and produce recommendations based upon and justified through supporting literature.    The assessment focuses on the coursework submissions, presentations, essays and project reports.    Assessment strategies offer students clear guidance concerning future development. Self-reflection and peer evaluation constitute an important part of formative assessment.  |

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|  | **3C. Practical and professional skills**  |
| **Learning outcomes:**  |  | **Learning and teaching strategy/ assessment methods**  |
| Learners will be expected to:L4.C1 Design, plan and produce content in a variety of industry techniques in relevant contexts, conforming to technical needs and procedures for the sector.L4.C2 Demonstrate practical/professional skills with due regard for safe working practices, procedures, concepts, and legislation.L4.C3 Produce music and sonic outcomes demonstrating understanding of musical elements, creative flair, attention to detail, and the ability to captivate audiences through sonic expression.  | 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, practical work/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.  |

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|  |  | **3D. Key/transferable skills**  |
| **Learning outcomes:**  |  |  | **Learning and teaching strategy/ assessment methods**  |
| Learners will be expected to:L4.D1 Demonstrate effective transferable personal and interpersonal skills such as time management, organisational, ICT and teamworking skills. L4.D2 Engage creatively with industry for professional advice and feedback.L4.D3 Develop coherent academic writing and efficient study skills. |  **Learning and Teaching Methods**:  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 regular mentoring sessions with the unit lecturer.  Discussion and critiques will 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, and practical tasks. 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 of Higher Education (Cert HE) in Music and Sound for Media.

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| **Programme Structure - LEVEL 5**  |  |  |  |
| **Compulsory modules**  | **Credit points**  | **Optional modules**  | **Credit points**  | **Is module compensatable?**  | **Semester runs in**  |
| **Module 5 - *Level Up:*** *Crafting Music and Sound for Interactive Media* | **30** |  |  | **No** | **2/1** |
| **Module 6 - *Inside New Realities:*** *Exploring Music and Sound for Interactive Media* | **20** |  |  | **Yes** | **2/1** |
| **Module 7 - *Work Based Learning***  | **40** |  |  | **No** | **2/1 (10) and 2/2 (30)** |
| **Module 8 - *Professional Portfolio***  | **30** |  |  | **No** | **2/2** |

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

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|  | **Learning Outcomes – LEVEL 5**  |
|  | **3A. Knowledge and understanding**  |
| **Learning outcomes:**  | **Learning and teaching strategy/ assessment methods**  |
| Learners will be expected to:L5.A1 Research and synthesise knowledge of the social, cultural, ethical, environmental and legal issues which underpin best practice in the industry.L5.A2 Survey potential career trajectories and formulate realistic personal progression plans.L5.A3 Demonstrate knowledge of the concepts, techniques, and principles within music creation for interactive media.L5.A4 Exhibit proficiency in understanding and executing strategic planning and implementation procedures within industry projects.  | Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars, research activities, and use of the College’s Virtual Learning Environment. Assessment Methods: Coursework related to assignments, case studies and projects, presentations, practical coursework/observation and project reports. Students will engage in research-based assignments that delve into the social, cultural, ethical, environmental, and legal considerations inherent in music and sound for media production. Coursework may include essays, case studies, and critical analyses of industry practices and trends.Practical projects that require them to apply their knowledge of industry issues and career paths in real-world scenarios. These projects may involve designing soundscapes for interactive media experiences, creating multimedia presentations on career options in the music and sound for media industry, and conducting surveys or interviews with industry professionals to inform personal progression plans. This may include hands-on experience with music production software and hardware, participation in studio recording sessions or live sound events and observation of industry professionals at work.Students will deliver presentations showcasing their research findings, career plans and understanding of music creation techniques for interactive media. Reports may include detailed analyses of project objectives, methodologies, outcomes, and reflections on challenges faced and lessons learned. |

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|  | **3B. Cognitive skills**  |
| **Learning outcomes:**  | **Learning and teaching strategy/ assessment methods**  |
| Learners will be expected to:L5.B1 Integrate a range of study skills and research techniques to produce original content, hypotheses, conclusions and solutions, including the appropriate acknowledgement and referencing of sources.L5.B2 Evaluate the effectiveness of process and outcome in relation to the given brief to inform future practice.L5.B3 Synthesise, analyse and interpret music theory concepts and cultural knowledge in the context of music and sound for interactive media. |  **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, students will be presented with briefs however, at Level 5, project-based learning will move to more complex industry defined problems, forcing the students to develop their critical thinking, creativity and communication skills.    At Level 5, WBL will guide the students to develop more critical awareness, enabling students 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 Logbooks / Diary / Digital Diary, Reflective Journals, A/V evidence and completed products.  Assessment strategies offer students clear guidance regarding future development.  Self-reflection and peer evaluation constitute an important part of formative assessment.  Where students solve real life problems, cognitive skills are assessed via pitching and presenting ideas and peer feedback.  |

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|  | **3C. Practical and professional skills**  |
| **Learning outcomes:**  |  | **Learning and teaching strategy/ assessment methods**  |
| Learners will be expected to:L5.C1 Design, plan, execute practical activities and produce content using professional industry techniques in relevant contexts, conforming to technical needs and procedures for the sector.L5.C2 Apply creative techniques to business related problems, demonstrating professional skills. L5.C3 Produce polished music and sonic outcomes demonstrating a sophisticated understanding of musical and sound elements, creative flair, meticulous attention to detail, and the ability to captivate audiences through sonic expression.  | Teaching and Learning Methods: Lectures, tutor directed tutorials, student 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/observation and project reports. Site visits to organisation 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.  |

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|  |  | **3D. Key/transferable skills**  |
| **Learning outcomes:**  |  |  | **Learning and teaching strategy/ assessment methods**  |
| Learners will be expected to:L5.D1 Exhibit and reflect on effective personal and interpersonal skills such as effective planning, organisation, independent learning, time management, self-awareness, and teamwork. L5.D2 Engage creatively and independently with industry for professional advice and feedback and demonstrate ability to interact effectively within a workplace environment.L5.D3 Evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement. L5.D4 Employ articulate academic writing and study skills. |  **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, students 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 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

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| In the structure of the Foundation Degree in Music and Sound for Media, a distinctive feature is the integration of a Work Based Learning module strategically positioned across both semesters in year 2. This professional placement module offers students invaluable hands-on experience within the industry, enhancing their practical recording/production/performance skills and industry knowledge. Positioned strategically in the second year with the Professional Portfolio module, this professional experience not only enriches students' learning but also significantly impacts their career progression, encouraging valuable industry connections and enhancing employability prospects upon graduation. Through this structured approach, students gain a comprehensive understanding of the music and sound for media landscape, ensuring they are well-equipped for successful careers in this dynamic industry.All modules will be compulsory (both in Year 1 and Year 2).Another innovative feature is the Professional Portfolio module in Year 2 Sem 2 as this can be student led which will allow them to create a more career focused project that is relevant to them. Music and Sound for Media is so vast and although large amounts are covered, students do not have a chosen pathway up to this point in the course. This facilitates a fluid transition into the next step and works very well with WBL module for a tailored and specific music/sound for media direction. This programme will facilitate the opportunity for successful progression from Level 3 Extended Diploma in Music and Music Production. The FD Programme is subject to prominent levels of employer engagement in areas such as curriculum and module design. We have close links with Mark Gordon (Score Draw Music), Richard Yarr (BBC), Robert Briscoe (Orchestra Manager) and Tim Bryans (ALT Animation) and others who will be involved and meeting our students. 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 offer clear routes that facilitate opportunities for successful progression from relevant BTEC and A Level qualifications.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 semester 2 of year 2. Personal development planning is embedded into tutorial sessions, 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 Music and Sound for Media 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. |

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|  5. Support for students 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 Director of Curriculum. 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 student 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, 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>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 to 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 that must include a music qualification (eg**.**GCSE Music or above, BTEC Level 2/3, performance or theory qualification at Grade 4/5 or above).Applicants who do not hold any formal Level 3/4 qualifications but hold significant and 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 for 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. |

7. Language of study

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|  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 40 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 Music and Sound 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. Students’ experiences on their course should be such as 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, 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 students in each year and take action where necessary. The staggering of submissions is considered essential in determining student 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 students 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.Students 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 students’ 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 students to illustrate academic rigour in research and referencing. Students 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.
* Time Constrained Practical Exercises.
* Project Reports.
* Observations.
* Portfolios of evidence.
* Podcasts.
* Live Streams.
* Recordings
* Musical Scores.

All coursework material is both internally and externally moderated prior to it being made accessible to students. Also following its marking, cross marking is generally accepted as essential before summative feedback is delivered to the students 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.
* Some modules have the ability to use compensation.

**Summary of assessment requirements**The Programme adopts in full the Awarding Body Academic Principles and Regulations. Students 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 verifier in accordance with College’s standard Operating Procedures, with no confirmation of criteria achieved reported to students 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 | Validation Partnerships (open.ac.uk)](https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/ou-handbook-validated-awards)[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 ExaminersThe 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 student 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 students. * **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 student 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. Students will be directed to the location of the Student 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 student feedback on the quality of their learning experience include: -* Formal cycle of student engagement and feedback to include Module Evaluations, Course Evaluations and Staff Student Consultative Committees.
* Weekly personal tutor review of student progress/e-ILP (Individual Learning Plan); and supervised Work based learning visits and reports – where applicable.

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|  11. 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

Template programme specification and curriculum map Page 10 of 17

# 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** | **A5** | **A6** | **A7** | **A8** | **B****1** | **B****2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** | **C1** | **C2** | **C3** | **C4** | **C5** | **C6** | **C7** | **C8** | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** |
| 4  | Module 1: *Screenworks: Crafting Cinematic Music and Sound* |  |  | ü |  |  |  |  |  |  | ü |  |  |  |  |  |  | ü | ü | ü |  |  |  |  |  | ü | ü |  |  |  |  |  |
| Module 2: *Behind the Scenes: Fundamentals of Music for Linear Media* | ü | ü | ü |  |  |  |  |  |  | ü | ü |  |  |  |  |  | ü |  | ü |  |  |  |  |  | ü |  | ü |  |  |  |  |
| Module 3: *On Air: Crafting Music for Broadcast and Live Events* |  |  | ü | ü |  |  |  |  |  |  |  | ü |  |  |  |  | ü | ü | ü |  |  |  |  |  | ü | ü | ü |  |  |  |  |
| Module 4: *Beyond the Screen: Exploring Music for Broadcast and Performance* | ü | ü |  |  |  |  |  |  | ü | ü | ü |  |  |  |  |  | ü |  | ü |  |  |  |  |  | ü |  | ü |  |  |  |  |
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|  |  | **Programme outcomes**  |
| **Level**  | **Study module/unit**  | **A1** | **A2** | **A3** | **A4** | **A5** | **A6** | **A7** | **A8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** | **C1** | **C2** | **C3** | **C4** | **C5** | **C6** | **C7** | **C8** | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** |
| 5  | Module 5: *Level Up: Crafting Music and Sound for Interactive Media* |   |   | ü | ü |   |   |   |   |   | ü |   |   |   |   |   |   | ü | ü | ü |  |   |   |   |   | ü | ü | ü |   |   |   |   |
| Module 6: *Inside New Realities: Exploring Music and Sound for Interactive Media* | ü | ü |  |   |   |   |   |   | ü | ü | ü |  |   |   |   |   | ü |   | ü |   |   |   |   |   | ü |   | ü | ü |   |   |   |
| Module 7: *Work-Based Learning* |   | ü |  | ü |   |   |   |   | ü | ü |   |   |   |   |   |   | ü | ü |  |  |   |   |   |   |  |  | ü | ü |   |   |   |
| Module 8: *Professional Portfolio* | ü |   | ü |  |   |   |   |   | ü | ü |   |   |   |   |   |   | ü |  ü |  ü |  |   |   |   |   | ü | ü |  | ü |   |   |   |
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|  |  | **Programme outcomes**  |
| **Level**  | **Study module/unit**  | **A1** | **A2** | **A3** | **A4** | **A5** | **A6** | **A7** | **A8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** | **C1** | **C2** | **C3** | **C4** | **C5** | **C6** | **C7** | **C8** | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** |
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|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

# Annexe 3 - Curriculum mapping against the apprenticeship standard

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

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

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | **Apprenticeship standard**  |
| **Level**  | **Study module/unit**  | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** |  |
| 4  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

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| --- | --- | --- |
|  |  | **Apprenticeship standard**  |
| **Level**  | **Study module/unit**  | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** |  |
| 5  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |

|  |  |  |
| --- | --- | --- |
|  |  | **Apprenticeship standard**  |
| **Level**  | **Study module/unit**  | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** |  |
| 6  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

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

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

1. – 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

1. – 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

1. – 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.

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

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

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