

Programme specification

1. Overview / factual information

Programme/award title(s)	BA (Hons) Game Art
Teaching Institution	Futureworks
Awarding Institution	The Open University (OU)
Date of first OU validation	
Date of latest OU (re)validation	
Next revalidation	
Credit points achieved for the award	360
UCAS Code (if applicable)	I620
HECoS Code (if applicable)	101019
LDCS Code (FE Colleges England only)	N/A
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	Art & Design (2019)
Other external and internal reference points used to inform programme outcomes (including QAA	FHEQ Level 6 outcome classification descriptions. Industry Advisory Group.

Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory/ accreditation recognition	N/A
For apprenticeships more information on integrated Assessment. EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to- Face) Apprenticeship	FT Face-to-Face
Duration of the programme for each mode of study	3 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 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

- Create the next generation of game artists for the video game industry.
- Foster skills in each individual game artist to equip them with the necessary depth of knowledge to address a range of professional game art problems.
- Develop critical skills which are transferrable into other sectors in the workplace or in continuing education.
- Develop and nurture an awareness of a game artist's role and responsibilities within the video game industry as an individual and as part of a team.
- Develop a strong portfolio of work showcasing the graduates' skills, essential for entering the games industry.
- Encourage students to explore and integrate diverse cultural influences through their creative work, contributing to a more inclusive creative community.

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

Certificate of Higher Education
Diploma of Higher Education
BA Game Art
BA (Hons) Game Art

3. Programme structure and learning outcomes

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

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
Art Fundamentals	40			No	1
Historical Contextual Studies	20			Yes	1
Introduction to 3D Modelling	40			No	2
Visual Design Fundamentals	20			Yes	2

Programme Structure - Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable ?	Semester runs in
			No	

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes - LEVEL 4

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1. Use fundamental art theory to inform their practical work. A2. Use historical and contemporary developments and artists to interpret their practice.	Knowledge and understanding is traditionally gained largely through lecturer input. Whilst lecturer input will be important on this programme a significant proportion of knowledge and, particularly, understanding is gained through student-generated learning, research, directed and self-selected learning, structured tasks and assignments, and project work. Tutorials will facilitate exchange of knowledge, exploration of subject boundaries and provide a forum for building on the knowledge base and enhancement of understanding. Formative feedback is a vital teaching tool which will be provided consistently throughout class and tutorials. Knowledge and understanding is assessed using a variety of methods. The principal methods of assessment for this skill area will be:

Learning Outcomes - LEVEL 4

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

- Essays
- Presentations, individual and group
- Sketchbooks
- Projects
- Project plans
- Portfolios
- Showreels
- 2D and 3D game assets
- Timed examinations

Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1. Research and interpret material and stimuli in order to develop informed ideas. B2. Discuss ideas and concepts with others to reach informed conclusions or practical solutions.	Students develop thinking skills through the challenge of undertaking interactive set tasks and assignments supported by significant tutor input throughout the programme. For example, research techniques are taught in contextual-based modules and then developed through completing assignments and receiving feedback on the results. Students will be closely supported in the process of synthesising ideas and concepts and translating them into creative output. Assignments which primarily assess knowledge, understanding and subject-specific skills implicitly contain a cognitive skills component; thus, every assignment will assess these skills to varying degrees. Formative assessment of cognitive skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map evidenced at the end of the document)

include comment on the employment of cognitive skills.

However these are more specifically evidenced in:

- Projects
- Documentation and reflective journals
- Essays

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. Demonstrate core fundamental art skills in the production of game art. C2. Employ technical software skills to support game art asset creation.	For subject-specific skills the teaching and learning methods will focus on practical workshops, projects and self-learning, supported by tutor input and directed study. The challenge of developing creative skills will be addressed by cultivating a variety of creative techniques drawing on a critical appreciation of the visual and narrative heritage underpinning the game art world. Students will gain a working knowledge of creative possibilities, exploring their own creative potential in a critical and supportive environment. Practical and professional skills will be primarily assessed through practical outputs, specifically: • Sketchbooks • Portfolios • Projects • Project plans

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

- Interactive game levels
- 2D and 3D game assets

Formative assessment takes the form of work-in-progress submissions supported by tutor feedback / feed-forward, employed throughout the programme to aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. Communicate ideas and arguments clearly and effectively using oral, visual and written methods. D2. Produce written work that demonstrates appropriate rigour in reflection, clear organisation and effective communication of ideas. D3. Demonstrate basic skills in organisation, communication and decision-making.	As this is a vocationally focused course employability skills are central to the whole student experience. The challenge for the programme delivery team is to ensure that the employability benefits of the subject-specific skills are complemented by the parallel development of personal skills such as communication and team working. This will be achieved through the design of tasks and assignments that demand skills beyond those that are technical and subject-based, and call for a broader personal skills set. Tutor input and feedback in a supportive context will help students to build on their positive traits and address gaps and weaknesses in their profile. The centrality of vocational skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

methods which are particularly significant are:

- Essays
- Personal Development Plans
- Reflective journals
- Presentations, individual and group
- Projects
- Digital showreels

Throughout the programme feedback on formative and summative assessments will help students develop their employability and personal development skills.

[Certificate of Higher Education in Game Art]

Programme Structure - LEVEL 5					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
3D Character Art	40			No	2
Intermediate Visual Design	20			Yes	1
3D Environment Art	40			No	1
Game Art Specialism	20			Yes	2

	Programme Structure - Single Registerable Modules			
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
			No	

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes - LEVEL 5</u>	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A3. Employ visual language in the creative process. A4. Demonstrate detailed knowledge of the development pipeline - from concept to finished assets.	Learning and teaching is designed to extend and deepen the student's knowledge and understanding of game art theory, principles and industry contexts. Lecturer input continues to play an important role, but there is a greater emphasis on guided independent learning, critical engagement with subject-specific workflows, and the application of knowledge to increasingly complex and industry-informed scenarios. Learning is supported through lectures, workshops, tutorials, and project-based learning, encouraging students to consolidate and contextualise their understanding.

Learning Outcomes - LEVEL 5

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

Students are expected to take increased responsibility for their learning, demonstrating the ability to evaluate information, compare alternative approaches, and apply theoretical knowledge to practical work. Tutorials and critiques provide opportunities for discussion, peer learning, and the refinement of understanding. Formative feedback remains integral, supporting students in developing a more analytical and reflective approach to their work.

Knowledge and understanding is assessed using a range of methods, including:

- Essays and written reports
- Presentations, individual and group
- Research-informed sketchbooks
- Projects and project documentation
- Portfolios and digital showreels
- 2D and 3D game assets

Learning Outcomes - LEVEL 5

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map evidenced at the end of the document)

3A. Knowledge and understanding

- Contextual and analytical assignments

Formative assessment and tutor feedback continue to support learning throughout, with summative assessment placing greater emphasis on application, analysis, and contextual understanding.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
B3. Identify and solve a range of multifaceted problems. B4. Synthesise, reflect upon and refine visual and conceptual ideas as a part of the creative process.	Students further develop cognitive skills through engagement with more problem-solving tasks and less prescriptive assignments. Teaching strategies encourage students to analyse and interpret ideas, concepts and information to make informed judgements in response to creative and technical challenges. Students are expected to demonstrate an increased ability to synthesise research, theory and practice, and to justify creative decisions using appropriate academic and professional frameworks. Tutor support is provided through tutorials and formative feedback, but students are increasingly required to work independently and collaboratively to manage their learning. Cognitive skills are embedded across all modules and are particularly evidenced through: • Projects and design briefs • Research reports and essays

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

- Reflective journals and evaluations
- Presentations and critiques.

Feedback on both formative and summative assessments focuses on the quality of analysis, evaluation, and decision-making, supporting progression toqards more autonomous and critical thinking.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
C3. Apply an iterative design process utilising peer and mentor feedback. C4. Explore and evaluate specialised workflows in the production of game art.	Teaching and learning methods will emphasise the development of more advanced practical and professional skills aligned with industry practices. Workshops, project work, and self-directed learning enables students to refine technical proficiency, develop creative confidence, and respond effectively to briefs that simulate professional contexts. Students are encouraged to experiment with tools, workflows and techniques, demonstrating a critical awareness of visual, narrative, and technical conventions within the game art discipline. Greater emphasis is placed on planning, iteration, and quality control. Practical and professional skills are primarily assessed through: • Sketchbooks and development work • Portfolios and digital artefacts • Projects and project plans • Interactive game environments

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

- 2D and 3D game assets

Formative assessment through “stand-ups”, critiques and work-in-progress reviews supports skills development, with summative assessments requiring a higher standard of technical execution, and professional presentation.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
D3. Demonstrate skills in negotiation, organisation and decision-making in a variety of professional contexts. D4. Show initiative, work independently and demonstrate self-reliance.	The programme places increased emphasis on the development of transferable skills that enhance employability and professional readiness. Learning and teaching strategies are designed to support the develop of communication, teamwork, problem-solving, time management, and self-evaluation skills through reflective practice. Students are expected to demonsatrate greater independence, resilience, and responsibility for their personal and professional development. Tutor's guidance and feedback support students in identifying strengths and areas for improvement, and in articulating their skills in relation to industry expectations. Assement methods particularly relevant to transferable skills include: • Reflective journals and evaluations • Personal development plans • Presentations

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

- Projects
- Digital portfolios and showreels

Feedback throughout Level 5 supports students in evidencing and articulating their transferable skills, preparing them for progression to Level 6 and professional practice.

[Diploma of Higher Education in Game Art]

Programme Structure - LEVEL 6

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in	Available as single registerable module?
Practical Research	20			Yes	1	
Professional Set Brief	20			Yes	1	
Advanced Visual Design	20			Yes	1	

Programme Structure - LEVEL 6						
Major Project	40			No	2	
Professional Development	20			Yes	2	

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes - LEVEL 6</u>	
3A. Knowledge and understanding	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A5. Identify and critically evaluate a range of game art techniques to inform their personal work style. A6. Demonstrate a high level of competence within a specialist area of game art.	Learning and teaching strategies are designed to support the development of advanced knowledge and critical understanding of game art theory, practice, and professional contexts. Learning activities emphasise autonomy, critical enquiry, and the integration of theory and practice, enabling students to engage with complex, and unpredictable problems. Tutor input is focused on facilitation, guidance, and specialist support, while students are expected to undertake substantial independent research and self-directed learning. Tutorials and critiques provide opportunities for critical debate, reflection, and the refinement of ideas. Students are required to demonstrate originality and a critical awareness of research, industry practice, and emerging trends. Knowledge and understanding at Level 6 are assessed through:

<u>Learning Outcomes - LEVEL 6</u>	
3A. Knowledge and understanding	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	• Projects and major portfolios • Research-informed work • Critical evaluation in reflective work • Professional presentations and pitches • Digital showreels and artefacts Formative feedback supports the development of critical insight and independent learning, while summative assessment emphasises synthesis, evaluation, and originality.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
B5. Critically appraise and respond to existing and emerging opportunities. B6. Critically reflect on own work and that of others.	Students are expected to demonstrate advanced cognitive skills, including critical analysis, synthesis of complex ideas, and the ability to make informed judgements in the absence of complete data. Learning and teaching and strategies encourage independent thinking, problem-solving, and reflective evaluation of both process and outcomes. Students are required to critically evaluate research, theory, and practice, and to apply this evaluation to the development of creative and technical solutions. Tutor input is primarily advisory, supporting students in refining their analytical approach and articulating sophisticated arguments and rationales. Cognitive skills are particularly evidenced through: • Major project work • Critical evaluations and reflective commentaries

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	• Essays • Professional critiques and presentations Assessment feedback focuses on the depth of critical engagement, coherence of argument, and effectiveness of decision-making.
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3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
C5. Create professional 2D work, for promotional and production concept art. C6. Construct professional portfolio of game-ready 3D assets.	Learning and teaching strategies focus on the demonstration of professional-level practical skills and industry readiness. Students work with a high degree of autonomy on complex projects that

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

reflect professional practice, industry standards and personal specialisation.,

Learning activities support the integration of advanced technical skills, creative originality, and professional workflows. Students are expected to manage projects independently, respond to critique constructively, and produce work of a standard appropriate for entry into the games industry or further study.

Practical and professional skills are assessed primarily through:

- Portfolios and showreels
- Projects and self-initiated briefs
- Professional-standard 2D and 3D game assets
- Interactive game environments and prototypes

Formative assessment takes the form of critiques and peer reviews, supporting continuous improvement and professional

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	development. Summative assessment emphasises technical excellence, originality and professional presentation.
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3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
D5. Apply project management skills through the setting of research goals, intermediate milestones and prioritisation of activities. D6. Perform critical self-analysis, identify skills gaps and plan personal development to maximise employment potential.	The development of key transferable skills is embedded within independent and professionally focused learning activities. Students are expected to demonstrate high levels of autonomy, self-reflection, and responsibility for their learning and professional identity. Learning and teaching strategies support the development of advanced communication, leadership, project management and

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

lifelong learning skills. Students are encouraged to critically reflect on their personal development and to articulate their skills and achievements in relation to career aspirations and industry expectations.

Assessment methods that particularly evidence transferable skills include:

Reflective and evaluative writing

Professional presentations

Personal development plans and career-focussed documents

Projects and portfolios

Feedback on formative and summative assessments supports students in consolidating their professional profile and preparing for graduate employment or further study.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

BA (Hons) Game Art

To be awarded an Honours Degree, the student must complete 120 credits at Levels 4, 5 and 6.

BA Game Art

To be awarded an Ordinary Degree, the student must complete 120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits at Level 6 achieved through completing a combination of the following modules:

- Practical Research (20 credits)
- Professional Set Brief (20 credits)
- Advanced Visual Design (20 credits)
- Major Project (40 credits)
- Professional Development (20 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

N/A

5. Support for students and their learning

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

Student Services Support

Futureworks has dedicated Student Services team operating from the Student Advice Centre on floor 3. The Student Advice Centre (SAC) is open 10am-12.30pm & 1.30pm-4.30pm Monday-Friday. Students can visit

SAC any time during opening hours to speak to a member of staff or make contact via email. The nature of support offered is dependent on the individual seeking it but in general includes:

1-1 pastoral advice and guidance to students who may be experiencing anything affecting their time at university, for example:

- mental health
- financial support
- disability support
- feeling homesick
- a confidential space to discuss worries or concerns.

Also, advice with regards to

- health
- bullying
- discrimination
- harassment
- Referral and signposting for additional support e.g., counselling (via an external provider)

Personal Tutor Support

Students are allocated a Personal Tutor who plays a central role in student support. Working in conjunction with Module Leaders and Heads of Schools, Personal Tutors provide the support, advice and guidance that will enable students to gain the most from their studies at Futureworks.

The Personal Tutor roles include:

- Academic monitoring and advice
- personal development tutorials
- General pastoral care (referring more complex / sensitive issues to the Student Welfare Officer)

6. Criteria for admission

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

Standard Entry: Applicants are required to have at least a Level 4 or grade 'C' in GCSEs Maths and English Language or equivalent and 104 or above UCAS points (for example B, C, C or above at A2 Level, DMM or above at BTEC Extended Diploma Level, M or above at UAL Level 3 Extended Diploma Level) and a proven interest in the subject area. A digital art-based portfolio will be required to be submitted.

International Entry: Equivalent international qualifications will be considered towards meeting the entry requirements for standard entry. Additionally, international applicants will need to have an English Language qualification at International Level B2 or higher, such as an IELTS of 6.0 or better (with 5.5 in each skill: reading, writing, speaking and listening). Students with equivalent qualifications will also be accepted.

Equivalences include:

- Trinity College London: a pass in test ISEI and a pass in test ISEII
- Language Cert: Academic SELT (from 18 December 2023): 60 or International ESOL SELT: 33/50
- Pearson PTE Academic for UKVI: 59
- PDI Services (UK) Ltd: Pass in Skills for English UKVI

Non-standard Entry: Applications from individuals with non-standard qualifications, relevant work or life experience will be equally considered. These applicants will be required to attend an interview as part of the application process. Interviews will be in person or online, depending on the location and availability of the applicant.

Accreditation for Prior Learning: UK and International applicants with qualifications or professional experience equivalent to the knowledge and skills developed during years one or two of this programme may be granted Accreditation for Prior Learning (APL), enabling them to join the programme at the start of year two or three.

If an applicant thinks they may be eligible for APL they should contact our Admissions team on admissions@futureworks.ac.uk. Please note that APL will not exempt applicants from the selection process, or, for international students, the IELTS 6.0 (or equivalent) requirement.

Portfolio: Applicants will be asked to submit a portfolio of their work. The portfolio should consist of 8-10 pieces of work, and must include some observational drawing, ideally life drawings.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

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

As the senior academic authority of Futureworks the Academic Board has responsibility for the monitoring of academic quality and standards, as delegated by the Board of Directors.

Annual review is conducted at module, programme, school and institutional level by relevant staff using both internal and external data, as outlined in the Academic Quality Handbook. Interim review of programmes is conducted 3 times per year as data becomes available. Reviews incorporate Module Evaluation and Student Experience Survey feedback from students, External Examiner reports, feedback from industry professionals via the Industry Advisory Group and Link Tutor feedback. Interim and annual reviews include Action Plans which are monitored by relevant committees. Futureworks uses benchmarking in relation to the OfS dashboard and NSS data to ensure that Futureworks programmes are delivering comparable outcomes and student experiences and this is included in the Academic Board Annual Report.

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

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

[illegible]

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 behaviour.

Please amend 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
4																	

Level	Study module/unit	Apprenticeship standard															
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8
5																	

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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**: [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)
- 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: [Subject Benchmark Statements](#)
- 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.