Programme specification

1. Overview/ factual information

Programme/award title(s)	Foundation Degree in Creative Practice (FdA)
Teaching Institution	Derby College Group (DCG)
Awarding Institution	The Open University (OU)
Date of first OU validation	December 2018
Date of latest OU (re)validation	
Next revalidation	TBC
Credit points for the award	Foundation Degree - 240 credits
UCAS Code	TBC
JACS Code	101361 (HESOC)
Programme start date and cycle of starts if appropriate.	September
Underpinning QAA subject benchmark(s)	As this is a broad creative programme there are a number of Subject Benchmark Statements that have been referenced in the programme. These are: • Art and Design (2016) • Communication, Media, Film and Cultural Studies (2016) • Dance, Drama and Performance (2015) • Music (2016)
Other external and internal reference points used to inform programme outcomes. **For apprenticeships, the standard or framework against which it will be delivered.**	The Foundation Degree Characteristic Statement (2015) have also provided a reference point for the programme
Professional/statutory recognition	None
For apprenticeships fully or partially integrated Assessment.	N/A
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	• 2 years FT
Dual accreditation (if applicable)	

Date of production/revision of this specification	November 2018

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

The creative industries currently contribute £92 billion to the UK economy, with a predicted ride to £128.4 billion in 2025 and up to a million jobs by 2030 (Prospects, 2019).

This programme aims to give students from a range of creative backgrounds the underpinning skills to thrive as a creative. The programme provides a mixture of subject specific development in terms of technique, with a deep understanding of industrial practices and approaches within creative industries. Students will explore how policies, new technologies and convergence in production, broadcast, exhibition and performance spaces have influenced current practice and will impact in the future. There is focus on digital skills as evidenced within Dass, Goodwin and Wood' 2015 report titled "Sector insights: Skills challenges in the digital and creative sector", demonstrating a particularly strong drive for growth within the creative industries.

The programme sets itself apart from other general Creative programmes by giving students the opportunity to work collaboratively with students from a range of creative disciplines. Much of the taught content (for example, modules related to how the creative industries are funded, structured and governed) will be delivered to students from a wide range of creative backgrounds, from fashion to film and music. Through this collaboration, students will gain an appreciation of how the work of different Creative practitioners overlap in industry, as well as gaining an insight into the vital and complex relationships that exist within the different strands of the Creative Industries. Most importantly, this collaboration will open a plethora of opportunities to enhance their own creative work, and to express themselves in new and exciting ways. Students will engage with new creative tools which they may not have been exposed to if enrolled on a specialist programme, while gaining an appreciation of the importance of collaboration to a professional in the creative industries.

Alongside these opportunities for collaboration, students will work with experienced and well-qualified staff within specific creative subject areas who will help to develop their technical skills and theoretical underpinning knowledge in their chosen discipline. Accordingly, students will be divided into three creative strands: performance, music, art and fashion, and media. Specialist staff will also oversee the students in each strand, and the development and execution of the final projects that come at the end of each year. As students make their way through the programme, their projects will grow in scope and ambition, giving students the opportunity to apply new skills gained from each module. These projects will also build students a body of work that will serve as a cutting-edge and comprehensive show reel or portfolio, which is essential for anyone

hoping to find work in the creative industries. This, combined with students' newly developed skills in collaborative working, will put them in a strong position to secure work on completion of the programme.

Each year of the academic programme will be themed, and each will culminate in an opportunity for students to showcase their creative work. Theme 1 will be 'snapshot' theme, year 2 will be an experimental theme.

Theme 1:
The first year allows students to take a 'snapshot' of practitioners within their discipline and beyond. Students will reflect on how their work fits into the wider creative landscape by gaining a grounding in how the creative industries are structured, regulated and funded. Students will reflect on how change in creative practice has been driven, and will continue to be affected, by the digital revolution. The end of Level 4 will culminate in a creative symposium or event that showcases students' creative work in a way that is collaborative.

Theme 2:
The second-year forces students to push the boundaries of their creative practice and expand their own skills and competencies through study of "Creative Practice and Creative Techniques" Students will examine practitioners within their fields that are on the creative fringes by engaging with "Critique and Analysis" which will highlight both self-approaches to creative work, but also the impact on culture and society. They will also study the monetisation of creative work, and the relationship between creativity and commerce through "Entrepreneurial and Business" This will culminate in another end of year symposium or show that will be creatively more adventurous, in terms of content, themes or potential commercial value. Students will take control of the marketing of this event by engaging with the module in "Marketing" and "Experimental Practitioner Event" and will gain first-hand experience of the challenges associated with attracting an audience to creative works that are more challenging.

Both years are underpinned by a range of projects and assignments which support the evidencing of each module, whilst that develop students' good academic practice, critical thinking and research skills, as well as guidance on how students can develop their own technical competencies.

The Creative Academy at Derby College has frequently been recognised by external examiners from a range of exam boards for fostering genuine creativity in its FE students. New HE provision would be launched in an established culture of creative risk-taking, skills development and excellent teaching. The Creative Academy has excellent links with local employers such as and practitioners through monthly Education and Skills Boards (ESBs). The ESBs aim to gather employers' feedback on curriculum design and to develop projects or briefs that are 'live' as opposed to scenario-based assignments. While it is not within the ESBs remit to design or approve assignments outside of the external examiner process, this new programme will gain immediate benefit from this well-established infrastructure, giving students access to a wide network of influential local employers and practitioners.

The creative industries in Derby and the broader East Midlands are largely made up of individual practitioners or small groups working on a freelance basis, with EDIMS market intelligence tools suggesting that this pattern of employment will continue for the foreseeable future. According to the Creative Industries Foundation, 47% of creative employees work on a freelance basis, compared to 15% of the workforce as a whole. Freelance work requires people to be multi-skilled, knowledgeable and able to collaborate with other professionals successfully to maximise opportunities to work.

This programme reflects this working environment and gives students the technical and employability skills needed to find work in this type of sector. Crucially, the collaborative elements will give students the opportunity to showcase their work in ways that they may never have considered or thought possible.

The programme is designed to scaffold students from a wide range of backgrounds, including those that non-traditionally engage with HE to progress beyond level 3. HE students at the College enjoy an extensive academic support network, including dedicated HE study coaches. This support, combined with a mixture of subject specific development, employability skills, and preparing for new opportunities, ensures that students have the higher-level critical thinking skills needed to build successful careers.

Dass, M. M Goodwin, A., and Wood, M. (2015). Sector insights: Skills challenges in the digital and creative sector. [online] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/433755/Skills_challenges_in_the_digital_and_creative_sector.pdf accessed 25th March 2019

Prospects.ac.uk (2019). Overview of the creative arts sector in the UK. [Online]. https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/creative-arts-and-design/overview-of-the-creative-arts-sector-in-the-uk accessed 25th March 2019

2.2 Relationship to other programmes and awards

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

This programme is stand alone.

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.

Work related learning is embedded and implied across all modules of the programme and the links to employability and the employability profile of creative undergraduates should be implicit within the teaching and learning strategies across all modules.

The Creative industries has a very high proportion of freelance workers (47% according the UK Creative Overview). The structure of the course aims to prepare students for a creative freelance career by encouraging collaboration between different specialists and by building a portfolio of work that, on completion, could be used to pitch for creative freelance work

Explicit and prescribed work-related learning take place across two 20 credit modules at level 4 and two 20 credit modules at level 5 as part of the years 1 and 2 of the programme. Throughout each of the below modules, input from local business and industry will be utilised for assessment design to create assignment briefs that are taken from a live context.

Level 4 Modules

Creative Industries in Context module (WB1) 20 credits
- will require students to consider the structure and makeup of the Creative industries which will be embedded through business and industry guest speakers and visits
- students will consider how the industry is changing and what is driving that change
- students will also reflect on their own attributes, and how these relate to their desired career in their chosen strand of industry. Guidance and input from industry will provide input in to skill and portfolio building ready for employment interviews

Funding the Creative Cultural Sector (WB2) 20 credits
- will require students to consider how creative projects are funded through hearing how current businesses and industry settings operate from a financial perspective
- students will analyse different potential sources of funding, and which might be appropriate given the nature and timing of different project; examples will be utilisation of live SME accounts and budgeting practices
- students will also learn about the calculation of profit and loss throughout creative projects, which is an essential employability skill

Level 5 Modules
Business and Entreprenuership (WB3) 20 credits
- will allow students to examine the different structures of creative organisations within the sector and engage with business owners who are the forefront of entrepreneurship
- students will also learn about the formulation of business plans and evaluate the success of different examples before applying the knowledge practically whilst working with SMEs in the local context
- students will evaluate the effectiveness of different business models and the relationship between businesses and between businesses and their customers

Marketing (WB4) 20 credits
- will examine the different forms of marketing in the creative sector, and how they can be used to showcase products and services, hearing from a range of local businesses and reviewing the industry practice of marketing
- students will apply this knowledge practically by marketing their end of year experimental practitioner event, which will be designed to appeal to a niche audience.

2.4 List of all exit awards

Those that leave at level 4 can gain a Certificate of Higher Education (Cert HE 120 credits)

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Creative Culture in Context	20	None			1
Creative Industries in Context	20				1
Creative Policies in Context	20				1
Creative Practice Event	20		120		2
Funding the Creative Cultural Sector	20				2
Creative Digital Technologies	20				2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
4a Detailed knowledge of a broad variety of operating contexts within the creative industries 4g Knowledge and understanding of how policy, technology (inclusive of the role the internet has played) culture and society influences the creative industries	Students will be supported to engage in research and understanding of the development of the creative and cultural sector. They will start to develop techniques to enhance their creative practice. As such there will be a range of assessment methods from creating creative pieces to conducting traditional research and developing portfolios. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
4b Demonstrate a broad understanding of the range of practitioners, skills and techniques in the creative industries 4c Skilled application of a wide range of appropriate techniques within the creative industries related to theoretical understanding	Students will be supported to develop reflective skills and to engage with creatives and creative processes to find reference points for their work. They will be supported to develop PDPs and think about how they can start to situate their practice in the future. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
4d Have developed a basic creative identity which involves the creation, prestation and reflection on high quality and innovative creative work (application of skills) 4e Have collaborated with a variety of artists from within the creative industries to enhance their creative work	Students will work with their creative teachers to be able to develop their technique both in terms of developing things to share with audience and in terms of enhancing production process. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
4f Demonstrate competency as a reflective pracitioner with good academic practice	Students will understand how businesses within the sector trade and think about how they can develop their own practice in relation to this. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.

[Certificate of Higher Education Creative Practice]

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Creative Practice and Creative Techniques	20				1
Critique and Analysis	20		120		1
Entrepreneurship and Business	20				2
Experimental Practitioner Event	40				2
Marketing	20				1

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
5a Detailed understanding of where tension and convergence exist within policy, technology, culture and society, and the impact this has had on the creative industry	Students will learn how to engage with polciies and strategies deployed across the creative and cultural sectors. They will develop reflective skills to consider how their own work is affected by these external factors so that they can start to cosider how to promote and develop their work in the future. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
5d Demonstrate a coherent creative voice that has been influenced by a wide range of practitioners and creative movements	Building on the refelctive skills, students will develop PDPs, marketing skills, promotional skills and be able to develop themselves as a future creative. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
5e Have accrued a varied portfolio of high quality creative work that will make a viable employment prospect in the creative industries	Students will engage with creative tutors across a range of specialisms. They will develop deeper understanding of techniques and processes in their field and consider how to share their work with audiences, producers and other business, developing their promotional and business acumen. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
5b Have gained practical experience of project and event management within the creative industries 5c Demonstrate as a highly reflective, innovative and critical individual	Students will develop key collaborative skills which will support them in creative processes in the future. Additionally, it will help them with future business to business and business to consumer activities. Delivery will consist of lectures, seminars, tutorials, practical sessions, workshops and independent study.

[Foundation Degree in Creative Practice]

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 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

There are two distinctive elements to this course.

Strands
The first is the idea that students will be split into four different strands:
1. Music,
2. Performing Arts,
3. Art & Fashion
4. Media.

Students will be placed in a strand according to their Creative discipline and will work with specialist staff in these four groups to develop their technical skills and complete different creative projects.

Alongside subject specific strands, they will undertake modules together as one larger group. This will give students an awareness and appreciation of different sectors of the creative industries. . Crucially, it will give students unprecedented opportunities to collaborate on their projects. Not only will this enhance their creative work, it will give students an appreciation of the importance of collaboration in the creative industries. It will also mirror the approach within the modern creative sector and develop the essential networking, team-working and collaboration skills needed to pursue a successful career in the creative industries. Finally, this collaboration will afford students the opportunity to be influenced by alternative skills and techniques within different disciplines that they may not have been exposed to if they had enrolled on a specialist course in their discipline elsewhere. This will give them a significant advantage in the job market, which is underpinned by multi-skilled freelance professionals who manage all aspects of their careers, from marketing to performance, from design to display.

The tables below summarise the themes for each year of the programme. Modules highlighted in yellow will be delivered on a shared basis. Modules highlighted in green are discipline-specific and will therefore be delivered by specialist lecturers in a given field. However, within these discipline-specific units there will still be plenty of scope for collaboration between students to enhance their creative work; This will be actively encouraged.

Year 1:

	Shared module	Stream 1: Fashion and Art	Stream 2: Music	Stream 3: Performing Arts	Steam 4: Media
Creative Culture in Context		X	X	X	X
Creative Industries in Context	X				
Creative Policy in Context	X				
Creative Practice Event		X	X	X	X
Funding the Creative Sector	X				
The Creative Digital Revolution	X				

Year 2

	Shared module	Stream 1: Fashion and Art	Stream 2: Music	Stream 3: Performing Arts	Steam 4: Media
Creative Practice and Creative Techniques		X	X	X	X
Critique and Analysis		X	X	X	X
Entrepreneurial and Business	X				
Experimental Practitioner Event		X	X	X	X
Marketing and Promotion in the Creative Industries	X				

Themes: Each year of the course has its own theme which the modules are centred around.
1. Theme 1 – Context
2. Theme 2 – Experimentation

Year 1 - The first year allows students to take a 'snapshot' of practitioners within their discipline. Students will reflect on how their work fits into the wider creative landscape. Students will also gain a grounding in how the creative industries are structured, regulated and funded. Students will reflect on how change in creative practice has been driven, and will continue to be affected, by the digital revolution. This year will culminate in a creative symposium or event that showcases students' creative work in a way that is collaborative.

Year 2 - The second-year forces students to push the boundaries of their creative practice. Students will examine practitioners within their fields that are on the creative fringes. They will also study the monetisation of creative work, and the relationship between creativity and commerce. This will culminate in another end of year symposium or show that will be creatively more adventurous. Students will take control of the marketing of this event, and will gain first-hand experience of the challenges associated with attracting an audience to creative works that are more challenging.

It's anticipated that our first cohort of students will mostly consist of students who successfully complete level 3 programmes but wish to stay with us. However, as the programme is so distinctive within the local area it is anticipated that it will attract external applicants in subsequent years.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

DCG students enjoy a significant network of support to help ensure that they are successful on their programme of study. HE students will have access to this extensive network, as well as support that is tailored to them as HE students. The network at DCG includes:
- Library facilities
- HE Academic study Support Coaches
- Careers guidance
- Student services

Personal tutor
All students will be assigned a personal tutor. Their tutor will be a subject specialist in that student's chosen discipline. Students will have a regular timetabled tutorial with their tutor, which will be time given over to addressing the students' wider employability and life skills, as well as one-to-one time where students will have the opportunity to talk through any pastoral or academic issues that they may be experiencing and potentially referred onto other services within the college.

HE Academic Study Support Coaches
As well as a personal tutor, students will have access to dedicated HE Academic Study Support Coaches. Academic Study Support Coaches provide academic help and guidance through coaching sessions with HE students. They will focus on their core academic skills such as reflective practice, critical thinking, evaluation, academic writing, referencing, communication skills and scholarship. If appropriate they will also offer pastoral support or make referrals if and where required. Students can contact them via various means (email, telephone, VLE) and can speak them or to arrange a face-to-face appointments that are provided both onsite at DCG and flexibly at offsite locations such as at pre-arranged coffee shops. Students can make use of DCG's new "Coffee-On-Us-Tutorials" which provides a coffee for the students whilst they meet for a tutorial in a relaxed setting.

Student induction
As part of HE induction, students undertake an academic skills and attributes audit led by the HE Academic Study Support Coaches to capture the cohorts study habits and capabilities in order the analyse needs and inform interventions. The coaches then share this information with subject teachers, which aids their planning for differentiation and support mechanisms within the subject specific lectures, lessons, workshops and seminars. Students are re-audited at the end of the year to measure capabilities and inform on impact.

This model of support has been shown to have been very successful in existing areas of HE provision and was commended as part of institutional and programme validation events with other HEIs.

Student services
There are 9.4 FTE library staff working across all sites who can provide support to level 4, 5, 6 and 7 students. Library staff support students in a range of ways, including a wide range of induction sessions (college IT systems, library services, Library VLE site, library orientation, overview of the DCG Library App, workshops to access specific equipment as requested by the students). The library staff provide basic advice and

guidance on good academic practice and will signpost the use of Turnitin and how to best avoid plagiarism. Library staff will signpost students to the HE Academic Coaches for more detailed assistance with academic study skills support. IT equipment includes the use of desktop PC's, laptops (which can be easily booked by students), iPads and support for Bring Your Own Device (BYOD).

HE students have access to designated study space, coffee shops and onsite facilities to assist whilst attending college.

Finally, students are supported through positive reinforcement of academic and scholarly achievement through various award that they can be nominated for throughout the academic year.

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

Typically, students will enter with 112 UCAS points which will generally be derived from creative level 3 programmes or A' levels. Alternative subjects with a keen desire for the subject will be welcomed and assessed on application and interview.

Suggested vocational subjects might include (but are not limited to) the following subject areas:
- Extended Diploma in Creative Media Production
- Extended Diploma in Creative and Digital
- Extended Diploma Art and Design
- Extended Diploma Music Technology
- Extended Diploma Art and Design
- Extended Diploma Performing Arts
- Extended Diploma in Photography

Suggested A' Levels:
- Art
- Media
- Drama
- Music
- Media
- Textiles
- Photography

Entry requirements will vary depending on students' chosen creative discipline and their assigned vocational strand. The table below sets out how students can meet the entry requirements for each strand:

Strand	Entry requirement
Art & Fashion	Portfolio, which can be a combination of physical and digital work.
Music	Audition (for performers) and/or a portfolio of work (for composers or music technologists).
Performing Arts	Audition and/or a showreel
Media & Photography	Portfolio or showreel

Applicants with no formal qualifications will be considered on production of a portfolio and previous work-experience

All applicants will be required to attend an interview. (This may be separate from their audition for applicable applicants for the music or performing arts strands.) Applicants should bring their portfolio along to this interview. Applicants should demonstrate a positive attitude and passion for their subject.

7. Language of study

All studies will take place in English.
IELTs minimum 6.5 or higher

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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

There are numerous processes in place to monitor and improve standards of HE teaching, learning and assessment.

Expectations of teaching staff
   i.   Expectation for qualification – Level 6 Subject specialism plus Level 7 and CertEd/PGCE
   ii. CPD requirements on an annual basis
   iii. HEA fellowship (or working towards)
   iv. Engagement into the Teaching and Learning Enhancement Programme as provided by DCG

Teaching and Learning Enhancement Programme
There is an expectation that all HE teaching staff will engage with the Higher Education Teaching & Learning Enhancement Programme (HETLEP).

Observation of teaching
Lecturers in HE at DCG are subject to the lesson observation process in each academic year. This is a two-day notice observation by a manager and HE specialist. Feedback is then given within 5 working days to the lecturer, with options to assign the lecturer to coaching via HE specialist coaches and re-observed if this is deemed necessary. The college observation policy is under constant review and may change before the commencement of this course. There will be a bespoke HE observation processes to support staff to develop their TLA practice via HE teaching coaches.

Assessment
Where possible, work will be blind marked, although the nature of the course will mean that this is not always possible for practical work

A Derby College appointed, and OU-approved external examiner will work with the College to validate assessments and marking and will adhere to the required policies that govern assessment, feedback and moderation.

There are robust processes for improving the quality of TLA. All students will be asked to contribute to surveys and focus groups throughout the academic year that cover their learning and general experience.

Student Feedback
Each year group will elect a student representative, who will be full members of Programme Committee Meetings. These meetings which will be held a minimum of twice yearly will contribute to annual monitoring procedures and are reported on as part of the Quality Programme Report and the Quality Improvement Plan process.

National Student Survey (NSS)
Final year undergraduates are encouraged to engage with the NSS. Special briefings for staff and open sessions for students to complete the survey are undertaken with NSS marketing materials being utilised throughout the college.

On Programme Student Survey (HE)
HE on-programme surveys are undertaken at least once a year by all HE students other that those undertaking the NSS. These surveys mirror NSS questions and are used to inform and enhance TLA and the student experience and contribute to TEF submissions and.

HE Listening Sessions
In addition to the above, Listening Sessions with all HE groups are undertaken throughout the year where feedback can be used to contextualise the various surveys undertaken by HE students. These are organised on an ad-hoc basis following periods of surveying of feedback

Programme Committee Meetings (PCMs)
All HE curriculum areas are require to organise and communicate at least two PCM's per academic year which run in collaboration with the student body with a standard agenda including discussions around TLA, general experience and complaints. Any actions from the PCMs are noted and acted on. Feedback is given either via the following PCM, Listening Sessions, specially convened meetings and via the VLE.

Annual Monitoring Reports (AMR)
AMRs are required to identify any TLA issues including complaints and areas of good practice. These are shared, discussed and signed off by the Higher Education

Academic & Quality Standards Committee (HEQSC) before final sign off by HE Academic Board.

External validation
The programme will be subject to external scrutiny from suitably qualified external examiners and will adhere to the requirements for external moderation**.**

Teaching Excellent Framework (TEF)
Derby College obtained a silver in the TEF in June 2018. Resources, a commitment to social mobility, student support and scholarly activity carried out by staff and students were all highlighted as being evident.

QAA
The last Higher Education (QAA) review in 2015 was successful, with the College receiving several commendations. The QAA review team formed the following judgements about the higher education provision at Derby College.

    i.   The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies and other awarding organisation meets UK expectations.
    ii.   The quality of student learning opportunities is *commended*.
    iii.   The quality of the information about learning opportunities meets UK expectations.
    iv.   The enhancement of student learning opportunities is *commended.*

10. Changes made to the programme since last (re)validation
N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (Green), assessment is in the second table and is mapped to each learning outcome for each module.

Level 4 – Stage learning outcomes and assessment mapping

Ref	Stage Learning Outcomes	Creative Culture in Context				Creative Industries in Context (20 credits)						Creative Policy in Context (20 credits)					Creative Practice Event (20 credits)					Funding the Creative Cultural Sector				Creative Digital Technologies			
		A1	B1	C1	D1	A1	A2	B1	B2	C1	D1	A1	A2	B1	C1	D1	A1	B1	C1	C2	D1	A1	B1	C1	D1	A1	B1	C1	D1
4a	Detailed knowledge of a broad variety of operating contexts within the creative industries	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y								Y	Y	Y	Y				Y
4b	Demonstrate a broad understanding of the range of practitioners, skills and techniques in the creative industries	Y	Y	Y	Y			Y			Y						Y	Y	y	Y	y		Y	Y				Y	Y
4c	Skilled application of a wide range of appropriate techniques within the creative industries related to theoretical understanding			Y						Y							Y	Y	Y	Y	y			Y				Y	Y
4d	Have developed a basic creative identity which involves the creation, prestation and reflection on high quality and innovative creative work			Y	Y					Y				Y	Y		Y	Y	Y	y	Y			Y				Y	Y
4e	Have collaborated with a variety of artists from within the creative industries to enhance their creative work									Y							Y	Y	Y	y	Y			Y					
4f	Demonstrate competency as a reflective practioner with good academic practice		Y	Y	Y			Y			Y			Y	Y	Y	Y		y	y		Y	Y	Y					Y
4g	Knowledge and understanding of how policy, technology (inclusive of the role the internet has played) culture and society influences the creative industries						Y					Y	Y	Y	Y	Y	Y		Y			Y	Y	Y		Y	Y		Y

Assignment Principles	Creative Culture in Context (20 credits)				Creative Industries in Context (20 credits)						Creative Policy in Context (20 credits)					Creative Practice Event (20 credits)						Funding the Creative Cultural Sector (20 credits)				Creative Digital Technologies (20 credits)			
	A1	B1	C1	D1	A1	A2	B1	B2	C1	D1	A1	A2	B1	C1	D1	A1	B1	C1	C2	D1	A1	B1	C1	D1	A1	B1	C1	D1
Assessment 1	2000 word report				2000 word report						2000 word report					Creative Artefact Production, with supporting creative portfolio documenting the creative process (e.g. concept art, mood board,			Included with A1,B1 and C1		2000 word report				1500 impact report			
Assessment 2				1000 word reflection					Notional 1000 word journal (written/blog/vlog/video diary/social media					Structured debate (notional 1000 words)					500 word reflective piece				15 minute presentation		Visual or audio portfolio with accompanying narrative (notional 1500 words)			

(Lighter yellow represents 'theoretical assessment' green represents a 'practical assessment' methodology; representing 59% theory and 41% practical)

Level 5 – Stage Learning Outcomes and assessment mapping

Ref	Stage Learning Outcomes	Creative Practice and Creative Techniques (20 Credits)					Critique and Analysis (20 Credits)					Business and Entrepreneurship (20 credits)				Experimental Practitioner Event (40 credits)					Marketing (20 credits)			
		A1	A2	B1	C1	D1	A1	B1	C1	C2	D1	A1	B1	C1	D1	A1	A2	B1	C1	D1	A1	B1	V1	D1
5a	Detailed understanding of where tension and convergence exist within policy, technology, culture and society, and the impact this has had on the creative industry		Y				Y	Y		Y	Y	Y	Y			Y	Y			Y	Y	Y	Y	Y
5b	Have gained practical experience of project and event management within the creative industries				Y								Y				Y	Y	Y	Y	Y	Y	Y	Y
5c	Demonstrate as a highly reflective, innovative and critical individual			Y	Y	Y	Y		Y	Y	Y			Y	Y	Y	Y	Y	Y	Y		Y	Y	Y
5d	Demonstrate a coherent creative voice that has been influenced by a wide range of practitioners and creative movements	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y		Y	Y		Y		Y
5e	Have accrued a varied portfolio of high quality creative work that will make a viable employment prospect in the creative industries	Y	Y	Y	Y				Y	Y						Y	Y	Y	Y	Y			Y	

Assignment Principles	Creative Practice and Creative Techniques (20 Credits)					Critique and Analysis (20 Credits)					Business and Entrepreneurship (20 credits)				Experimental Practitioner Event (40 credits)					Marketing (20 credits)			
	A1	A2	B1	C1	D1	A1	B1	C1	C2	D1	A1	B1	C1	D1	A1	A2	B1	C1	D1	A1	B1	V1	D1
Assessment 1	Creative Artefact Production, with supporting creative portfolio		with A1 and A2			Visual or audio portfolio with accompanying narrative (notional 1500 words)					2000 written report						Group Project: Running of an agreed and approved event, including records of meetings, logs of the process and recording			2000 word visual report			
Assessment 2			1000 word reflection		included with B1			500 word reflection					20 minute presentation, OR a 15 minute Vlog			Individual 1000 word report							Production of a marketing item (e.g.

(Lighter yellow represents 'theoretical assessment' green represents a 'practical assessment' methodology; representing 37% theory and 63% practical)

Annexe 3 - Curriculum mapping against the apprenticeship standard

Not applicable

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 <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx</u>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx</u>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **<u>exit awards</u>** (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 **<u>languages other than English</u>** must have programme specifications both in English and the language of delivery.