

Programme specification

1. Overview/factual information	
Programme/award title(s)	BA (Hons) Degree in Creative Music and Audio Production (Top-Up)
Teaching Institution	Southern Regional College
Awarding Institution	The Open University (OU)
Date of first OU validation	March 2023
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	120
UCAS Code	N/A
HECoS Code	TBC
LDCS Code (FE Colleges)	TBC
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	Subject Benchmark Music Foundation Degree Benchmark Statements
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> • QAA Subject Benchmark Music 2019 • MDX_SEEC-Descriptors-May-2021 • Youth Music Strategy Arts Council Northern Ireland Jan 2022 • Further Education Means Success Strategy • Economy 2030 Industrial Strategy for Northern Ireland • Skills Barometer and Skills Strategy • Developing A More Strategic Approach To 14-19 Education And Training DoE and DfE
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT / PT / HLA
Duration of the programme for each mode of study	FT – 1 year / PT – 2 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

AIMS

The BA (Hons) in Creative Music and Audio Production (Top-Up) is an innovative and contemporary course. Designed to develop creativity and skill for the music sector.

This course is for the practitioner, if you are a gigging musician, engineer, producer, technician, teacher, promoter or manager.

The aim of this top-up BA (Hons) Degree is to address the needs of the music industry. Working closely with music professionals we will help prepare graduates with the range of knowledge, skills, attitudes and values to meet current and future evolving needs of this creative industry.

The course will produce graduates of the highest quality who can demonstrate an advanced understanding of the music industry.

Students will be able to make sound judgements on creative music project design and implementation, and will have a depth of new knowledge, practical skills and theoretical understanding in a range of specific creative music practices in your chosen field.

Students will also have a self-critical awareness of your professional capabilities and strategies for continuing personal and professional development.

Developing creativity with new concepts and approaches will ensure each student can respond to the requirements of this sector and transfer these skills to new and innovative working practices.

Ongoing engagement with industry will ensure appropriate skill level and advice are available to guide the student on their chosen career pathway. This course will bring a deeper and meaningful relationship with the music industry in the form of direct interaction with a wide range of industry experts mentoring and guiding your future career.

Modules are delivered by a very experienced team of music producers, performers, technicians, engineers, promoters and composers who will tailor their delivery to your unique needs.

Students will have established a knowledge of the key principles underpinning of creative music and audio production at Level 4/5 but will develop these further at Level 6.

The graduates will have the music creation, performance, production and transferrable skill sets to further develop a critical approach to their chosen pathway. This awareness of the importance of life-long learning and an effective engagement with industry are available at this level.

The **[ENTERPRISE] two** dissertation project module will enable students to demonstrate the research philosophy, planning and methodology necessary to carry out significant research. It will allow students to demonstrate the final development of their subject knowledge, skills and understanding through extended research using the technology and knowledge available to them while studying this programme at Southern Regional College (SRC).

OBJECTIVES

By the end of this programme students will be able to:

- Produce complete works (e.g., tracks, songs, productions, sound to image, etc.) in accordance with industry standards, demonstrating competence and individual creativity at each stage of the production process (e.g. recording, production, mixing and mastering).
- Apply knowledge and understanding of technical tools, equipment, spaces, workflows, and roles to new and undefined working environments, as well as to a specified creative vision.
- Showcase a diverse portfolio of works that explore a wide range of contexts to demonstrate a broad but refined set of artistic and/or working practices.
- Employ a variety of communication and negotiation tools, methods, and techniques.
- Grow in independence and maturity in relation to learning opportunities such as engaged research, self-evaluation, and reflective development.
- Apply critical and evaluative thinking to artistic, social, political, philosophical, and historical theories within the discipline, as well as to or within their own practice.
- Work independently or collaboratively to industry standards as appropriate to the needs of a creative project.

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)

The proposed programme will act as a progression route for successful students from the FD Creative Music and Audio Production course.

The top-up BA has been developed so that students holding a range of Level 5 qualifications (Foundation Degree, HND or HLA (Higher Level Apprenticeships) could articulate onto the programme. Such a broad recruitment base would give employers an opportunity to upskill current staff holding a Level 5 qualification or indeed for staff wishing to progress their career options to achieve a BA on day-release by their current employer. The part-time BA model opens a new progression route for students who require a flexible approach to accommodating studying into their lives.

Students can progress and complete an Honours Degree in Creative Music and Audio Production through studying 120 credits of learning at Level 6. The aim is to have a music provision where students can progress from existing Level 2 to Level 6 within SRC as well as to offer progression from other institutions. This progression is supported and maintained through very strong links with employers and local industry to ensure curriculum taught is relevant to industry so students will have employment opportunities locally and on a wider scale.

2.3 For Foundation Degrees, please list where the 40 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) Degree in Creative Music and Audio Production upon completion of all Level 6 modules equal to 120 credit points of study.

3. Programme structure and learning outcomes

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

<u>Programme Structure - LEVEL 6 PT 2 years</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
[PROPOSAL]	20			Yes	Yr 1 Sem 1
[ENTERPRISE] one	20			Yes	Yr 1 Sem2
[REFLECT] one	20			Yes	Yr 1 Sem 2
[ENTERPRISE] two	40			No	Yr 2 Sem1 &2
[REFLECT] two	20			Yes	Yr 2 Sem 1 & 2
<u>Programme Structure - LEVEL 6 FT 1 year</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
[PROPOSAL]	20			Yes	Yr 1 Sem1
[ENTERPRISE] one	20			Yes	Yr 1 Sem 1
[REFLECT] one	20			Yes	Yr 1 Sem 1
[ENTERPRISE] two	40			No	Yr 1 Sem 2
[REFLECT] two	20			Yes	Yr 1 Sem 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
<p>On completion of the programme students will have:</p> <p>A1. Analysed the audio production and music industry market, with a focus on self-production, autonomy, entrepreneurship, marketing, and business.</p> <p>A2. Critically evaluated the broader realm of creative sound and music practise and explained its place in society and culture.</p> <p>A3. Explained the impact of specific technology on composition, production, and/or sound engineering processes in music.</p> <p>A4. Identified the link that exists between a variety of subject-related texts and their intended readers.</p> <p>A5. Extensive planning, development, and problem-solving in academic and practise-based projects.</p>	<p>Lectures will provide an overview of core module material, using examples and case studies as appropriate. Students will be encouraged to further investigate aspects of lectures in preparation for tutorials. Tutorials will provide an opportunity for specific problem solving. Short, weekly exercises, using a variety of mediums will be used to provide frequent, informal formative feedback.</p> <p>Tutorials will provide opportunities for students to present using a range of formats written, oral or electronic. Students will be encouraged to work as individuals or in groups during practical exercises which will enable students to apply their knowledge of basic concepts. Students will be encouraged to research given problems and provide feedback on their findings. Students will be directed and guided to read selected papers and short articles by the Module Coordinators as appropriate.</p> <p>Independent Study Supported by VLE/Course Notes: Students are invited to take part in independent learning through investigating written material or using the internet in the college Learning Resource Centre (LRC). In addition, collaborative learning and consulting with peers is encouraged as this leads to the exchange of ideas and effective problem solving. Teaching materials are developed and provided in electronic form for the course. Southern Regional College facilitates all students with remote login access to the college VLE to</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<p>access all electronic materials and to take part in online discussions/forums and email.</p> <p>Textbooks/eBooks: A core resource to supplement and support curriculum. Allows extension to learning outside and inside the classroom to assist, give direction, and facilitate research and independence to develop confidence of learning.</p> <p>The experienced teaching team use a range of pedagogical approaches in their teaching to allow students to deepen their understanding of the topic for a range of learning styles.</p> <p>Assessment materials may be marked using tutor or computer marked assignments (multiple choice, short answer, essay), interactive computer marked assignments, labs, formal examinations or progress tests or reports.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On completion of the programme students will have:</p> <p>B6. Applied topic knowledge in a variety of situations, including formal textual analysis, media literacy, and modified research skills to meet requirements of activity.</p> <p>B7. Conducted independent research and generated information that validates activity.</p> <p>B8. Various forms of study including persistent autonomous inquiry and criticality for essays, assignments, practical projects, or artistic creations.</p> <p>B9. The ability to critically reflect on and analyse their own work considering academic and/or professional challenges, controversies, and norms.</p> <p>B10. The ability to create unique and original content in a manner that is suited for various formats, styles, and situations.</p>	<p>Digital Literacy and Independent Research: Digital Literacy will be evident throughout modules through online reading materials, multimedia presentations, use of online resources and the internet for research, custom made learning materials such as videos/quizzes etc., bespoke software tutorials, use of communication tools, electronic plagiarism software and various types of content creation. Students will complete independent research through case studies to develop critical thinking, reasoning and problem solving to get a better understanding of complex computing issues in its real-life context.</p> <p>Lectures: Lectures are designed to engage the learner's interest in a topic and provide a framework on which students can build their knowledge and understanding, and they continue to be a vehicle for the instruction of students. Lectures provide summarised information from a range of sources, updating students with new developments and current issues. Lectures to the student group studying a module are used to present theory and to provide relevant worked examples. Lectures will provide students with the key information and knowledge and will form the basis of a learner centred approach.</p> <p>Practicals: These provide an opportunity for students to apply the taught theory and allows for the reinforcement of the material with the lecturer available to provide support and guidance when required. This takes place in the IT rooms and hardware labs and aims to allow students to take control of specialised resources and equipment. Working under guidance and within the constraints of training, risk assessment and health, safety and well-being, students have ownership over the intended outcome making learning more motivating and enjoyable.</p>

3B. Cognitive skills

Assessment: Demonstrating knowledge of software applications through assignments; Practicals and associated structured worksheets with case studies and some class tests

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On completion of the programme students will have:</p> <p>C11. Effective working practices when working in a professional creative setting.</p> <p>C12. Complete works of art that are the result of a synthesis of creative composition, arranging, production, and engineering techniques.</p> <p>C13. Weighed one's own aesthetic preferences against the requirements of a customer or partner outside of oneself.</p> <p>C14. Critically analysed the technical needs and procedures involved in a particular creative practise.</p> <p>C15. The professional, proper, and safe use of a range of equipment and areas.</p>	<p>Practical activities based on and supported by theory taught through lectures will allow students to design and implement computing solutions, following good practice in IT labs, using the industry relevant software and hardware.</p> <p>Learning and teaching will nurture and enable the development of practical and professional skills, equipping students for life-long learning.</p> <p>Individual Work: Students produce independent work using a variety of information sources and practical experience leading to engagement and stimulation of learning. Students learn as an individual to study and develop independent thinking, problem solving, analysing, and evaluation and self-reflection skills.</p> <p>Group Work: students will work as a part of a team, where peer assessment, overseen by the tutor, will reflect each candidate's contribution to the team and effectiveness as a team member while the team is working on the project.</p> <p>Assessment: Demonstrating knowledge of software applications through assignments; Practicals and associated structured worksheets with case studies and class tests</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On completion of the programme students will have:</p> <p>D16. Critical reflection and evaluation of their own creative practise, intellectual development, and employability skills.</p> <p>D17. Flexibility, creativity, and independence demonstrated through self-discipline, self-direction, and reflexivity.</p> <p>D18. Effective listening, negotiating, persuasion, and presentation skills.</p> <p>D19. The ability to independently and/or cooperatively produce ideas, thoughts, and proposals in response to pre-defined briefs and/or self-initiated initiatives.</p> <p>D20. Effective professional objectives created with self-awareness, organisation, and career planning.</p>	<p>Through group work, independent learning and practicals, learners will increase their confidence and develop their skills in research, academic writing and referencing throughout the module, supported by the lecturers. Canvas VLE and MS Teams are used to support this delivery.</p> <p>Creative and critical thinking will be developed throughout the programme as students will be given problems to solve individually and/or in groups to improve communication and problem-solving skills.</p> <p>Assessment: Practical and associated structured worksheets; Case studies; Class tests; Evaluation of work.</p>

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

SRC will be the first college to offer such a unique programme of study in Northern Ireland. Work-related learning is integrated throughout the curriculum, and the evaluated practical work is based on real-world briefs established by our industry practitioners and instructors. The **[ENTERPRISE] one** module focuses exclusively on offering clients professional services while still inside the institution, giving students a real-world brief. Help Musicians NI offer access to a wide range of professional mentors who will interact and guide this activity. **[ENTERPRISE] two** provides an in-depth dissertation-based exploration into a significant area with a strong personal connection.

Participants are given a wide range of extracurricular volunteer and employment possibilities through our student opportunities initiative and through our many business connections. The Market Place Theatre, the Drake Project NI, the Lyric Theatre, NIAVAC, Aspire Charity NI, Belfast Backline, McCusker Audio, Score Draw Music, Apex Music, High Voltage, Keeney & Stronge, Big Space Music etc. are a few examples.

All modules are mandatory, and the programme has no pathways or routes, with the selection of modules agreed after consultation with local industry around their own needs around Creative Music and Audio Production.

5. Support for students and their learning.

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

The College is committed to supporting all students and their learning. The pre/post enrolment induction process affords all students the opportunity to discuss their learning needs within a supportive interview with both Curriculum and Student Services staff. The primary aim of this interaction is to ensure that all students are on the correct programme of study and have regular and planned support put in place to enable the review of their progress towards their learning goals and their personal and career development.

Student learning is supported in several ways:

- The College provides admissions and pre-enrolment support including student finance advice.
- All new students participate in a comprehensive induction programme prior to and during the commencement of the programme. Students will be issued with The Open University and SRC literature pertaining to the programme and support networks available to them.
- Course handbook and module information are provided.
- Each course has a Course Director who deals directly with all students.

- Each student is allocated a Personal Tutor whose function is to provide a measure of pastoral care. Students will have access to support and guidance from a range of specialist personnel e.g., careers officers, finance officers, student counsellors.
- The programme has a course committee which includes all academic staff teaching on the programme. Student/staff consultative meetings will take place twice yearly (once per semester) and will review academic, administrative issues and developments affecting and supporting their learning. Matters arising from the student/staff consultative meetings are addressed and actioned at course committee meetings.
- Facilities and assistance offered by the library and computer staff.
- Student Services Department provides advice and services relating to accommodation, health, counselling and guidance, careers, childcare, finance, and special needs.
- Interactive Learning and Teaching (ILT) support is available to all students to ensure access to Canvas, Teams, internet, and email facilities.
- The College recognises the vital importance of pastoral care as it seeks to provide a safe and caring environment in which learners can strive for full personal and academic potential. Student services provide help in the field of health, counselling and guidance, careers, finance, and special needs.
- The College aims to provide a safe, supportive, and friendly learning environment for all students with learning difficulties and/or disabilities. Confidentiality is maintained in line with the Data Protection Act (2018) and EU GDPR standards. The team is supported by the Student Services Committee, which has representatives from all Schools within the College and is chaired by the Assistant Director for Student Services. The Committee meet regularly during term time and is responsible for encouraging inclusivity. This support will assist students to realise their full academic and personal potential. If the student has a physical disability, sensory impairment, mental health or learning difficulty, Learning Support Services is available to help them.
- Students with additional learning support requirements will be interviewed and assessed in relation to their needs and an individual Action Plan drawn up and agreed with them. Students on Higher Education programmes may be eligible to apply to their Education and Library Board for the Disabled Students' Allowance (DSA) (www.studentfinancenl.co.uk for further details). This support can be used for: Technical Support, Non-medical Helpers, General Allowance, and Travel Allowance.
- The Admissions office will offer advice on issues relating to International Students: Eligibility to Study, How to get help to improve your English, Application, Finance
- The College has an active Students' Union. The students' union is an integral part of student life and exists to further the interests of all students at the college and to facilitate the representation of their views. As such there are two class representatives elected by their peers to help raise their issues through the student council. An annual Freshers' Fayre is organised and well supported each year prior to commencement of programmes. This is supported by a calendar of events for the academic year. In addition, there are several clubs and societies that are currently operational. Each campus has its own student union facilities.
- Sport and Recreation facilities are available for all students including a fully equipped Fitness Suite. The Suite boasts a variety of cardiovascular and resistance machines and is currently open to all staff and students and a qualified member of staff is available to undertake relevant fitness tests so that suitable individual training programmes can be devised for all users.

Support available

- Access to Information and Advice
- Classroom Assistants
- Specialist IT Software and Equipment
- Modified Learning Materials
- Referral for Specialist Assessment and Support
- Sign Language Interpreters
- Non-medical Assistants
- Access Arrangements in Examinations
- Note Takers
- Braille Printing Services
- One-to-One Support
- Additional Tuition with a Subject Specialist

Dissertation Supervisor

Each student will be assigned a supervisor who will act as their main point of contact for the module. They will guide the student when choosing projects to ensure suitability, viability, and assure that they are satisfied that the Learning Outcomes of the module can be met within the scope of the potential project. Supervisors will meet their candidates regularly by various means and guide them through the challenges of the module.

6. Criteria for admission

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

Entry to the BA (Hons) Creative Music and Audio Production (Top-Up) requires applicants to have successfully completed a Foundation Degree in Creative Music and Audio Production or a HND in a Music related discipline with an overall Merit, or equivalent.

Applicants should have a minimum GCSE Maths and English at grade 4 (C) or equivalent.

Have reached the age of 18 on admission.

Applicants who do not meet the above criteria must provide evidence of substantial knowledge or relevant industry skills, which have not been formally assessed. Refer to College's Accreditation of Prior Experiential Learning (APEL). [Policies & Procedures | Southern Regional College \(src.ac.uk\)](#)

A portfolio of work will be required at interview with a short-written explanation on how you see this course enhancing your career.

Any applicant claiming APEL must complete the Accreditation of Prior Experiential Learning application. The Course Director will act as the APEL advisor and provides applicants with information on the following:

- the entry requirements for the programme
- the generic outcomes of the programme
- a comprehensive skills required
- the University graduate qualities

Applicants applying for entry onto the programme via the APEL route must present a comprehensive portfolio that clearly demonstrates learning that equates with the programme entry requirements as previously outlined. The Open University (OU) will be involved in this process prior to registration. OU call APEL 'RPL' and their guidelines can be found in [SRC-OU-RPL-Guidelines-2022.pdf](#). The APEL route will comprise of transparent, rigorous, clear and concise guidance materials aligned to the UK Quality Code requirements to ensure consistency in the portfolio as evidence of prior learning. All evidence submitted must be authentic, current, reliable, sufficient and valid.

SRC Process

- Complete online application for the course
- Attend Pre-enrolment Advice Session (PEAS) with Course Directors
- Overview of course structure, course demands, application process, individual interviews with applicants.
- CD (Course Director) confirms if entry criteria are met or if results are pending – conditional offer issued to applicants who meet or will potentially meet entry criteria upon receipt of results.
- Upon receipt of evidence of results unconditional offer issue to applicant for the course.

7. Language of study

English

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

SRC's curriculum delivery at HE assures consistency and rigour in marking through internal and external moderation as appropriate. Consistency and parity are achieved through the definition of the forms of assessment and a requirement for each programme to adopt a range of assessment methods. Assessment is governed by a structure which is rigorous and transparent.

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.

Evaluation of teaching and learning is assessed through lesson observations, module evaluations, and students' responses to questionnaires, focus groups, students' comments in course meetings. All full-time teaching staff are required to have achieved or be working towards a recognised teaching qualification in addition to their subject/sector qualifications/experience. Improvements are through group and individual staff development.

SRC comply with FHEQ benchmark statements that includes cross marking, internal moderation and feedback from external moderation.

In addition, all staff must partake in the College Staff Development Programme (thirty-six hours per year) which focuses on raising standards in teaching and learning as well as individual tutors' Continuing Professional Development. Improvements in teaching and learning are recorded in the College's annual HE Self-Evaluation Report (SER) and any required improvements in the Quality Improvement Plan. The HE SER is validated by the HE Advisory Board and reported to the Governors Quality and Standards Committee.

To support the evidence for the production of this report several mechanisms are employed:

- Student /Staff Committee meetings
- Student Surveys
- National Student Surveys

A staff appraisal process is carried out each year to assess the individual lecturer's performance and identify any staff development required in the incoming year.

Every 2 years, classroom observations are carried out to assess the pedagogic performance of lectures and any development needed.

The college has developed a team of Teaching and Learning Advisors (TLA) to help support staff and teams in improving the quality and standards of teaching and learning.

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 (ü) particular programme learning outcomes.

Level 6

module title	A1	A2	A3	A4	A5	B6	B7	B8	B9	B10	C11	C12	C13	C14	C15	D16	D17	D18	D19	D20
[PROPOSAL]		X			X	X	X	X	X	X			X	X		X	X		X	X
[ENTERPRISE] one	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	
[REFLECT] one	X	X	X		X	X	X		X	X			X			X	X		X	
[ENTERPRISE] two	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REFLECT] two	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X

Annexe 2 - Curriculum mapping against the apprenticeship standard

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

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

Annexe 3: Notes on completing programme specification templates

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