

Programme specification

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

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Acting
Teaching Institution	Nottingham College
Awarding Institution	The Open University (OU)
Date of first OU validation	1 st September 2023
Date of latest OU (re)validation	N/A
Next revalidation	1 st September 2028
Credit points for the award	360 credits
UCAS Code	ACT3
HECoS Code	100067 - acting
LDCS Code (FE Colleges)	GC.643 - Drama
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	Dance, Drama and Performance (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	N/A
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time Face-to-Face
Duration of the programme for each mode of study	3 Years full time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	April 2023

Please note: This specification provides a concise summary of the main features of the programme and learning outcomes that a typical student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities 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 student's 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 BA (Hons) Acting programme will develop knowledge, skills, and experience and enhance students' practical and theoretical understanding of acting in a broad range of styles, genres and mediums. It is designed to provide vocational training in a professionally oriented setting.

This is an actor training course, predominantly taught through practical exploration and rehearsal, underpinned by research, practitioner study and critical reflection. Training will focus on vocal, physical and emotional skills enabling students to communicate character and narrative effectively in a broad range of dramatic styles and genres. Students will have the opportunity to create their own original work, enabling them to explore areas of specific and personal interest and to find their own creative voice.

Specifically the course aims to:

- Provide fundamental actor training
- Provide critical insight and awareness of acting theories and concepts, and professional behaviour in the changing environment in which they operate.
- Provide enrichment by working with employers enabling students to gain an industry perspective
- Employ reflective practice in order to enhance their personal and professional development
- Enhance employability by students gaining a variety of skills enabling them to function within the competitive environment of creative industries.

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)

N/A

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

BA (Hons) Acting (360 credits in total)

BA in Acting (300 credits in total)

Dip HE (240 credits in total)

Cert HE (120 credits in total)

3. Programme structure and learning outcomes

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

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Performance Skills	30		N/A	No	1
Contemporary Theatre: Performance and Context	30			No	1
Classical Theatre: Performance and Context	30			No	2
Media Performance	30			No	2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none"> 1. Investigate, analyse and evaluate performance theories/concepts from a range of practitioners 2. Examine dramatic texts with reference to their historical, political, social and cultural contexts 3. Illustrate approaches to the study of dramatic texts 4. Explain the role and function of the dramatist and their audiences in different cultural and historical contexts 5. Examine how radio broadcasting and audio recording processes affect performance to microphone 6. Analyse the demands placed upon the performer 7. Identify different formats of audio performance 8. Examine the relationship between text/stimuli and performance 9. Identify relevant skills and techniques 	<p>The teaching learning methods throughout Level 4 are integrated and assessed through formative and summative assessments. The learning outcomes are divided between module learning outcomes which are module specific, and programme learning outcomes which encompass the whole Level 4 part of the programme.</p> <p>The modules at level 4 are designed to introduce the student to a broad range of techniques and styles of Acting allowing students to build their knowledge and skills for Level 5.</p> <p>The formal teaching at Level 4 can take various formats including lectures, seminars, workshops and tutorials. Within this, students' knowledge will be assessed through formative activities such as research projects, in-class tasks, practical group work, discussions and peer assessments. To add enrichment, visiting speakers are invited in and trips/visits. Prior knowledge and experience is embraced, helping students to understand the relevance of their own work.</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p>Learning outcomes are assessed through summative assessments in a variety of ways designed to build upon and develop throughout the rest of the programme. These assessments include research projects which allow the student to examine existing work; reflective writing assessments, building on and developing subject specific academic writing skills; presentations/vivas which help to build students' confidence in order to present in a professional and formal format; Practical exploration and performance project work, giving students the opportunity to develop and present technical skills in a range of styles and genres</p> <p>Self-development is key throughout level 4, with students being taught how to self-reflect, in order to improve and build upon developmental practical and academic skills. Personal tutorials support this, where development plans are discussed and individual targets set.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none"> 1. Discuss the art form in its socio-economic context 2. Locate relevant and appropriate research methods 3. Explain the factors that impact on a practitioner and their work 4. Understand an aural connection with an audience and the impact of non visual performance 	See above

3B. Cognitive skills	
<ol style="list-style-type: none"> 5. Discuss the effectiveness of audio performances. 6. Develop and apply an appropriate technical vocabulary 7. Choose, explore and apply appropriate techniques and skills for the creative process and final performance 	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none"> 1. Choose, explore and apply relevant skills and techniques for specific theatrical styles 2. Create performance for specific places and/or audiences 3. Choose relevant microphone acting techniques in rehearsal 4. Perform rehearsed material to microphone 5. Use appropriate physical and vocal skills in order to develop character 6. Illustrate relevant technical theatre skills in support of performance 	See above

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
1. Communicate in a collaborative manner; offering meaningful peer feedback to others within the group to aid their development. 2. Work in a generous and supportive manner with others throughout	As Above

Cert HE (120 credits in total)

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Screen Acting	30	N/A	N/A	No	2
Production Company	30			No	1 & 2
Directing	30			No	1 & 2
Physical Theatre	30			No	1

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none"> 1. Investigate key components of the directing process and its role in the realisation of dramatic performance. 2. Evaluate the interplay between practice and theory 3. Discuss the work of physical theatre practitioners 4. Examine the relationship between text and physical movement 5. Differentiate the various processes by which performance is created, realised and managed 6. Reflect on the demands placed upon the performer during the creative process 7. Evaluate the relationship between stage and audience 8. Differentiate formats and styles of screen performance 9. Reflect on how film and television processes affect performance to camera 	<p>The teaching learning methods throughout Level 5 are integrated and work is assessed formatively and summatively. The learning outcomes are divided between module learning outcomes which are module specific, and programme learning outcomes which encompasses the whole Level 5 part of the programme.</p> <p>The modules at level 5 are designed to build upon the knowledge and skills learnt at Level 4.</p> <p>The formal teaching at Level 5 can take various formats including lectures, seminars, workshops and tutorials. Within this, students' knowledge will be assessed through formative activities such as case studies, in class tasks, practical group work, discussions and peer assessments. Within Performance Projects students are encouraged to use innovation and creativity to develop work to a high level. Prior knowledge and experience is embraced, helping students to understand the relevance of their own work.</p> <p>Learning outcomes are assessed through summative assessments in a variety of ways, including research which requires students to analyse, evaluate and make creative and artistic decisions; academic writing in terms of essays, reports and reflective writing.</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	Self development continues throughout Level 5, with students being expected to self reflect on areas identified in assessment feedback and from tutorial discussions. In addition, self development is integrated into the learning outcomes, allowing the students to challenge themselves in order to develop further.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none"> 1. Evaluate the creative process and final piece 2. Analyse project requirements, manage and deliver a programme of independent study 3. Plan appropriate independent research 4. Identify strengths and weaknesses in movement skills 5. Examine the potential of physicality as a way to devise and develop material 6. Reflect on, and respond to constructive criticism and direction 7. Analyse technical development and application. 8. Evaluate the effectiveness of the process and performance 	As Above

3B. Cognitive skills	
9. Reflect on, give and respond to constructive criticism and direction 10. Analyse camera acting techniques. 11. Evaluate the effectiveness of the process and performance	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
1. Contribute to the creation/production of performance through an understanding of appropriate performance vocabularies, techniques, structures and working methods 2. Organise both creative and production activity 3. Choose appropriate skills for a physical performance project 4. Identify movement techniques and skills for practical work 5. Use physical skills effectively in performance 6. Construct materials to sustain your professional profile 7. Compose work for performance employing appropriate methods and techniques 8. Explore medium specific techniques 9. Perform rehearsed material to camera	As Above

3D. Key/transferable skills		
Learning outcomes:		Learning and teaching strategy/ assessment methods
1.	Communicate with collaborators/actors/partners in a professional and focused manner.	As Above
2.	Make decisions and work independently	
3.	Identify problems and analyse ways in which to overcome them.	
4.	Work with others in a professional and focused way; communicating ideas and intentions.	
5.	Reflect on the progress and quality of the work in order to make improvements and adaptations throughout.	
6.	Respond to constructive feedback appropriately and make appropriate decisions as a result.	
7.	Communicate with collaborative partners in a professional and focused manner.	
8.	Communicate in an unfamiliar environment to support your role in a professional and focused manner.	
9.	Make appropriate decisions when adapting existing skills for an alternative medium.	

Dip HE (240 credits in total)

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Independent Project	60	N/A	N/A	No	1 & 2
Industry Practice	30			No	1 & 2
Final Major Performance	30			No	2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none"> 1. Select and assess the key components of performance and the process by which it is created and realised 2. Appraise the relationship between audience, performer and work 3. Exhibit a practical understanding of the professional role of the practitioner in industry/community contexts 4. Demonstrate an understanding of the demands of the performing arts industry in relation to their own place within it. 	<p>The modules at Level 6 are designed not only to further the students' knowledge and skills, but also to integrate and synthesise knowledge learnt from all previous modules. Projects prompt work at a professional level in all aspects of production. Research is expected at a higher level across performance/character research and academic writing alike.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>5. Develop and refine your techniques for performance and communicate a chosen role effectively, in relation to the performance considerations, demands and issues raised by the text/stimuli.</p> <p>6. Take responsibility for and sustain a production role throughout the process to the final performance</p>	<p>The formal teaching at Level 6 can take various formats including lectures, seminars, workshops and tutorials. Within this, students' knowledge will be assessed through formative activities such as workshop activity, in class tasks, practical group work, discussions, peer assessments and performance work. To add enrichment, visits and guest speakers and placements are woven into projects, lessons and tutorials. Prior knowledge and experience is embraced, helping students to understand the relevance of their own work.</p> <p>Learning outcomes are assessed through summative assessments in a variety of ways, including academic essays, reports and reflective writing. The latter enable students to set developmental targets. The main focus of assessment at Level 6 performance work, work placement and a student-led, but tutor-supported, independent research/performance project, which can either be theory based or work-based. The findings and analysis of the project must be written in the form of a research or reflective essay.</p> <p>Self-development continues throughout Level 6, with students being expected to self-reflect on areas identified in assessment feedback and from tutorial discussions. In addition, self-development is integrated into the learning outcomes, allowing the students to challenge themselves in order to develop further.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none"> 1. Negotiate complex systems through studying the component parts and their relationships and their functioning within the system as a whole 2. Initiate, plan and assess the creative process with particular regard to content, approach, style and form and the relationship between audience, performer and work 3. Apply a theoretical understanding of how the performing arts can promote learning and personal growth to a range of practical contexts 4. Locate and articulate the specific needs of a client group/employer and plan, deliver and assess work accordingly 5. Demonstrate a critical understanding of the aims and context of a chosen text 6. Communicate meaning effectively to an audience 	As Above

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none"> 1. Identify and maintain an appropriate level of professionalism throughout planning, rehearsal and performance 2. Work as an independent artist to create and perform original work. 3. Formulate and discuss a personal position in the context of current arts issues. 	As above

3C. Practical and professional skills	
<ol style="list-style-type: none"> 4. Create a professional portfolio suitable reflecting relevant industry demands. 5. Analyse, interpret and experiment with text/stimuli and make informed creative decisions 6. Work effectively as part of an ensemble, using initiative and drawing on previous learning experience 	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none"> 1. Communicate creative ideas with others in a professional and effective manner. 2. Work independently to the highest professional standards demonstrating effective time management and organisational skills 3. Work in a professional manner with peers in order to support your own development and that of others. 4. Communicate with industry professionals to create opportunities for employment going forward. 5. Communicate with collaborators in a professional and focused manner. 6. Think ahead to resolve creative issues and challenges as they arise 	As above

3D. Key/transferable skills	

BA (Hons) Acting (360 credits in total)

BA in Acting (300 credits in total)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The BA (Hons) Acting has been designed to draw together coherent acting styles and offers a highly vocational focus. It allows students to gain a broad understanding of theories and concepts of acting across a range of mediums and genres.

The emphasis throughout the course is on technical development through workshops, rehearsal, performance and analysis, helping to equip students with the knowledge and skills they will need to operate and contribute effectively in the wider context of the acting industry.

The programme structure allows students to gain clear understanding and progressively develop their knowledge and skills from year to year, allowing students to build on existing and newly developed techniques.

The programme is able to offer a full degree but in a smaller more supportive environment. Smaller class numbers enable the staff to support each student as individuals. This enables students to feel confident when asking for help and for tutors to provide group or one to one support.

One of the most distinctive features about this course is its links with industry. We work closely with Nottingham Playhouse and Talent CiC, embedding into the structure of the programme placement opportunities and meaningful work experience. In addition to this, we also offer meetings and networking opportunities with agents and casting directors to help our students navigate their way in this most demanding of industries.

Our students also get the opportunity to perform in professional venues in the city of Nottingham and get to share their work with a public audience. Students are also given the opportunity to apply for local arts awards through the 'Nottingham Creatives' initiative as well as the creative development programmes of 'Homegrown' and 'Amplify' that are run at Nottingham Playhouse.

The course aims to provide students with a wide range of skills in order for them to achieve long and fulfilling careers. They will not only be given the technical skills they need to perform; but they will also be encouraged to create and make their own work. In addition to this, they will

learn how to work as a self-employed person and how to network with people who can provide further opportunities. It is our aim that our students graduate as employable Actors.

In a broader context the gained experiences of undertaking and completing the BA (Hons) Acting degree adds employability value and can provide a route into other related professions such as teaching, arts administration, script writing, production, leisure etc. In addition to progression onto post graduate study.

5. Support for students and their learning.

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

Students are supported throughout the programme in various ways:

College Regulations and Policies

All students are protected by the College policies and practices in terms of health and safety, GDPR, safeguarding, etc.

Induction

A detailed induction is designed for the start of the programme, introducing the students to the content of the programme, assessments, the LRC and the support available to them within the team and cross-college. Similar but shorter inductions take place for both Year 2 and Year 3 students.

Tutorials

Tutorial Allowance:

Students are allocated 10 hours of tutorial each year (group tutorials, module tutorials and personal tutorials). 6 hours of the allocated allowance are booked by the tutors/module tutors, and 4 hours are available for students to book when necessary.

Personal: Each student is appointed a personal tutor who looks after their academic and personal welfare throughout the programme. They meet with their tutor within the first few weeks of the start to identify any additional support that may be needed. After this initial session, they meet on a regular basis. In addition, students are encouraged to book appointments with their tutor if they need further support. Working in conjunction with personal tutors is the Well Being Coach who can be brought in to provide extra 1:1 support for any student having personal issues impacting on their studies.

Group: These take place on a regular basis and focus on areas such as: key study skills, careers and progression, discussions and guidance and feedback.

Academic: Each module allocates time for the tutor to meet with students in small groups or individually. It enables additional support to be given in terms of key concepts, assessments or feedback.

All lecturers meet weekly to discuss how the programme is evolving. Students at risk are identified, in order for the personal tutors to take action if necessary.

Teaching and Learning

All lecturers receive regular CPD in up-to-date teaching and learning strategies. This allows the team to make sure that all resources and activities meet the individual learning needs of each student. In addition, students are also enrolled on to Microsoft Teams, which allows blended learning when required.

VLE

Microsoft Teams is the cross-college VLE platform, which allows communication between staff and students. It is available to every student through the College website and by an App on their smart phone. Each course year has its own Course Information page, which contains information such as the student handbook, key policy documents and a notice board. Each module has its own page where students can find modular booklets, resources and Turnitin submission points.

Learning Resource Centres

Both City Campuses house an LRC, with both physical and online books to support Acting students. The faculty subscribes to Drama Online where students can access hundreds of plays, monologues and academic texts from any device. In addition their online facilities also hold many relevant databases and journals which students can search extensively. LRC staff are trained and always willing to help students in their searches or to improve their study skills.

The University Centre

This is a designated study room for all HE students, situated at the Adams Campus. This facility is available for students to work independently and provides desktops and a lounge area. The HE Team is situated close by the University Centre, and members of the team are always available to support students in terms of advice and support in areas such as finance and accommodation. In addition to this there is also a HE study lounge at the City Hub. This provides a space for students to meet, work and collaborate on cross-course projects.

College Wide Student Support

The College offer a range of services to all students including: student services, wellbeing, careers guidance and additional support.

6. Criteria for admission

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

Admissions are welcome from:

- Applicants who have achieved at least 2 A Levels at A2 (56 UCAS tariff points), including GCSE Maths and English to Grade 4/C

- Applicants who have successfully completed a Level 3 BTEC Diploma or Extended Diploma in a relevant subject (56 UCAS tariff points)
- Applicants who have successfully completed an International Baccalaureate (IB)
- Mature students who have 3 years or more professional/relevant experience

Mature applicants without formal qualifications will be required to attend an interview and audition at which they should produce evidence of their capability to undertake the programme successfully.

International applicants will require an IELTS score of at least 6.0, with no component less than 5.5, in addition to evidence of numeracy skills equivalent to GCSE grade C. Non-UK qualifications will be assessed in comparison to their UK equivalents.

The programme supports Recognition of Prior Learning (RPL), so it is possible to accept direct entrants on to both Years 2 and 3, if students have the relevant qualifications (such as an HNC, HND or FDA).

All offers for the course will be based on a successful audition and interview.

7. Language of study

English

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

None

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.

Quality and standards of teaching are assessed and evaluated by varying means.

Assessment for the Programme:

Formative assessments include debates, group work, research tasks, rehearsal notes, peer feedback.

Summative assessments include presentations/seminars, viva voce; written work including research and reflective essays, reports, portfolios; practical work including technical development across a range of genres and styles, professional conduct, workshop/rehearsals and performance in a range of contexts.

Improving Teaching and Learning Internally

Within the HE Performance Team, various methods are used that can enhance teaching and learning including:

- The College's quality assurance procedures monitor the programme in order to ensure opportunities for quality enhancement.
- End of module surveys.
- Informal feedback from students during/after lectures/classes.
- Peer observation.
- Lesson observation.
- College-wide Student Voice surveys
- Course committee meetings.
- Continuing Professional Development opportunities.
- Regular Advanced Practitioner led staff development days.

Improving Teaching and Learning Externally

The College has an External Examiner in place who is responsible for verifying course materials/assignments, student work, tutor feedback and assessment decisions in order to enhance practice and maintain quality standards.

The programme has been mapped against the QAA Subject Benchmarks for Dance, Acting & Performance (2019), it has been written to the 'typical' standards as this is the level which most of our students achieve, but still allowing students to achieve at 'threshold' standard.

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 (shaded) and assessing (2) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2
	Contemporary Theatre: Performance and Context	2	2	2	2						2	2	2					2	2					2	2
	Classical Theatre: Performance and Context	2	2	2	2						2	2	2					2	2					2	2
	Media Performance					2	2	2						2	2					2	2			2	2
	Performance Skills								2	2						2	2					2	2	2	2

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	D1	D2	D3	D4	D5	D6	D7	D8	D9
5	Screen Acting								2	2									2	2	2			2	2				2	2								2	2	
	Production Company					2	2	2								2	2	2									2	2							2	2				
	Directing	2	2								2	2	2								2	2										2	2							
	Physical Theatre			2	2									2	2								2	2	2								2	2	2					

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
6	Independent Project	2	2					2	2					2	2					2	2				
	Industry Practice			2	2					2	2					2	2					2	2		
	Final Major Performance					2	2	2				2	2					2	2					2	2

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.