

Programme specification

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

1. Overview / factual information

Programme/award title(s)	BA (Hons) Independent Filmmaking
Teaching Institution	Futureworks
Awarding Institution	The Open University (OU)
Date of first OU validation	5 th March 2026
Date of latest OU (re)validation	N/A
Next revalidation	
Credit points achieved for the award	360
UCAS Code (if applicable)	F3M6
HECoS Code (if applicable)	100441
LDCS Code (FE Colleges England only)	N/A
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	Communication, Media, Film and Cultural Studies (2024)
Other external and internal reference points	FHEQ Level 6 outcome classification descriptions.

used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	Industry Advisory Group. Avid Technology DPP (Digital Production Partnership)
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

- Produce informed, adaptable, and resourceful graduates who possess the skills, knowledge and attributes required to fulfil professional roles in the media industry with a bias to filmmaking.
- Create filmmakers with the versatility and confidence to employ technical skills and creativity in contemporary production environments.
- Develop and nurture an awareness of roles and responsibilities within the independent film and media industry as an individual and/or as part of a team.
- Produce filmmakers with the skills to investigate, analyse and present visual information as well as generate original work related to the independent film and media industry.
- Encourage students to explore and integrate diverse cultural influences through their creative work, contributing to a more inclusive creative community.
- Equip students with the capability to evidence professionalism in planning, execution, delivery, and reflection.
- Develop independent learners capable of applying intellectual and practical skills appropriate to employment or further study

- Build a sense of entrepreneurship and innovation across all aspects of student work and career development.
- Equip filmmakers with the ability to build, sustain and focus on their personal and professional aspirations.

2.4 List of all exit awards

Certificate of Higher Education, Independent Filmmaking

Diploma of Higher Education, Independent Filmmaking

BA Independent Filmmaking

BA (Hons) Independent Filmmaking

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
Film Production 1	40		40	No	1&2
Editing for Independent Film	40		40	No	1&2
Scriptwriting for Short Films	20		20	Yes	1&2
Film Theory	20		20	Yes	1&2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes - LEVEL 4</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
A1: Use fundamental production theory and key historical and contemporary developments to inform practical work and interpret the practice and significance of the filmmaking industry in society today. A2: Identify and select from a range of independent filmmaking techniques to begin establishing a personal work style, showing competence within a chosen specialist area. A3: Employ visual language in the creative process, demonstrating understanding of its foundational principles in independent filmmaking.	Knowledge and understanding are assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Essays • Case Studies • Presentations, individual and group • Pitches • Video and audio artefacts • Projects • Project plans

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

- Scripts
- Journals

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: Explore and interpret material and stimuli to generate ideas and begin to present simple arguments for discussion. B2: Review a variety of information, identify straightforward problems and suggest possible solutions using basic concepts. B3: Combine and develop visual and verbal ideas as part of the creative process, showing an emerging ability to engage with material in creative ways.	Assignments which primarily assess knowledge, understanding and practical skills implicitly contain a thinking skills component; thus, every assignment will assess thinking skills to varying degrees. Formative assessment of thinking skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of thinking skills

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: Develop ideas from initial concept through to a defined final outcome, employing basic creative processes and contemporary development workflows in the production of film artefacts. C2: Use a range of contemporary techniques to produce professional video and audio artefacts, generating and applying creative ideas to produce distinctive work. C3: Employ professional practices and procedures to produce and present work, applying comprehension in a specific area to reflect developing ability and emerging specialism.	Practical and professional skills will be primarily assessed through practical outputs, specifically: • Video and Audio Artefacts • Projects • Project Plans • Scripts • Treatments • Pre-production materials • Storyboards • Project folders Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

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)

--	--

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 confidently and effectively using oral, visual and written methods, adapting style for different audiences and contexts. D2: Work successfully in groups and interact with others in professional settings, exhibiting collaboration and basic project management skills such as setting goals and prioritising activities.	The centrality of transferable skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are: • Essays • Case Studies • Reflective journals

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)

D3: Apply time management techniques to plan and execute tasks and begin to reflect on personal development needs to support future employability.

- Presentations, individual and group
- Projects
- Promotional materials
- Professional Development

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

Certificate of Higher Education, Independent Filmmaking

Programme Structure - LEVEL 5					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
Film Production 2	40		40	No	1&2
Audio for Film & Television	40		40	No	1&2
Professional Industry Practice	20		20	Yes	1&2
Scriptwriting for Pilots	20		20	Yes	1&2

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
A1: Evaluate and apply key production theory, together with historical and contemporary developments, to enhance practical work and inform interpretation of the filmmaking industry's evolving role in society. A2: Select and apply a range of independent filmmaking techniques to refine and develop a distinctive personal work style, demonstrating competence within a specialist area. A3: Employ and refine visual language in the creative process, showing increasing confidence and sophistication in independent filmmaking practice.	Knowledge and understanding are assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Presentations, individual and group • Pitches • Video and audio artefacts • Projects • Project plans • Portfolios • Scripts

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

- Showreels
- Journals
- Audio visual breakdowns

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, interpret and critically analyse complex material and stimuli to generate informed ideas, formulating evidence-based arguments and engaging confidently in debate. B2: Evaluate and solve a range of multifaceted problems, applying established techniques and creative approaches to develop effective solutions within filmmaking practice. B3: Synthesise and refine visual and verbal ideas and concepts throughout the creative process, demonstrating increasing independence and critical judgement in decision-making.	Assignments which primarily assess knowledge, understanding and practical skills implicitly contain a thinking skills component; thus, every assignment will assess thinking skills to varying degrees. Formative assessment of thinking skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of thinking skills

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: Develop and realise creative ideas from initial concept through to final outcome, employing established development workflows and adapting processes to enhance the production of film artefacts. C2: Use a variety of contemporary techniques to produce professional video and audio artefacts, demonstrating growing independence and creativity in generating distinctive work. C3: Apply professional practices and procedures to produce and present work to industry standards, reflecting competence and specialism in a chosen area of filmmaking.	Practical and professional skills will be primarily assessed through practical outputs, specifically: • Video and Audio Artefacts • Projects • Project Plans • Showreel • Scripts • Treatments • Pre-production materials • Portfolios • Storyboards • Audio visual breakdowns Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development

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)

	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 complex ideas and evidence-based arguments confidently and effectively using oral, visual and written methods, adapting style to suit diverse audiences and professional contexts.	The centrality of transferable skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are: • Reflective journals • Presentations, individual and group • Projects

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)

D2: Collaborate constructively in groups and interact professionally with others, applying project management skills such as goal setting, milestone planning and activity prioritisation to achieve shared outcomes.

D3: Implement effective time management techniques to plan and execute complex projects, performing critical self-analysis to identify skills gaps and plan ongoing personal and professional development.

- Showreels
- Promotional materials
- Professional Development

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

Diploma of Higher Education, Independent Filmmaking

Programme Structure - LEVEL 6						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerable module?
Film Production 3	40		40	No	1&2	
Scriptwriting for Features	40		40	No	1&2	
Major Project	40		40	No	1&2	

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes - LEVEL 6

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
A1: Critically analyse historical and contemporary developments in filmmaking practice and theory in order to engage in informed debate around the significance of the industry in society. A2: Critically reflect on a range of independent filmmaking techniques to produce original work, expressing a mature and distinctive personal style within a specialist area. A3: Employ advanced principles of visual language in the creative process, using established techniques of analysis and enquiry to inform creative decision-making in independent filmmaking.	Knowledge and understanding are assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Presentations, individual and group • Pitches • Video and audio artefacts • Projects • Project plans • Portfolios • Scripts • Showreels

Learning Outcomes - LEVEL 6

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)

A4: Critically evaluate the ethical, cultural, and professional responsibilities associated with independent filmmaking, demonstrating appreciation of the challenges and complexities of contemporary creative practice.

- Journals
- Audio visual breakdowns

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 complex sources to develop original ideas, constructing persuasive, evidence-based arguments to engage effectively and confidently in professional debate. B2: Identify, evaluate and solve multifaceted problems in filmmaking practice, applying advanced conceptual and creative approaches to develop innovative solutions. B3: Synthesise and refine visual and verbal ideas and concepts throughout the creative process, demonstrating independent judgement and originality in decision-making.	Assignments which primarily assess knowledge, understanding and practical skills implicitly contain a thinking skills component; thus, every assignment will assess thinking skills to varying degrees. Formative assessment of thinking skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of thinking skills

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)

B4: Critically reflect on personal learning, creative outcomes and feedback to identify areas for further development of skills, independent thinking and professional practice.

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:

C1: Develop, refine and realise original creative ideas from initial concept through to final outcome, employing advanced development workflows and demonstrating autonomy in the production of film artefacts.

Learning and teaching strategy/ assessment methods

Practical and professional skills will be primarily assessed through practical outputs, specifically:

- Video and Audio Artefacts
- Projects
- Project Plans
- Showreel

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)

C2: Exercise professional judgement in the selection and application of contemporary video and audio techniques to deliver distinctive work that meets industry standards.

C3: Critically evaluate professional practices and procedures in the production and presentation of work, evidencing detailed knowledge and expertise within a specialist area of filmmaking

C4: Manage complex film projects independently or collaboratively, demonstrating effective leadership, adaptability and problem-solving throughout all stages of production.

- Scripts
- Treatments
- Pre-production materials
- Portfolios
- Storyboards
- Audio visual breakdowns

Formative assessment supported by tutor feedback will be employed throughout the programme and will 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 complex ideas and arguments confidently and effectively using advanced oral, visual and written methods, adapting style for specialist and non-specialist audiences in a range of professional contexts. D2: Lead and collaborate in teams, applying advanced project management skills such as strategic goal setting, milestone planning and prioritisation of activities to deliver complex projects successfully. D3: Implement advanced approaches to time management and perform critical self-analysis to identify skills gaps to maximise employment potential through continuing professional development and planning.	The centrality of transferable skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are: • Reflective journals • Presentations, individual and group • Projects • Showreels • Promotional materials • Professional Development Throughout the programme feedback on formative and summative assessments will help students develop their employability and personal development skills.

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)

D4: Demonstrate critical judgement in the application of ethical principles and professional standards in decision-making, teamwork and communication across a range of creative and professional contexts

BA (Hons) Independent Filmmaking, BA Independent Filmmaking

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 any two of the following modules:

- Film Production 3 (40 credits)
- Scriptwriting for Features (40 credits)
- Major Project (40 credits)

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 Futureworks, 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. Qualifications such as Graded Examinations in Music Performance and Arts Award (Gold) can also count towards your UCAS points.

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.

7. Language of study

English

8. 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.

9. 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

Annexe 1 - Curriculum map

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

Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	Programme outcomes												Available as single registerable module?
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	
4	Film Production 1		✓	✓			✓	✓	✓	✓		✓	✓	N
	Editing for Independent Film	✓		✓				✓	✓	✓				N
	Scriptwriting for Short Films	✓	✓		✓	✓	✓			✓	✓		✓	N
	Film Theory	✓			✓	✓	✓				✓			N

Level	Study module/unit	Programme outcomes												Available as single registerable module?
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	
5	Film Production 2	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	N
	Audio for Film & Television	✓	✓			✓		✓	✓	✓				N
	Professional Industry Practice		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	N
	Scriptwriting for Pilots	✓	✓		✓		✓	✓			✓			N

Level	Study module/unit	Programme outcomes																Available as single registerable module?
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
6	Film Production 3	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	N
	Scriptwriting for Features		✓	✓		✓	✓	✓		✓		✓		✓				N
	Major Project	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	N

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.