Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	*BA (Hons) Photography*
Course Code(s)	4495
Course Director	Daniel Alexander
Shared Modules?	Yes with Fashion and Creative Advertising with Marketing

Changes to sequencing of modules:

No change required	None required	
Module code and name (please list by level)	**S2→S1**	**S1→S2**
All modules	No change required	No change required

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes to contact hours
All modules	The course is moving towards a blended learning approach – where we mix onsite and online delivery. Students will be expected to be on campus for around 1 day a week. Previously on-campus contact was about 24% of degree – it will now be about 15/16% of the degree. This figure may flex up/down depending on lab space and advice from government. On campus delivery will focus on	No changes to contact hours planned at this point.

	activities which utilise our specialist facilities and resources	

Changes to assessment strategy

	The course will switch between physical submissions to online/virtual work. The mode of submission is not explicitly detailed in the module spec, so there is no requirement to change at SASC. Similarly presentations will switch from in person to online and applies to the 3 modules AME_5_PAG - Photography in the gallery, AME_4_DOP - Documentary Photography and AME_6_PMP - Pilot Major Project.	
Module code and name	**Changes to weightings of assessment**	
	Current	**New**
All modules	No change required	No change required

Removal / Alterations of placements

No change required	**None required**
Module or course and name	**Change / alteration to placement**
Placements are schedule for semester 2 and will go ahead as normal, where possible. Alternative assessments for individuals who cannot complete a placement are already in place.	

Additional course costs

Change required	**All students must have individual access to a MacBook, Adobe CC, and a camera for all modules.**	
Module code and name	**Changes to additional course costs**	
	Current	**New**

Any additional information
Students will be required to have access to a MacBook and Adobe CC in order to complete their studies. The university is putting a laptop purchasing scheme in order to enable this. Resit assessments for both semester 1 and semester 2 will be geared towards completion of work in an off-campus environment. In a scenario where we lose access to campus and facilities, we will switch between the original and resit assessment. Students are expected to have access to their own camera as part of the course, this equipment should ideally incorporate manual control options and the ability to shoot raw files.

Where students are unable to attend any on-campus activities (for shielding, or any other accepted reason), the default offer will be the resit assessment as the first opportunity.

For further information please contact the Course Director Daniel Alexander. Daniel.Alexander@lsbu.ac.uk

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

<table>
<tr><td colspan="4" align="center">**A. Course Information**</td></tr>
<tr><td>**Final award title(s)**</td><td colspan="3">BA(Hons) Photography</td></tr>
<tr><td>**Intermediate exit award title(s)**</td><td colspan="3">CertHE, DipHE</td></tr>
<tr><td>**UCAS Code**</td><td></td><td>**Course Code(s)**</td><td>4495</td></tr>
<tr><td></td><td colspan="3">London South Bank University</td></tr>
<tr><td>**School**</td><td colspan="3">☐ ASC ☒ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS</td></tr>
<tr><td>**Division**</td><td colspan="3">Film and Media</td></tr>
<tr><td>**Course Director**</td><td colspan="3">Daniel Alexander</td></tr>
<tr><td>**Delivery site(s) for course(s)**</td><td colspan="3">☒ Southwark   ☐ Havering
☐ Other: please specify</td></tr>
<tr><td>**Mode(s) of delivery**</td><td colspan="3">☒Full time   ☐Part time   ☐other please specify</td></tr>
<tr><td>**Length of course/start and finish dates**</td><td colspan="3">

Mode	Length years	Start - month	Finish - month
Full time	3 Years	September	July
Full time with placement/ sandwich year			
Part time			
Part time with Placement/ sandwich year			

</td></tr>
<tr><td>**Is this course generally suitable for students on a Tier 4 visa?**</td><td colspan="3">Please complete the International Office questionnaire
Yes
Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.</td></tr>
<tr><td rowspan="2">**Approval dates:**</td><td colspan="2">Course(s) validated / Subject to validation</td><td>2003</td></tr>
<tr><td colspan="2">Course specification last updated and signed off</td><td>27/9/2019</td></tr>
<tr><td>**Professional, Statutory & Regulatory Body accreditation**</td><td colspan="3">N/A</td></tr>
</table>

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features

Distinctive features of course	1	The course is focused on the development of independent, innovative creative practitioners who can work in a wide range of roles across the photographic and creative industries.
	2	Practical modules introduce students to a broad range of photographic practice including documentary, editorial, commercial and gallery based photography.
	3	Theory modules at all levels of the degree consider photography within its historic context and explore its current role within an expanding digital culture.
	4	Professional Practice modules in levels 5 and 6 develop students' awareness of the photographic and wider creative industries, and provide opportunities to gain the skills knowledge and experience necessary to work in these industries.
	5	The course has a strong industry focus with a mixture of simulated and live client briefs, and students in all three years participate in the public dissemination of their work.
	6	The course effectively utilises its excellent physical location within the heart of London's creative industries, through studio, lab, museum and gallery visits and workshops, and a strong visiting lecturer programme.
Course Aims		The BA(Hons) Photography course aims to:
	1	Develop students' knowledge and understanding of contemporary photographic practice in the context of a rapidly evolving digital culture.
	2	Develop students' knowledge and understanding of current and emerging photographic technologies and their skills to creatively utilise these technologies in response to a range of briefs.

	3	Develop students' ability to combine conceptual, theoretical and practical skills in the creation of photographic work with intellectual and/or aesthetic and/or commercial properties.
	4	Develop students' ability to work effectively as members of groups and teams, using collaboration, negotiation and project management skills.
	5	Produce independent learners who can take responsibility for the direction and content of their own work and undertake significant and sustained periods of independent study.
	6	Develop students' employability skills and experience through providing opportunities to work on real world 'live' projects and undertake periods of work experience.
	7	Develop students' ability to position their work in relation to the photography industry and present their work appropriately for a chosen context.
Course Learning Outcomes	**A: Students will have knowledge and understanding of:**	
	1	The key historic and contemporary theoretical frameworks in which photography is discussed and understood
	2	The significance of a broad range of work from practitioners in photography and other art, design and media practices.
	3	A broad range of current and emerging photographic technologies, and their use in the production of work for different contexts and audiences.
	4	Research methods and analytic and critical skills, appropriate for the production of practical and written work
	5	A range of different career routes within the creative industries, and the skills knowledge and experience appropriate to chosen routes.
	B	**Students will develop their intellectual skills such that they are able to:**
	1	Demonstrate an ability to research, analyse, evaluate and discuss practical and theoretical work, articulated in oral, written and visual forms.
	2	Generate project ideas and proposals in response to self directed and client led briefs, demonstrating an understanding of the creative opportunities and parameters available to them.
	3	Exercise critical judgement in the creation, selection and presentation of the photographic image, to communicate ideas visually in a range of contexts.
	4	Critically reflect on their own practice in relationship to the wider photographic industries and a developing digital culture.
	C	**Students will acquire and develop practical skills such that they are able to:**

	1	Work with clients, collaborators and subjects in the organisation, production and implementation of photographic projects.
	2	Use a range of current and emerging photographic technologies to capture, process, manipulate and output photographic images to print, web and screen.
	3	Use a range of analogue and digital medias in the presentation and dissemination of photographic work for different contexts, including physical exhibition, digital and print publications, web and moving image.
	4	Produce written work for a range of contexts, including proposals, reflective reports, artist statements, reviews and academic essays.
	D	**Students will acquire and develop transferrable skills such that they are able to:**
	1	Work in a flexible, creative and independent manner, demonstrating self discipline, self direction and reflexivity.
	2	Research, analyse and evaluate information presenting the findings in oral, written and visual forms.
	3	Demonstrate commitment, good interpersonal and communication skills and the ability to work constructively as part of a team.
	4	Apply entrepreneurial skills to the creation of opportunities with different audiences, clients and consumers.

C. Teaching and Learning Strategy

Knowledge and understanding are delivered through a combination of theory, practice and professional practice modules, in the form of lectures, seminars, group tutorials and workshops. In these modules students will also visit museums and galleries, attend a visiting lecturer programme, discuss and analyse written and visual work, and create written and visual work.

Intellectual skills are delivered through a combination of theory, practice and professional practice modules, in the form of lectures, seminars, group tutorials and workshops. In these modules students will also visit museums and galleries, attend a visiting lecturer programme, discuss and analyse written and visual work, and create written and visual work.

Practical skills are developed through practical and professional practice modules that require students to produce work for different contexts, presenting it in a variety of forms. A focus on the professional presentation of work for different audiences sees students learning skills in both analogue and digital presentation of work, and in producing different forms of writing.

Transferable skills are delivered through a combination of theory, practice and professional practice modules. Collaborative projects and professional practice modules directly address the acquisition of these transferable skills.

D. Assessment

Knowledge and understanding are assessed through, essays, workbooks, reflective reports and the production of practical work.

Intellectual skills are assessed through student presentations, essays, reflective reports and the production of practical work.

Practical skills are developed through practical and professional practice modules that require students to produce work for different contexts, presenting it in a variety of forms. A focus on the professional presentation of work for different audiences sees students learning skills in both analogue and digital presentation of work, and in producing different forms of writing.

Transferable skills are assessed through workbooks, reflective writing and the outcome of collaborative projects.

Formative Assessments – These apply to learning through practice, taking place at the completion of particular projects or certain stages in the course. They are designed to monitor and reflect on progress, identifying areas of interest and achievement and, if necessary, concern as well as focusing on objectives for future development.

Marks but more generally feedback are useful in indicating the student's progression

These will take a variety of forms including:
i)   formal individual/group tutorials
ii)   group critique or seminar
iii)   peer group critique
iv)   pitches and presentations (to staff/students and/or industry professionals)
v)   mid and end of module reviews

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the course BA (Hons) Photography applicants will be required to have the following qualifications:

A minimum of 106 UCAS UCAS points
A Level: BCC or equivalent combination of A/AS Levels, preferably in English/Humanities or media studies subjects, or
BTEC National Diploma: Level 3 Qualification or a combination of A Level and Level 3 BTEC qualifications, or
Access to HE Diploma: a pass with a minimum of 21 Level 3 credits at Merit
Plus, GCSE level: five at grade C or above, including English and Mathematics, or equivalent (e.g. Level 2 Functional Skills qualification)

Entry requirements for international students
We welcome students with qualifications from around the world, including:
Arbitur, Baccalaureate, International Baccalaureate or equivalent, plus an appropriate English Language Certificate
English Language: IELTS score of 6.0, Cambridge Proficiency or Advanced Grade C qualification

Access students and mature applicants, with relevant work experience, are encouraged to apply. All applicants must be able to demonstrate an active interest in an aspect of the film practice and will be required to submit a portfolio. Applicants may be invited to attend an interview in order to secure a place on this course.

G. Course structure(s)

Course overview

BA (Hons) Photography – **Full time**

	Semester 1			Semester 2	
Level 4	Documentary Photography	20		Expanded Photographic Practice	20
	Photo Imaging: Studio and Lab	20		Digital Image Construction	20
	The Emergence of Photography	20		Thinking, Making, Writing in Creative Media	20
Level 5	Photography and the Gallery	20		Self Publishing and the Photobook	20
	Professional Practice and Promotion	20		Fashion, Editorial and Advertising Photography	20
	Contemporary Photographic Debates	20		Photography Critical Contexts	20
Level 6	Pilot Major Project	20		Major Project	40
	Dissertation	40		Professional Practice	20

Placements information

Students can undertake placements on the Level 5 Professional Practice and Promotion and Level 6 Professional Practice Module.

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
AME 4 DOP	Documentary Photography	4	1	20	Portfolio
FAM 4 EPP	Expanded Photographic Practice	4	2	20	Portfolio
AME 4 PSL	Photo Imaging: Studio and Lab	4	1	20	Portfolio
AME 4 DIC	Digital Image Construction	4	2	20	Portfolio
AME 4 EOP	The Emergence of Photography	4	1	20	Essay
FAM 4 TMW	Thinking, Making, Writing in Creative Media	4	2	20	Essay

AME 5 PAG	Photography and the Gallery	5	1	20	Portfolio
AME 5 FEA	Fashion, Editorial and Advertising Photography	5	2	20	Portfolio
AME 5 CPD	Contemporary Photographic Debates	5	1	20	Essay
FAM 5 PCC	Photography Critical Contexts	5	2	20	Essay
AME 5 SPP	Self Publishing and the Photobook	5	2	20	Portfolio
AME 5 PPP	Professional Practice and Promotion	5	1 and 2	20	Portfolio and Presentation
AME 6 PMP	Pilot Major Project	6	1	20	Portfolio
AME 6 MJP	Major Project	6	2	40	Portfolio and Exhibition
FAM 6 DIS	Dissertation	6	1	40	Portfolio
AME 6 PRP	Professional Practice	6	2	20	Portfolio and Presentation

I. Timetable information

ere is no scheduled teaching on wed afternoons to allow students time for cultural and/or sporting tivities.

J. Costs and financial support

Course related costs

- For the practical modules students will need to purchase sketchbooks and pay for the production of their final work. The cost of this varies depending on what they choose to produce. The University subsidises this cost by providing printers and ink up for prints up to A2, with students buying the paper, and providing large format prints at cost.

- **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Personal Development Planning (postgraduate courses)
Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes.

Level	Title	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Documentary Photography	DT	DTA	DA	DTA	D	DTA	DTA	DTA	DT	DTA	DTA	DT	DTA	DTA	DTA		
4	Expanded Photographic Practice	DTA	DTA	DTA	DTA	DT	DTA	DTA	DTA	DTA	DTA	DTA	DT	DTA	DTA	DTA	DTA	DTA
4	Photo Imaging: Studio and Lab		DT	DTA	D	DT	D	DTA	DTA	DT	DTA	DTA	DT		DTA			
4	Digital Image Construction		DT	DTA	D	DT	D	DTA	DTA	DT	DTA	DTA	DT		DTA			
4	The Emergence of Photography	DTA	DTA		DTA		DTA							DTA	DTA	DTA		
4	Thinking, Making, Writing in Creative Media	DTA	DTA		DTA	DT	DTA							DTA	DTA	DTA		
5	Photography and the Gallery	DTA	DTA	DA	DTA	D	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		
5	Self Publishing and the Photobook	DTA	DTA	DA	DTA	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DTA	DTA		
5	Fashion, Editorial and Advertising Photography	DT	DT	DTA	DTA	DT	DT	DTA	DTA	DT	DTA	DTA	DTA	D	DTA	DTA	DTA	
5	Contemporary Photographic Debates	DTA	DTA		DTA		DTA	DTA						DTA	DTA	DTA		DTA
5	Photography Critical Contexts	DTA	DTA		DTA		DTA	DTA						DTA	DTA	DTA		DTA
5	Professional Practice and Promotion		DTA		DTA	DTA	D	DTA	DTA		DTA		DTA	DTA	DTA	DTA	DTA	DTA
6	Pilot Major Project	DTA	DTA	DA	DTA	D	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		
6	Major Project	DTA	DTA	DA	DTA	D	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		
6	Dissertation	DTA	DTA		DTA		DTA							DTA	DTA	DTA		

6	Professional Practice	DTA		DTA	DTA	D	DTA	DTA		DTA		DTA	DTA	DTA	DTA	DTA	DTA

Appendix B: Embedding the Educational Framework for Undergraduate Courses The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the

wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	A guest lecture programme is embedded in the course delivery, and all three year groups attend. This consists of professionals from a broad range of photography related industires coming in to talk to the students, and do follow up tutorials and Q&A's. We have an alumni session each year which all three year groups attend. Industry professionals deliver masterclasses, and in some modules core teaching. Students have the opportunity to engage in Live briefs set by external bodies. The modules respond to identified industry demands.
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	The course plan is developed with learning trajectory by the team. Modules at all levels integrate analytical thinking, academic writing, critical reading and reflection in both project briefs and assessment. Learning development and access to learning support included in Level 4 modules in Semester 1 and 2. Specific modules address theory practice crossover at all levels.

High impact pedagogies	**Group-based learning experiences** The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	Teamwork is integrated into modules at all three levels. Modules integrating elements of group work include student awareness of diversity, inclusivity and inclusive practices. In the second year students work in a group to put on an external exhibition of their work, to a professional standard.
Inclusive teaching, learning and assessment	**Accessible materials, resources and activities** All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	Course materials are provided in inclusive formats at all levels. The year tutor system allows identification of needs and responsiveness to issues. Liaison between course team and student Life Centre allows issues of student support to be addressed early.
Assessment *for* learning	**Assessment and feedback to support attainment, progression and retention** Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	Feedback recording includes transparent assessment criteria linked to learning outcomes. Modules include formative and summative assessment points, also points for students to assess and reflect on attainment. Modules progress according to a supportive trajectory. L4 modules do not impact on final degree award and are diagnostic. Resits are undertaken with support from year tutor. The year tutor system and health checks are in place to identify issues and problems to support student work planning and understanding feedback.
High impact pedagogies	**Research and enquiry experiences** Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in	Research informed teaching and reflection are integrated into all modules, with progressively more ambition and autonomy year on year, aligning with subject benchmark statements.

	enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	Modules from L4 onwards integrate independent learning responses to live briefs.
Curricula informed by employer and industry need / Assessment *for* learning	Authentic learning and assessment tasks Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	In the professional practice modules in level 5 and level 6 all students undertake a period of work experience. Students also have the opportunity to engage with live briefs.
Inclusive teaching, learning and assessment	Course content and teaching methods acknowledge the diversity of the student cohort An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	Course content integrates a diversity of content, students are encouraged to engage in discourse at all levels and to contribute and share experience with peer groups. Peer learning strategies are encouraged in a supportive environment.
Curricula informed by employer and industry need	Work-based learning Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are	Work experience and reflection on work based learning is integrated into modules AME 5 PPP and AME 6 PRP. Live

	fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	briefs, scenarios and research throughout the course links to industry practice, and reflexive research skills are taught and assessed in relation to this content.
Embedded learning development	Writing in the disciplines: Alternative formats The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	A wide range of written responses is encouraged in all modules, from short statements to accompany work, to reflective reports, to text aimed at industry contexts and academic writing. A diversity of styles is encouraged.
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work- place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of	The professional practice and promotion module at level 5 includes group based learning with students working in a professional context to put on an external exhibition. This module develops inclusivity, communication and networking.

	student outcomes including **inclusivity**, communication and networking.	
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	Differentiation is supported in all modules. Assessment criteria in all modules allow for a diversity of responses. Support for alternative assessment is provided at all levels for students in consultation with year tutors, and through the year tutor system, supported by the Director of Student Experience.
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	Professional Practice modules support career planning and vocational knowledge, also work experience and reflection on work experience. The guest lecture programme integrates current experience from industry professionals, students' reflection on the guest lecture programme, work experience and group work is assessed in AME 5 PPP and AME 6 PRP
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	The Dissertation is delivered in parallel with a Pilot Major Project which allows students to share and cross-research ideas. 1:1 tuition in both dissertation and AME 6 MJP encourages synthesis of knowledge and skills and creative idea generation and sharing. The learning trajectory and course narrative from L4 to L6 prepares students for work across media, and to be able to analyse, share and produce ideas and skills in a holistic and creative way reflective of industry practice.

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification

delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions