

*FdA*

**CREATIVE FILM &  
MOVING IMAGE  
PRODUCTION**

**PROGRAMME SPECIFICATION**

## Table Contents

1.	Your Programme .....	2
1.1	Programme General Description.....	2
1.2	Programme Structure .....	3
1.3	Programme Module Diagram .....	5
1.4	Transferable Skills and Employability .....	6
2.	Learning, Teaching and Assessment .....	8
2.1	Learning Outcomes and Assessment Criteria .....	8
2.2	Learning and Teaching Strategies.....	11
2.3	Methods of Learning Glossary .....	12
2.4	Assessment .....	14
3.	Resources and Support Services .....	16
3.1	Specialist Resources .....	16
3.2	College Resources .....	17
3.3	Student Support.....	18
3.4	Learning Support.....	18
4.	Quality Assurance .....	20
4.1	Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching.....	20
4.2	Indicators of Quality and Standards .....	20

# 1. Your Programme

## 1.1 Programme General Description

The FdA in Creative Film & Moving Image Production is sponsored by Kodak, Arri GB, Vue Cinema and recognised by Equity. The FdA provides an exciting learning experience in a professional environment making short drama and documentary and experimental films, as well as a range of negotiated and self-defined projects and client work. This supports the production of a show-reel of original work, applicable to a wide range of platforms, including the gallery, cinema, broadcast media, and the web.

The programme is delivered by a team of specialists and industry contributors, designed and written to reflect the Skillset Occupational Standards for the Media Industry. Our reputation for professionalism and high standards means our graduates can be assured that their experiences will be recognised and valued by employers. Working on both 16mm film and digital video, including HD, the output of the programme is varied, highly creative and to broadcast standards.

Throughout your programme your tutors will be in close contact with each other, and will work with you across all aspects of your programme to encourage communication, good working relationships and the integration of theory and practice. Should you experience problems in contacting any of your module tutors, please inform your Programme Leader.

### **What will I study? ...**

Level 4 modules provide you with an introduction to the disciplinary culture of Creative Film & Moving Image Production. It enables you to acquire a foundation of concepts, techniques and processes through which you can begin to develop the knowledge and understanding, intellectual, practical and transferable skills that will be explored and further developed throughout the programme. Student work at this Level is generally tutor led, although you will have individual choice through your direction and interpretation of assignment briefs.

During Level 5, you will be encouraged to take a more active and independent role in your personal development. At this Level, you will extend your subject knowledge, experience and associated skills through developing individual areas of interest within the creative aspects of digital and analogue moving image production. Product and client/market awareness are integrated and extended through a range of live assignments that will enable you to identify your future career goals in preparation for professional practice.

### **How will I be assessed? ...**

The programme is modular and assessment takes place on a continuous basis to enable progression from Level 4 to Level 5. As you progress, you will be expected to demonstrate an increasingly independent approach to your learning and development.

### **What are the job opportunities? ...**

Progression routes are varied and your portfolio will be tailored to suit your personal choices. There is a progression route to Level 6 study at CCAD where you can apply to top up to BA (Hons) Creative Film & Moving Image Production, but you may also choose to study Level 6 at another suitable institution. For graduates wishing to enter the workplace as freelancers or employed, there are natural links with Scriptwriting; Production Management; Camera Operator; Sound; Lighting; Post -production; Installation and experimental work; Credit sequences; Music Promos; Distribution and Training. Further graduate training can be found via Skillset and Northern Film & Media.

## **1.2 Programme Structure**

The programme structure consists of two Levels (4 and 5), each of which has a specific focus of development and assessment. Each Level is made up of a group of modules that you will have to study and pass so that you can accumulate the required number of learning credits you need to progress and achieve your final award.

### **Level 4 – Foundation and Orientation**

#### **Modules**

- |           |                                   |            |
|-----------|-----------------------------------|------------|
| ▪ HTVF452 | Production Skills                 | 20 credits |
| ▪ HTVF454 | Scriptwriting                     | 20 credits |
| ▪ HTVF453 | Location Documentary/Drama        | 20 credits |
| ▪ HTVF455 | Professional/Live Project 1 (WRL) | 20 credits |
| ▪ HTVF450 | Introductory Professional Studies | 20 credits |
| ▪ HTVF451 | Introductory Visual Culture       | 20 credits |

### **Level 5 – Development and Exploration**

#### **Modules**

- |           |  |            |
|-----------|--|------------|
| ▪ HTVF552 | Creative Production                          | 20 credits |
| ▪ HTVF553 | Professional/Live Project 2 (WRL)            | 20 credits |
| ▪ HTVF554 | Work-Related Learning/Final Project (CF&MIP) | 40 credits |
| ▪ HTVF550 | Professional Studies                         | 20 credits |
| ▪ HTVF551 | Visual Culture Theory                        | 20 credits |

Both Levels have learning outcomes and assessment criteria that demonstrate your progressive development throughout the programme.

A combination of 20 credit and 40 credit modules has been designed to ensure that your assessment load is manageable and that the focus is on the learning process supported by regular formative feedback.

The modular structure of the programme provides a clear framework for assessment and progression, with an effective system of credit accumulation that enables you to

gain appropriate recognition for all learning undertaken and to accumulate credits towards recognised qualifications.

All students on the programme are registered for the award of Foundation Degree (FdA); however exit awards are available if you leave the programme early, having successfully completed Level 4. If you successfully complete Level 4 of the programme, you will automatically be entitled to progress to Level 5.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave CCAD following successful completion of the first year of your programme.

For the award of a Foundation Degree (FdA), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5.

On successful completion of the programme, you can apply to progress to Level 6 of an appropriate BA (Hons) at Cleveland College of Art & Design or another appropriate institution.

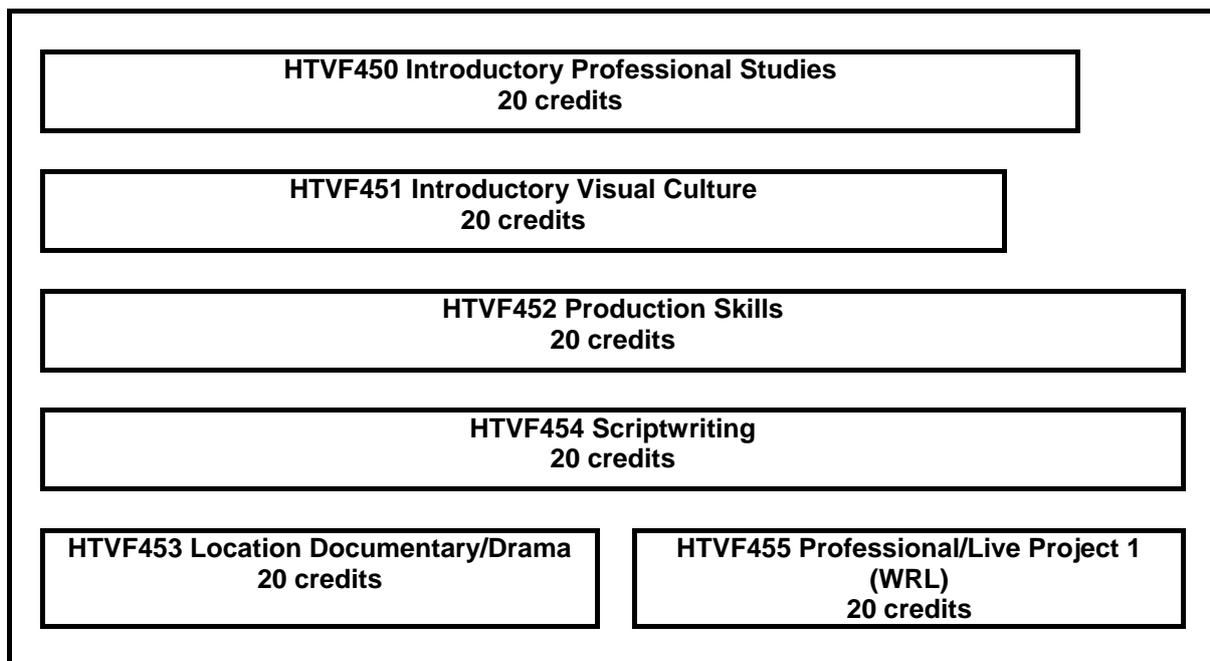
The overall classification for your FdA will be based on the marks from Level 5 modules only. All Level 5 modules studied for the FdA award will be included.

The overall grades are:

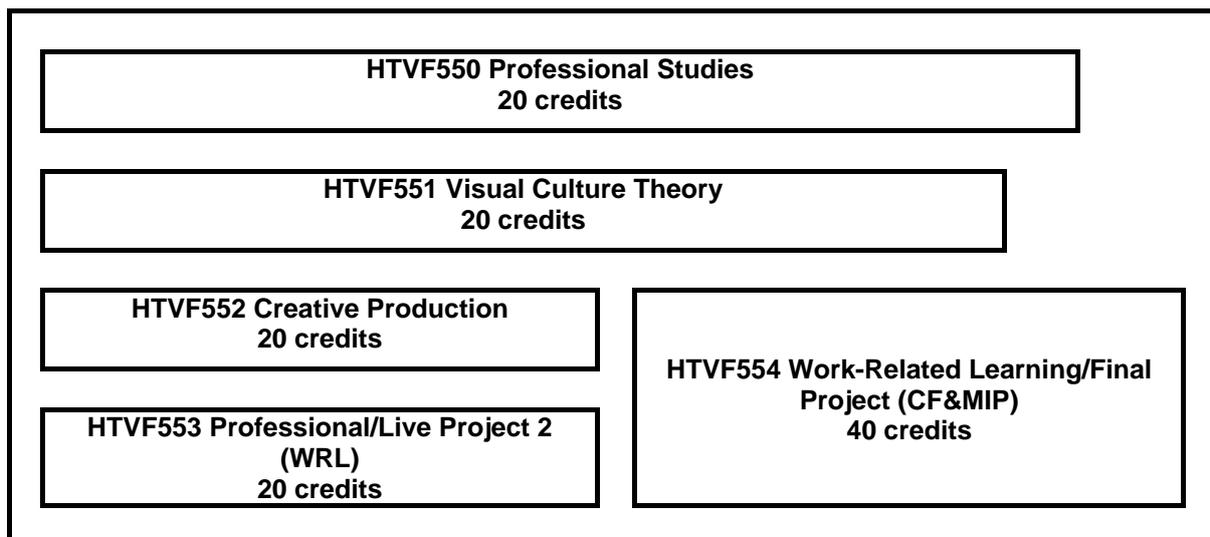
Distinction	70% - 100%
Merit	60% - 69%
Pass	40% - 59%

### 1.3 Programme Module Diagram

#### Level 4 – Year 1 Full-time



#### Level 5 – Year 2 Full-time



## 1.4 Transferable Skills and Employability

The FdA Creative Film & Moving Image Production programme supports the development of your employability by delivering a body of transferable skills that are embedded within the curriculum and demonstrated through the aims and outcomes of the modules.

At Level 4, these include academic conventions and good academic practice (such as the avoidance of plagiarism), information retrieval and general skills that facilitate academic study in higher education. As you progress through the programme, you will be expected to demonstrate increasingly advanced skills in:

- Communication and presentation (verbal, visual and written)
- Applying your knowledge to new situations
- Critical reflection and self-evaluation
- Information literacy
- Working with others and collaboration
- Problem-solving
- Organisation, planning, time-management and meeting deadlines
- Professional practice
- Positioning your own work in the wider context of the discipline

To ensure that you graduate with the personal attributes and attitudes required to practice effectively at a professional level, your programme provides a wide range of experiences and opportunities that develop your knowledge and understanding of the workplace, such as:

- Live assignments
- Educational visits
- Work experience opportunities
- Competitions and awards
- Visiting lecturers and speakers from the professional community

In order to ensure that you are equipped with the skills required to meet the needs of the industries associated with creative film and moving image production, the programme maintains and develops excellent links with industry to provide relevant live assignments and work experience opportunities.

The programme also has an Industrial Liaison Group [ILG], whose support is invaluable in ensuring that the programme's content and resources enable you to develop employability skills that are appropriate to the needs of industry. The ILG provides feedback for both academic staff and students regarding the currency, relevance and quality of work produced at each Level, as well as contributions to curriculum content.

You will be taught by professionally qualified staff who are subject specialists and understand the requirements of the relevant industries, so their knowledge and experience will provide valuable support to help you develop your potential and plan your career.

## Personal Development Planning

Personal Development Planning [PDP] is a process that will give you the opportunity to plan and reflect on your learning and development throughout your programme in preparation for future professional practice. PDP will help you to measure and monitor your academic and professional progress based on your own self-evaluations, and on feedback from tutors, peers and interaction with potential clients (eg. within live assignments). It will also help you to develop a range of skills and information that will contribute towards the development of independent learning and employability.

PDP will benefit you by:

- Providing a clear overview of your studies
- Helping you to reflect critically on your progress and performance
- Enabling you to become more independent
- Encouraging you to take an active role in your learning and career development
- Providing you with opportunities for self-evaluation, forward planning and working towards the achievement of personal goals
- Enhancing your opportunities for learning and development

## Work Experience

Work experience refers to any period of industrial, professional or commercial experience arranged with an employer or external agency while you are studying on the programme. It can be an invaluable aspect of your development towards employability, providing you with the opportunity to put your knowledge and skills into a professional context and to give you a realistic view of employment. It can also provide professional contacts and potential future employment opportunities. Your tutors can help you to find appropriate work experience, and more information is available in the *Work Experience Handbook*, which you can access on the VLE.

Work experience is an integral aspect of the programme, and is available as opportunities arise, either by external agencies contacting academic staff or by students initiating it directly. All work experience is logged and documented either at the time or retrospectively depending on the urgency of the request.

It is the aim of the programme to offer or facilitate work experience for all students during their studies. Short term work experience is managed within the programme delivery and may last for up to seven days, although it is usually less. Longer opportunities are only encouraged during academic breaks at Christmas, Easter and during the summer.

In terms of group work, work experience is managed by the individual student(s) concerned through effective planning and communication. Wherever possible and appropriate, the work produced within work experience is incorporated into the body of work for assessment, but this is subject to the nature and timing of the event.

## 2. Learning, Teaching and Assessment

### 2.1 Learning Outcomes and Assessment Criteria

The aim of your programme is to help you to develop the knowledge and understanding, personal attributes and essential skills that will equip and prepare you for continuing personal development and professional practice, with a particular emphasis on the skills of employability.

Learning outcomes describe what you should be able to understand, know and do at a defined stage of your programme, or within a module. They also help you to understand what you need to know (knowledge and programme content), how you can learn it (learning and teaching strategies) and how well you have learnt it (assessment).

Therefore, explicit learning outcomes encourage you to take a more active, student-centred approach to learning and assessment. Each learning outcome has a linked assessment criteria, which indicates the evidence you need to provide so that your achievement of the learning outcome can be assessed.

The learning outcomes and assessment criteria are divided into four main headings:

**Knowledge and understanding** - what you will be expected to know and understand about the content of your subject.

**Cognitive and intellectual skills** - thinking skills, eg. analysis, generating ideas, problem-solving.

**Practical and professional skills** - doing skills, eg. presentation, technical processes, using materials and equipment, professional practice.

**Key transferable skills** - essential skills that can be transferred between activities, eg. communication, numeracy, use of IT, learning how to learn.

The learning outcomes and assessment criteria for your programme are given below, and you will notice that they become more challenging as you progress from Level 4 to Level 5. The assessment criteria are highlighted in **red** below each learning outcome.

#### Level 4 Learning Outcomes

On successful completion of Level 4, you will be able to:

##### Knowledge and Understanding

- Describe, explain and use key elements of knowledge and key concepts of creative film and moving image production in defined contexts  
**Evidence of key elements of subject knowledge**
- Identify, explain and apply selected research methods in defined contexts  
**Evidence of relevant research methods**
- Generate a range of ideas in defined contexts

### **Ability to generate a range of ideas**

#### **Cognitive/Intellectual Skills**

- Gather, describe and apply research from a defined range of primary and secondary sources

#### **Guided application of research**

- Justify the development of ideas in defined and limited contexts

#### **Evidence of ideas development**

- Recognise the changing nature of knowledge and concepts relevant to creative film and moving image production

#### **Ability to recognise the provisional nature of knowledge**

- Apply defined methods to problem-solving and begin to appreciate the complexity of associated issues

#### **Evidence of problem-solving**

#### **Practical/Professional Skills**

- Apply a specified range of practical, technical and professional skills relevant to creative film and moving image production in defined contexts, observing relevant Health & Safety guidelines and ethical considerations

#### **Application of practical, technical and professional skills**

- Demonstrate the application of a range of materials, equipment and technologies relevant to creative film and moving image production in defined contexts

#### **Application of materials, equipment and technologies**

- Identify and use a range of presentation methods in defined contexts

#### **Ability to present work**

- Operate with limited autonomy under direction or supervision within defined guidelines

#### **Evidence of limited professional practice**

#### **Key Transferable Skills**

- Identify and apply a range of approaches to learning, reflecting own learning strengths and needs

#### **Evidence of a range of learning strategies**

- Meet assessment deadlines

#### **Evidence of time-management**

- Identify and articulate personal skills, abilities, interests and motivations and relate these to career opportunities in creative film and moving image production

#### **Awareness of career opportunities**

- Identify and use oral, written and visual communication skills appropriate to the context

#### **Evidence of communication skills**

- Apply numeracy skills for measurement and simple calculations in defined contexts

#### **Evidence of appropriate numeracy skills**

- Use appropriate IT skills in defined contexts

#### **Evidence of appropriate IT skills**

- Engage in a range of activities to develop approaches to learning and working both individually and in co-operation with others

#### **Evidence of working individually and in co-operation with others**

**Level 5 Learning Outcomes** (these are also the overall programme learning outcomes)

On successful completion of Level 5, you will be able to:

### **Knowledge and Understanding**

- Extend and critically analyse subject knowledge of creative film and moving image production in its application to a range of activities  
**Evidence of extended subject knowledge**
- Select and apply appropriate research methods with increasing independence  
**Ability to select appropriate research methods**
- Demonstrate increasing responsibility for generating ideas in the context of negotiated briefs and/or professional practice  
**Ability to generate and negotiate ideas**

### **Cognitive/Intellectual Skills**

- Analyse, apply and interpret research from a variety of primary and secondary sources  
**Increasingly independent interpretation of research**
- Identify an individual focus for the development of ideas in a range of contexts  
**Evidence of an individual focus for ideas development**
- Apply an enquiring approach to the changing nature of knowledge and concepts relevant to creative film and moving image production  
**Evidence of intellectual enquiry**
- Integrate and apply links between theory and practice to the resolution of problems  
**Evidence of linking theory to practice in problem-solving**

### **Practical/Professional Skills**

- Select and apply a range of practical, technical and professional skills relevant to creative film and moving image production in situations of varying complexity and predictability, observing relevant Health & Safety guidelines and ethical considerations  
**Increasingly independent application of practical, technical and professional skills**
- Use appropriate materials, equipment and technologies relevant to creative film and moving image production with increasing confidence and competence  
**Increasingly independent application of materials, equipment and technologies**
- Select and apply professional presentation methods appropriate to a range of contexts  
**Ability to present work professionally**
- Operate with increasing independence and a reduced need for direction or supervision within defined guidelines  
**Evidence of increasingly independent practice**

### **Key Transferable Skills**

- Select, apply, reflect upon and evaluate appropriate approaches to learning in the management of own work on an increasingly independent basis to support lifelong learning

- **Ability to manage own work with increasing independence**
- Demonstrate a realistic match between career opportunities in in creative film and moving image production and personal aptitudes, interests and motivations
- **Evidence of matching career opportunities to personal attributes**
- Develop, evaluate and apply oral, written and visual communication skills appropriate to the context
- **Evidence of appropriate communication skills**
- Demonstrate numeracy skills for measurement and calculations in more complex contexts
- **Evidence of effective numeracy skills**
- Use a range of specialist IT software appropriate to in creative film and moving image production
- **Evidence of appropriate IT skills**
- Develop individual working skills and effectively co-operate with others
- **Evidence of effective individual work and co-operation with others**

## 2.2 Learning and Teaching Strategies

Your programme has been designed to give you a clear and logical learning experience, which encourages you to take an active part in the learning process. Each Level of the programme has explicit learning outcomes that indicate the range of your knowledge and understanding, including intellectual, practical, professional and transferable skills.

The programme helps you to develop the ability to plan, manage and evaluate your learning, which is vital to the process of becoming an independent and professional practitioner. It also encourages you to take a more questioning approach, so that you can resolve problems with increasing confidence in your own judgements.

Formative feedback throughout modules helps you to evaluate your progress and identify your individual strengths and areas for development, based on feedback from tutors, other students, and your own self-evaluations.

The programme objectives are met by deploying a wide variety of teaching and learning methods including assignments, projects, lectures, seminars, group critiques and tutorials. In consultation with the Programme Leader, academic staff are responsible for co-ordinating individual modules of study, and for selecting appropriate methods of delivery according to the subject matter and the student experience.

The learning and teaching methods used enable you to develop the skills, knowledge and critical awareness required to become a creative practitioner and promote the development of transferable skills, which are essential for employability.

The study time allocated to each module in the programme incorporates a balance of formal teaching, tutorial support and independent learning. The programme is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the programme. The promotion of independent

learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals.

The integration of theory and practice is crucial in your development as a well-rounded and informed creative practitioner. This is promoted and reinforced through a team teaching approach in both practical and written modules. Lectures, seminars and tutorials may be delivered by academic staff, as appropriate, in the creative environment of the studio, lecture theatre and seminar room.

#### **Level 4 – Foundation and Orientation**

Level 4 provides you with an introduction to the concepts, skills and knowledge associated with your subject area. You can access guidance and support from tutors during teaching sessions, but you are also expected to use independent study time to develop your skills further. Verbal and written formative feedback in tutorials and teaching sessions provides you with a clear indication of your progress, and you can use formative self and peer evaluation to help you to develop your critical and evaluative abilities.

#### **Level 5 – Development and Exploration**

The learning and teaching strategies used in Level 5 encourage you to take a more active involvement in your personal development. You are provided with opportunities to extend your subject knowledge and associated skills, and to study specific areas in greater depth. As you progress through Level 5, you are able to focus increasingly on your individual areas of interest and specialism. This is determined through the introduction of Learning Agreements, in which you can negotiate your own routes of enquiry, including research, development and realisation. Throughout Level 5, work-related learning and potential work experience opportunities enable you to develop your professional practice and experience of working in a commercial context. Increased levels of formative self and peer evaluation, in conjunction with the Learning Agreements, help you to take more responsibility for your learning.

### **2.3 Methods of Learning Glossary**

A variety of methods are used to help you to engage with your learning, both by you as a student and by your tutors – some of these methods are described below.

#### **Timetabled Teaching Sessions**

Your student timetables indicate the teaching sessions that have been arranged for you across the modules that you are studying, and are available to you on the VLE. Within your teaching sessions, you will take part in a variety of activities that will help you to learn and develop as appropriate to each module and assignment. Specific learning and teaching strategies used in teaching sessions can include:

- Projects and assignments - covering a range of learning areas
- Tutorials - for appraisal and development as an individual or in groups
- Critiques - to provide formative feedback and to develop your presentation skills
- Lectures - formal and informal

- Seminars - discussions that develop your critical responses
- Demonstrations - practical and workshop-based activities
- Enhancement activities - visiting speakers, educational visits, workshops

### **Independent study**

In addition to teaching sessions, the development of your skills and knowledge requires extra individual input defined as independent study. This will appear on your timetables and is an important part of the learning hours required for each module. During these periods, tutors are not timetabled to teach you, but technician/demonstrators and Library staff are available to help you to undertake research and the development of ideas and practical work. It is your responsibility to make good use of independent study time and the facilities available. It is essential that you access the specialist workshops during this time to develop your skills with materials, equipment and processes. The College's opening times and access to resources are intended to provide extra opportunities for you to benefit from your studies and to achieve your goals.

### **Assignments**

A strategy based on practical and/or written work, ranging from staff-initiated activities at Level 4, and leading progressively to increasingly student-led activities at Level 5.

### **Live Assignments**

An assignment negotiated between a tutor and a relevant external agency, providing an opportunity for you to work within the constraints of a commercial brief. Live assignments can also include competitions and awards.

### **Projects**

An activity initiated by you as a student in which the emphasis is on student-centred learning. The tutor acts as a supervisor, negotiating the choice of topic with you through the Learning Agreement, and supporting you throughout the project, which can be undertaken on an individual basis and/or in groups.

### **Lectures**

A structured presentation of ideas, concepts and content knowledge by academic staff and visiting lecturers to groups of students, followed by feedback, questions and answers.

### **Academic Tutorials**

A meeting with an academic tutor or tutors either to discuss the progress of your work on a formative basis, or to give summative feedback about your achievement in individual modules or the programme in general. Academic tutorials can take place on an individual basis, or with a group of students.

### **Seminars**

A group activity involving the open discussion and analysis of topics – seminars may be tutor-led or student-led and can include short presentations.

### **Group Critiques**

These involve all students in presenting and discussing work with tutors and the peer group within modules, giving you the opportunity to evaluate and respond to feedback.

### **Workshops**

Specific activities within specialist modules that provide the skills required for assignments and can be delivered by tutors and/or technician/demonstrators. Technical and practical skills are developed in a range of techniques, processes and materials relevant to your area of study and specialism.

### **Educational Visits**

Educational visits to a range of external venues provide opportunities for you to broaden your field of research and knowledge related to your area of study. You will be given information about your programme's planned educational visits throughout the academic year.

### **Learning Agreements**

As you progress through the programme, there are increasing opportunities for you to negotiate your own learning. Learning Agreements are introduced at Level 5 as a mechanism to support you in defining your individual learning in the context of the programme. Within the Learning Agreement, you will outline how you intend to fulfil the module aims and outcomes and how you plan to achieve this. This enables you to vary the work you produce according to your own personal and professional goals and aspirations whilst meeting the specified aims and learning outcomes of the module. The Learning Agreements contribute towards evidence of your Personal Development Planning.

## **2.4 Assessment**

Each module is assessed separately, and the assessment forms part of the module. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing. For collaborative projects, both within and across disciplines, each student's work is assessed individually against the learning outcomes and assessment criteria of the specific module in which the work is produced.

At every Level of your programme you will be provided with a *Module Handbook* for each module, which contain information about the individual modules you will be studying. This includes what you are expected to learn within each module; the work that you have to submit; how it will be assessed and the deadline for submitting your work for assessment.

You will receive a final mark for each module in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is marked using a notched marking scale, whereby only certain marks are used within each banding of marks. The only marks available within any ten-point band are \*2, \*5 and \*8 (eg. 42, 45, 48). These marks correspond to a low, mid, and high level of achievement within each banding of marks.

On successful completion of your Foundation Degree programme, you will be awarded a degree classification based on your module marks. The final classification is determined using all module marks at Level 5 using two different algorithms, which are detailed in the *Assessment & Regulations Handbook* (available on the VLE and as a printed booklet). If the two algorithms produce different results, you will be awarded the higher class of degree. For further information on progression, awards and classifications, please visit the VLE.

### **3. Resources and Support Services**

#### **3.1 Specialist Resources**

The Creative Film & Moving Image department is located in the Municipal Building of the Hartlepool campus within areas that have been specifically prepared for use by our students.

The dedicated studio is spacious, enabling the building of sets when required, and is fully equipped with a triple cyclorama (black, white and blue), a full lighting rig with control desk, and portable cool lighting on the floor. There are full sound facilities with multiple cabling and plug-in points for microphones, as well as surround sound and HD play back and projection facilities. There are three professional studio cameras, controlled via umbilicals from the Gallery, one of which has Autocue. Within the Gallery, there are vision and sound mixing desks which are designed to be portable for outside broadcast or location work. There is also a duping bay for accessing archive materials and reproducing and printing small amounts of discs for clients.

The equipment store is well equipped with a range of professional cameras to suit the level of student. The most recent of these are tapeless, in keeping with the trends in industry. 16mm film equipment includes cameras, lenses and peripheral items such as light meters, changing bag and clapper boards. A range of grip equipment is available including tripods, track and dolly and glide-cam. There are several location lighting kits including red heads and blondes as well as cool lighting with portable powerpacks and a generator for use where there is no access to mains electricity.

There are new, industry standard edit suites which have just been upgraded to include Avid Media Express and Avid Pro Tools. Smaller projects and tasks can still be edited on Premiere. All post production is networked to an Editshare system which enables a professional workflow to be experienced. All are fully air-conditioned for comfort.

The studio is used as a teaching space for practical modules and there is a versatile seminar room, fully equipped with a large screen and video projector and blackout facilities. This provides an excellent venue for small lectures, seminars, discussions, screenings and group tutorials.

A fully networked and installed computer lab is provided as a base room for students which also includes a meeting area and interactive whiteboard and projector for production meetings. Access to the internet, scanning and black and white and colour printing facilities are provided.

The Programme Team office is suitably located to provide access and support for students.

## **3.2 College Resources**

### **Library**

The Library provides specialist art and design resources to support the learning, research and curriculum needs of both students and staff at CCAD. All new students receive an induction into the Library and a Library resource guide. Additional help is available within the Library for research, computer skills and the internet. The Library also provides sessions on information skills and e-learning, and a proof reading service for essays and dissertations to check for spelling and grammatical errors.

The Library holds an excellent range of specialist learning materials including books, journals, CDs, DVDs, magazines/journals and newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design and media, including e-books and e-journals. The Library resources are catalogued onto the Heritage Library Management System, which can be accessed either within the Library or by the online version via the VLE and CCAD portal.

The Library is wi-fi enabled, and facilities include study spaces, computers, printer, scanner, photocopier and a quiet study room. The resources and help from the knowledgeable and friendly staff make the Library a popular space for work and study.

The Library consistently receives high scores in both the in-house and national student surveys, which are carried out annually.

### **Information Technology**

CCAD provides a comprehensive range of IT resources and solutions based around Windows PCs and Apple Macintosh computers, using the latest in specialist hardware solutions and industry-standard applications. You can use studio and open access facilities with every computer pre-loaded with the latest revisions of Adobe Master Collection and Microsoft Office Applications. Specialist programmes demand specialist solutions and the College tailors IT resources to these requirements too.

Studio and open access facilities are complemented by our BYOD (bring your own device) network with a wireless network that is continually being improved to provide you with a seamless, quick and secure link to the internet from any device you might own.

IT resources are supported by a knowledgeable and friendly IT team that endeavour to put the student first and resolve any issues. IT support is accessible via our in-house helpdesk, which is open from 8.30am to 5pm from Monday to Thursday and from 8.30am to 4.30pm on Fridays, email: [helpdesk@ccad.ac.uk](mailto:helpdesk@ccad.ac.uk). Out of hours IT support is provided on Mondays and Tuesdays from 5pm to 9pm.

### **3.3 Student Support**

#### **Academic Guidance**

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the programme. This is provided through “critiques” and written feedback, as well as guidance on practical work and informal discussion about your concerns and progress. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the programme in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the Programme Team.

Support and advice is also provided on an informal basis throughout the programme, through discussions between staff and students.

#### **Career Education, Information and Guidance**

Advice and guidance for careers support and further training is offered throughout your programme and developed in the Professional Studies modules to help you understand the career routes available within your chosen profession. In addition to activities on your programme that will help to guide you towards your individual career path, it is important that you do your own additional research into potential careers. The academic staff on your programme, many of whom are creative practitioners, will be able to give you further advice about careers in your subject area. A variety of external business support specialists are invited into the College to talk to you about career planning and to offer advice about starting your own business. There is also a careers section in the Library.

### **3.4 Learning Support**

#### **Support for students with disabilities (including dyslexia)**

CCAD is committed to the principles of equality and diversity and welcomes applications from students with a disability or learning difficulty. The College aims to support all students’ individual needs wherever possible to enable all students to achieve their full potential.

If you experience a disability, mental health condition, specific learning difficulty e.g. dyslexia, Autistic Spectrum Disorder, or long-term health condition, the Student Support team will support you to access additional funding (Disabled Students Allowances), which may fund the cost of any support needs you have. To help ensure you have all the support you need as quickly as possible, a member of the team will contact you before you enrol to ask about any support you need, and put in place interim support while they are helping you to access DSA funding.

In addition all students are asked to complete a dyslexia screening test when they start their programme. This is called the LADS (Lucid Adult Dyslexia Screening) test, and helps to identify if you need any extra support, even if you have never accessed support before. If you do, the team will work with you to identify what support you need, and help you access further diagnostic tests and funding. The Student Support team can also offer dyslexic thinkers 1:1 support from a specialist tutor to help develop learning skills, as well as offering all students facilities such as a proof reading service via the Library.

### **Pastoral support and guidance**

Support and advice on non-academic matters is provided through trained and qualified professional staff within the Student Support team. This includes an onsite counselling service, which you can access at any time whether or not you have seen a counsellor before. This service is entirely confidential. If the counsellor feels that they are unable to support you or that you would benefit from a different type of service, they will discuss this with you, and help you to seek the support that is appropriate for you.

Pastoral support is also available from the College Chaplain, who is located in the Multi Faith room on the Hartlepool campus. The Student Support team can arrange an appointment for you to see the Chaplain, or give you information about open access sessions.

Advice and support with practical issues such as finance, funding, accommodation and welfare is also available from the Student Support team.

You can find further information about Student Support and contact details in the *Student Support Handbook*, available on the VLE and as a printed booklet.

## **4. Quality Assurance**

### **4.1 Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching**

The programme is subject to rigorous quality assurance procedures which involve subject specialist and peer review of the programme by AUB at periodic intervals, normally of 5 years. This process ensures that the programme engages with the QAA Quality Code.

In addition all programmes undertake an Annual Programme Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the internal Student Perception Survey [SPS]
- Feedback from Student Representatives and Student Assemblies
- Feedback from relevant employer groups, including the programme Industrial Liaison Group [ILG]

All programmes develop an Action Plan from the Annual Programme Review process, monitored by the Programme Boards of Study, which are held twice a year. Your Student Representatives can keep you informed about progress against the Action Plan.

Staff development priorities for the Programme Team as a whole are identified through the Annual Programme Review process, and for individuals through the Annual Staff Review process.

### **4.2 Indicators of Quality and Standards**

All students on taught higher education programmes at CCAD are enrolled on a programme validated by the Arts University Bournemouth, which was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013.

In 2011, CCAD underwent a very successful IQER Summative Review, which made no recommendations for improvement and highlighted areas of good practice in the quality of higher education provision at the College. This was an excellent outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of programme outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the programme.

More detailed information about studying on your programme at CCAD is available on the VLE.