

## Programme specification

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

### 1. Overview / factual information

<b>Programme/award title(s)</b>	BA (Hons) Creative Imaging (Top Up) Degree
<b>Teaching Institution</b>	Southern Regional College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	September 2025
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2025
<b>Underpinning QAA subject benchmark(s)</b>	
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	N/A
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	PT
<b>Duration of the programme for each mode of study</b>	2
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	February 2025

**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. Programme overview**

### **2.1 Educational aims and objectives**

The BA (Hons) Creative Imaging offers an in-depth creative and vocational focused education in the main aspects of creative production, in particular Graphic Design, Photography and film production. The degree programme builds on the development of skills, both practical and personal, acquired at Level 5 in order to help graduates prepare for and progress into employment within the creative industries.

With this in mind, the BA (Hons) Creative Imaging (Top Up) Degree aims to produce graduates with a solid understanding and critical awareness of the creative industries and their role in society. The programme aims to develop the individual's production skills and creativity in their chosen subject specialism by enabling them to produce challenging work that uses their chosen medium effectively. The students will be exposed to practical project and research-based work designed to enable them as learners to acquire the skills they need to confidently produce work, providing an open and supportive approach to experimentation, evaluation and critical self-reflection.

The programme aims to produce highly independent and flexible practitioners who have the critical and contextual knowledge to understand the current thinking about creative media and how it impacts on society at present. Students will learn how to communicate with a wide audience through a variety of creative forms, including film, sound and games, across a number of different distribution platforms. Students will gain experience in the collaborative nature of visual media production and will be encouraged to collaborate with and manage others whilst producing their own projects. As a result, this programme enables learners to identify their own individual strengths and develop their own distinctive practice in conjunction with others.

The overarching aims of the BA (Hons) Creative Imaging (Top Up) Degree are the:

- Extension of skills acquired at Level 5 to develop graduates who can confidently apply their practical knowledge skills and ability in a professional context, supporting the creative economy of Northern Ireland.
- Continued development of the individual within their chosen specialism, equipping them with the necessary depth and expanse of knowledge needed to confidently research and evaluate, design and implement innovative solutions that address a range of creative problems.

- Expansion of knowledge and understanding of the roles and responsibilities within a chosen specialism, on both an individual and team level, to produce graduates with creative, practical and transversal skill set needed to support and contribute to the strategic creative vision of any organisation within the Creative sector.

Graduates of this programme can aspire to successful careers in creative industries including roles such as full-time positions in graphic design, media production, and event management. Others may advance their academic credentials by enrolling in prestigious master's programs at other institutions.

Upon successful completion of the BA (Hons) Creative Imaging students will be able to:

- Evaluate and deploy theoretical and practical concepts as appropriate when working within the creative industries.
- Demonstrate initiative, independence, self-reliance and work effectively as part of a team within a creative setting.
- Communicate effectively using written, oral or visual means of information, complex ideas and critical arguments.
- Apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities.
- Deploy appropriate creative production processes to assist in the definition, development and completion of creative proposals.

Academic Development at Level 6:

Building from the key academic skills developed and embedded at Levels 4 and 5, the BA (Hons) Creative Imaging (Top Up) Degree aims to stretch and challenge all learners to become more critical, reflective and analytic individuals in all aspects of their academic journey. Tutorials, seminars and studio-based learning environments will foster independence and drive the students to conduct detailed, independent explorations and experiment within their chosen field. Learners will be encouraged to reflect and evaluate on issues including historic and contemporary theory and practice, ensuring that arguments are substantiated with evidence and reasoned arguments. Level 6 learners will understand the complexity of the issues faced and be encouraged to explore and challenge the grey areas within the black and white.

## 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)

Students enrolling on the BA (Hons) Creative Imaging (Top Up) will have 240 credits (120 at Level 4 and 120 at Level 5) to articulate on to this Level 6 programme from a range of creative education backgrounds including:

- Foundation Degree in Visual Media Arts
- Foundation Degree in Creative Technologies and Digital Arts
- BTEC Level 5 HND Media Production (Pathways)
- BTEC Level 5 HND Art & Design (Pathways)

It is imagined that the BA (Hons) Creative Imaging (Top Up) Degree will attract students graduating with relevant Level 5 (or equivalent) creative qualifications from other academic institutions from within Northern Ireland (SERC, SRC, NWRC, NRC and Belfast Met) as well as the rest of the UK and ROI.

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.

Not applicable

#### 2.4 List of all exit awards

BA (Hons) Creative Imaging (Top Up Degree)  
BA Creative Imaging (Ordinary Degree)

### 3. Programme structure and learning outcomes

Intended learning outcomes at Level 6 are listed below:

<b><u>Programme Structure - LEVEL 6</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Advertising	20			Yes	Year 1 Semester 1
Specialist Media Studies Communication	20			Yes	Year 1 Semester 1
Professional Development with Business Planning	20			Yes	Year 1 Semester 1 2
Major Project Development	20			Yes	Year 2 Semester 1
Final Major Project	40			No	Year 2 Semester 2

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> Discuss the concepts and theories of visual language and your voice within it, informed through research and critical thinking.</p> <p><b>A2</b> Demonstrate practices and tools used in the specification, design implementation, documentation and evaluation of visual communication and design</p> <p><b>A3 Critically evaluate</b> key professional, legal, moral and ethical issues involved in the application of design processes and applications and the opportunities offered by developing technologies</p> <p><b>A4</b> Analyse the theory and practice of a range of marketing and advertising strategies</p>	<p><b>Learning and Teaching Methods:</b></p> <p>Subject related knowledge and understanding are acquired mainly through lectures, seminars, practical workshop/studio-based exercises and practice, directed reading, videos, IT based resources, case studies and experiential learning in all Level 6 modules. Group critiques and individual tutorials promote reflective and evaluative learning and the development of higher order academic skills.</p> <p>Tutorials and seminars, together with tutor observation within the studio-based practice will provide the opportunity to provide feedback to the students as well as the process of feeding forwards, students will be encouraged to seek advice and strive for improvement in their knowledge, understanding and application of the theoretical and historical contexts encountered. Moving from Level 5 into Level 6, students will be challenged during these sessions to critically reflect and evaluate in elements of assessment.</p> <p><b>Assessment Methods:</b></p> <p>Testing of the knowledge base is principally through coursework assignments, essays, reports, research projects and practical creative production projects. Other documentation may include pre-production documentation, Log Book/Diary, Visual commentary (including PowerPoint presentations), storyboards, design sheets, and final creative visual media products.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment. Summative assessment will provide the students with clear and concise feedback that will embed not only good practice in future knowledge acquisition but also equipping students with the tools needed to improve and expand their knowledge in their continuing studies, particularly as they move from study into the Visual Media Arts industry.
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>B1</b> Research, design and develop creative solutions to agreed standards for a particular scenario <b>B2</b> Evaluate and test solutions with respect to their purpose, quality and future potential. <b>B3</b> Communicate effectively reasoned responses to set briefs to a range of audiences by a range of means. <b>B4</b> Select synthesise and critically analyse appropriate academic literature in Marketing, Advertising and or communications to make independent judgements.	<b>Learning and Teaching Methods:</b> Intellectual qualities are developed mainly through lectures, tutorials, seminars, practical workshop/studio-based exercises. Practical work reinforces the material learned in lectures from Level 4, 5 right through to Level 6. It takes place in the editing suites, recording studios and on location 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 it more motivating and enjoyable. They (the students) experience learning where students are problem solving through solution finding and implementation while developing effective communication and use of terminology. Modules within Semester 1 of Level 6 supply students with the

3B. Cognitive skills	
	<p>opportunity to develop and showcase their strong visual media arts skills. Project Development &amp; Research module will require students to communicate their ideas and intentions effectively using strong reasoning and well-articulated language and terminology.</p> <p>The utilisation of Project Based Learning (PBL), a student-centred pedagogy where students will learn through the experience of solving an industry defined problem. This approach involves students working on a project over a period of time through engagement of a real-world problem to find a solution to a complex problem. This approach enables students to develop their critical thinking, creativity and communication skills. PBL is used to create a contagious energy among students to develop a deeper understanding of the subject and quest for further knowledge and skills through active learning.</p> <p>Reflective evaluative diaries, annotations, research, analysis and evaluations will be integral to all modules covered at level 6. Students will be expected to form strong reasoning and well-articulated precise language at this stage of the course. Undertaking extensive independent research and creative thinking.</p> <p><b>Assessment Methods:</b></p> <p>Assessment focuses on the coursework submissions, essays and project reports and practical outcomes. Some of these skills are also assessed in formal presentations.</p> <p>The Final Major Honours Project will challenge the students in their ability to research, propose, develop and create a substantial industry standard creative visual media outcome that must then be showcased at an exhibition and networking event. Assessable work will be written as well as visual and oral in the form of viva voce and presentations to peers,</p>



3B. Cognitive skills	
	tutors and industry specialists during the networking and exhibition event. Where students solve problems for clients, cognitive skills are assessed via pitching and presenting of ideas and client feedback on the final outcomes produced.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1 Analyse and justify</b> criteria and specifications appropriate to specific problems and plan creative and innovative strategies for implementation.</p> <p><b>C2 Undertake</b> independent research and develop reports for various audiences.</p> <p><b>C3 Justify</b> appropriate professional, legal and ethical practices when faced with moral and ethical issues relevant to the visual communications industry</p> <p><b>C4 Assess</b> the implications, risks or safety aspects involved in the use of hardware and software.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>The learning and teaching methods place emphasis on experimental work, ideas generation and solution development. Project briefs simulating real practice also contribute providing students with opportunities to hone practical skills and produce industry standard outcomes. Students producing independent work where they get interested in a variety of information sources and practical experience through 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. Collaborative group-based work will be assessed by work submitted individually by each candidate and may also include an element of assessment by tutor observation of each candidate's contribution to the team and effectiveness as a team member while the team is working on the project.</p> <p>Live projects, competitions and work related learning also provide vehicles for learning and teaching. Advanced modules at Level 6 will assess the students and their ability to think both creatively and critically, analyse briefs to use their practical and professional skills to produce a resolute</p>

3C. Practical and professional skills	
	<p>outcome in all areas. The Self Generate Project acts as a visual dissertation and the work produced here will facilitate the assessment of their practical and professional skill base.</p> <p><b>Assessment Methods:</b></p> <p>Documentation for assessment may include: Production documentation, research, planning and post-production, Project Diary, Visual commentary, sketch book, storyboards, character designs and final creative visual media products. Project Management from idea development to final project outcome realisation will be assessed and scrutinised here at Level 6. The Self-Generated Project together with all Level 6 modules will assess and challenge the students in terms of creative reasoning, higher order thinking and ability to innovate and adapt and manage their projects.</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>D1:</b> Present and communicate effectively, using a range of media taking into account a variety of audiences</p> <p><b>D2:</b> Demonstrate the ability work independently and or within a team, using leadership and project management skills.</p> <p><b>D3:</b> Develop transferrable skills to include time management, problem solving, organisational skills.</p> <p><b>D4:</b> Demonstrate I.T, creative skills to interpret ideas and visual outcomes.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>Transferable and key skills are delivered throughout the course, i.e. lectures, coursework assignments, studio work. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint presentations and Library Research skills. Effective learning environments are engendered in studios, workshops, and all practical modules utilise industry standard software in editing, visual FX and more, with staff and students sharing experiences as partners in the process of learning. Other learning and</p>

3D. Key/transferable skills	
	<p>teaching methodologies include team-teaching, demonstration and peer learning.</p> <p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Work based projects as groups/individuals</li> <li>• Placement reports</li> <li>• Presentations</li> <li>• Reflective logs / workbook</li> <li>• Site visits /Practical observation</li> </ul>

**[BA (Hons) Creative Imaging] (120 Credits)**  
**BA Creative Imaging (Ordinary Degree) (60 Credits)**

#### 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

- This programme of study will offer clear routes that facilitate opportunities for successful progression from Level 5 qualifications including Diploma in Higher Education and HND to this BA (Hons) Creative Imaging (Top Up) Degree.
- Southern Regional College will be the first regional college in the Northern Ireland to provide this type of opportunity to students.
- The BA (Hons) in Creative Imaging (Top Up) Degree is subject to high levels of employer engagement, via the Industrial Advisory Board, specifically created to support this new HE programme, in areas such as curriculum and module design.
- Employer engagement will be encouraged throughout the programme in curriculum development, evaluation and self-sourced placements on an ongoing basis.
- The Industrial Advisory Board (Design Centre) is a collaboration between circa 5 local businesses and SRC Creative Design staff promoting industry engagement through bi annual meetings to keep up to date with most recent industry developments.
- Innovative technology will be used to enhance learning.
- Learners will engage in Personal and Professional Development (PPD) in order to develop a comprehensive portfolio of work upon graduation.
- Access to a range of Innovation Centres and dedicated staff to aid project-based learning and research.
- Learners can undertake individual research, dissertation and honours project in area of their choice.
- Strong teaching team in terms of variety of industry experience, academic and professional qualifications supporting high quality teaching and learning.

#### 5. Support for students and their learning

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

##### **Learners and their learning are supported in a number of ways:**

**Induction sessions** provide timely advice on the key aspects of the course and services provided by the college. These are for learners in their first year and are delivered by members of staff from the course teams and the college learner support

staff. It welcomes learners to the college, gives detailed information on college structure, staff contact information, teaching and learning resources, health and safety and learner support services and details on the college environment. It also provides advice concerning assessment and how to approach study in higher education.

**A course handbook** provides all the necessary information about the course. It includes information on the teaching staff, outline information on modules studied and the course calendar. It contains the course specification and the current course regulations.

**Module handbooks** describe the content of each module delivered in a particular year. These provide learners with the module teaching and assessment schedules and a list of the recommended texts.

**Learning resources** at SRC are available to support the learner. The VLE is used to enable learners to access resources from lectures plus additional reading, resources and activities in their own private study time. They are directed to online resources for research as well as e-books through SRC LRC catalogue. Turnitin plagiarism software is utilised so that they can improve their referencing skills. There are also opportunities for blogs, forums, collaborative and peer learning and support through the VLE, which are used to ensure both quality of learning experiences and opportunities for further challenge and research supplementary to the main delivery in the classroom. Regular discussions and support sessions through software (Teams, Canvas to Collaborate) are provided by teaching staff for all learners.

**A course tutor/studies advisor** for the course year provides a single first point of reference for both new and continuing learners. The course tutor/studies advisor is an experienced member of staff with the responsibility of assisting learners in their personal and career development.

**A Project Supervisor** will be allocated to provide guidance and support in relation to the students work. The supervisor will be a 'critical friend' and will provide support in relation to manageability of the project; identification of achievable goals; sourcing material and research methodologies and developing arguments and creative outcomes.

**A counselling service** is available to learners who are experiencing problems with aspects of their lives other than academic. However, if these problems are affecting their studies or academic progress the course tutor/studies advisor and appropriate members of the course team co-operate to provide recommended help and advice to the learner concerned. This service is provided by an external independent counsellor and the Learner Support Officer at Southern Regional College.

Strong linkage with learner services in relation to health and welfare, finance, guidance and counselling, careers and special needs.

**A careers service** is also available for learners to help them in determining their future career and supporting their applications for employment. Learners will discuss career options during meetings with their class tutor/studies advisor. The student/staff consultative committee gives learners the opportunity to raise and discuss general course concerns.

Learners have access to the college library facilities, staff and to IT support staff. Learners are provided with e-mail accounts and have full access to the internet. Learners will also have access to lecturer support through e-mail and the College VLE and Google classroom.

**Pastoral care** on the BA (Hons) Creative Imaging programme is based on a personal tutor system. Each learner on the course is assigned to a personal tutor who is a member of the course team and takes a dedicated interest in one of the year groups on a course and acts as an intermediary between the year group and the course director. With larger year groups there may be more than one personal tutor.

**Research/Study Skills** – students will be required to undertake an initial induction module that will outline research methods and study skills. Students will also develop research skills and study skills through the undertaking of a number of modules. HE Academic Mentors are available on every campus to support HE students in the development of the academic reading, writing and research skills.

## 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 point - Year 3 (Top Up):

#### Students who wish to gain admission to the BA (Hons) Creative Imaging

Learners will require either a Foundation Degree or a Higher National Diploma in a Creative Media, Photography or Art & Design related subject. Students in receipt of a Foundation Degree must have a profile Pass mark of 55% Pass at Level 5 modules. Students who hold a HND must have a Merit or above profile.

Students must also hold GCSE English and Mathematics at grade 4 (grade C) or above (Level 2 Literacy and Numeracy qualifications are also accepted).

#### International Students

An international student is defined as a student who requires a Tier 4 (student) visa in order to study in the UK. Such applicants may or may not be living overseas at the time of making their course application. International applicants should apply via the usual route for full-time undergraduates; all international students must meet the college general entry requirements and academic qualifications requirements of the course. In addition, international students must have the required level of English Language IELTS academic 5.5- 6.0.

All international qualifications will be checked for academic comparability using the online UKNaric qualifications database. The Admissions team has access to UKNaric training materials and guidance on the evaluation and verification of international qualifications.

## 7. Language of study

English

--

<b>8. Information about non-OU standard assessment regulations (including PSRB requirements)</b>
--

<p>Not applicable.</p>
------------------------

<b>9. For apprenticeships in England End Point Assessment (EPA)</b>
---

<i>(Summary of the approved assessment plan and how the academic award fits within this and the EPA)</i>
--

<p>Not applicable.</p>
------------------------

<b>10. Methods for evaluating and improving the quality and standards of teaching and learning</b>
--

<p>All HE programmes at SRC are subject to the Quality Management and Enhancement processes. In line with FHEQ Benchmark Statements (2023) the following processes are in place:</p>
--

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Internal verification/moderation, cross marking and external examining processes used to ensure validity and reliability of assessment process.</li> <li>• The Course Committee considers learner feedback from each module.</li> <li>• Staff/Student Consultative Committee meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort.</li> <li>• Annual Course Review procedures consider quantitative and qualitative feedback and formulate action plans.</li> <li>• Learners complete a module evaluation at the end of each module, each semester/year and at the end of the programme.</li> <li>• Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member.</li> <li>• The College will annually complete the OU course review and evaluation documentation if applicable.</li> <li>• The College has a Staff Development Programme, which facilitates specific training/development for staff.</li> <li>• All staff are encouraged to complete Information &amp; Learning Technology qualifications.</li> <li>• Views of external examiners are considered, and SRC/OU reporting mechanisms are/will be followed.</li> <li>• Informal views and formal written feedback is considered from Employers via the Industrial Advisory Board.</li> </ul> |
|---|

- Learner performance data and career progression is annually monitored.
- Peer observation and assessment has been introduced to assessment matrix.

All team members must attend programme specific team meetings during the year, all with pre-set agendas, and the Course Directors must attend Higher Education Committee Meetings, which consider quality management. All new staff to the programme are supplied with a dedicated mentor and a full induction, with extra supervision over their first year in many forms such as Teaching and Learning Mentors and additional peer observations.

#### 11. Changes made to the programme since last (re)validation

Not applicable.

Annexe 1: Curriculum map

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

Annexe 3: Notes on completing the OU programme specification template



## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																														
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
6	Advertising	✓			✓					✓								✓								✓	✓		✓			
	Specialist Media Studies Communication		✓							✓	✓	✓						✓									✓	✓	✓			
	Professional Development with Business Planning			✓								✓						✓	✓	✓						✓						
	Major Project Development		✓	✓							✓	✓							✓			✓				✓	✓	✓				
	Final Major Project	✓	✓							✓	✓	✓							✓							✓		✓				

## Annexe 2 - Curriculum mapping against the apprenticeship standard

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

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

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

### Annexe 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.