

CREATIVE PRACTICE

(Graphic Design)

(Media Production)

(Photography)

LEVEL 6 (top up)

BA (HONOURS)

PROGRAMME SPECIFICATION

2018 - 2019

THE SHEFFIELD COLLEGE

in partnership with

SHEFFIELD HALLAM UNIVERSITY

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SECTION TWO COURSE SPECIFICATION

1 General Information

Course Title	BA (Hons) Creative Practice: (Graphic Design) (Media Production) (Photography) One Year Top-Up
Course Code	UCAS Code: 5M2Q
Relevant QAA Subject Benchmark Statement[s] and/or other External Reference Point	UK Quality Code for Higher Education; QAA Subject Benchmark Statements: <i>Art and Design</i> , 2008 http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement---Art-and-design-.pdf <i>Communication, media, film and cultural studies</i> , 2008. http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Communication-media-film-and-cultural-studies.pdf
Details of accreditation by Professional, Statutory or Regulatory body	N/A
Conforms to SHU Academic Awards Framework and Assessment Regulations	Yes
Faculty	ACES
Department	Sheffield College – Department of Media and Humanities and Sheffield Hallam University – Department of Art and Design
Level of Highest Award	L6 - BA (Honours)
List of all possible Intermediate (exit) Awards	BA Creative Practice (Graphic Design) (Media Production) (Photography) One-Year Top-Up BA Creative Practice One-Year Top-Up
Mode(s) and Mode Notes	Full Time
Offered at the Partner Institutions (give details of	Hillsborough Centre, The Sheffield College.

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<i>partner and delivery locations)</i>	
Course Leader	Paul Clarkson
Date Validated	May 2015
Date last Modified	N/A
Date last Periodic Review	N/A

2 Entry Requirements and Profile

2.1 APPLICANT ENTRY PROFILE: the knowledge, skills and qualities etc. required to enable you to benefit from, and succeed on the programme of study are:

In line with the Sheffield College's commitment to widening participation, we encourage applicants from a diverse range of backgrounds. All candidates will be considered, subject to a positive supporting reference, to determine suitability.

On application, you must have a portfolio of Graphic Design, Media Production or Photographic work available for consideration. This should demonstrate a wide and varied range of technical and visual skills, and the application of appropriate production skills.

Applicants should have a genuine interest and passion for the subject area and be able to demonstrate this articulately. Ideally, you will demonstrate commitment, confidence and creativity, as well as curiosity, enthusiasm and motivation.

Overseas applicants are welcomed: in this case, a portfolio of creative work could be sent either digitally or by other convenient means.

2.2 Specific Entry Requirements for entry to the programme

AWARD	Standard Entry Requirements (See University Minimum Entry Requirements)
BA (Hons) Creative Practice: (Graphic Design) (Media Production) (Photography)	Internal Offers: GCSE English at grade C (or above) or NQF L2 equivalent. Completion of relevant Level 5 course. External Offers: Foundation Degree /HE Diploma/240 Tariff points and supportive reference

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	<p>GCSE English at grade C (or above) or NQF L2 equivalent. Interview with portfolio</p> <p>IELTS: Level 6 with minimum 5.5 score in all skills areas.</p>
<p>Details of any non-standard entry requirements</p> <p>Non-standard entrants to the programme will be considered thus:</p> <p>All pathways on the BA (Hons) in Creative Practice encourage widening participation. A place would be offered where you meet the required entry criteria and it is felt that you can cope with the demands of the course and benefit from the experiences that it offers. References, alternative experience and skills will be taken into account.</p>	
<p>Details of any course-specific recognition of prior learning (RPL)</p> <p>Use of prior credit will be considered on an individual basis.</p> <p>In terms of APCL (Accreditation of Prior Certificated Learning) you will be expected to provide detailed transcripts of previous qualification. These will be mapped against the Course Modules to check for compatibility and currency.</p> <p>To gain APEL (Accreditation of Prior Experiential Learning) you will be required to present a portfolio of evidence for assessment.</p> <p>You would be able to use prior credit only where it is an appropriate subject area and qualification and any final decisions on your acceptance will be made in line with Sheffield Hallam University policy guidelines and regulations on the following: APCL (Accreditation of Prior Certificated Learning) and/or APEL (Accreditation of Prior Experiential Learning).</p>	
<p>Details of any course-specific articulations</p> <p>N/A</p>	

3 Course Level Outcomes for Main Award

The programme provides opportunities for you to develop and demonstrate knowledge, understanding and skills in the areas listed below according to your selected pathway and contextualised by the creative arts in general. The BA (Hons) Creative Practice (Graphic Design) and (Photography) pathways draw from the QAA

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Benchmark statements for Art and Design (2008, pp7-12) whilst the Media Production pathway draws from Communication, Media, Film and Cultural Studies (2008, pp10—20). The aims of the programme satisfy both sets of benchmark statements for the individual pathways, and we have created a framework to articulate the required outcomes for Level 6.

Level Outcomes for the Award of BA (Hons) Creative Practice (Graphic Design), BA (Hons) Creative Practice (Media Production) and BA (Hons) Creative Practice (Photography).

A Knowledge and Understanding



On successful completion of the programme you will be able to:

- A1 Acknowledge ethical, industrial, professional and theoretical contexts and how they inform their practice;
- A2 Articulate and synthesise knowledge, understanding, attributes and skills in effective ways in the context of creative practice, employment, further study, research and self-fulfilment;
- A3 Identify creative industry career options and the key issues that underlie the gaining of employment in the creative arts, and specifically graphic design, media production or photography;
- A4 Recognise and utilise the ways in which specific creative arts and their attendant technologies make possible different kinds of aesthetic effects and forms.

B Intellectual Skills

On successful completion of the programme you will be able to:

- B1 Consider and evaluate your own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions;
- B2 Demonstrate an ability to gather, organise and deploy ideas and information in order to formulate arguments cogently, and express and defend them effectively;
- B3 Synthesise the knowledge and practical skills required for your graphic design, media or photography artefact(s) at this level and your ultimate career

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<p>aspirations into a plan for acquisition;</p> <p>B4 Understand forms of communication, media, art, design and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change.</p>
<p>C Subject-specific and/or Professional/Practical Skills</p> <p>On successful completion of the programme you will be able to:</p> <p>C1 Analyse the contemporary work of creative practice and the relevance of it to graphic design, media production and/or photographic practice;</p> <p>C2 Conceive, develop, produce and deliver graphic design, media or photographic artefact(s) of substantial scope;</p> <p>C3 Demonstrate and deploy an advanced understanding and competence for a range of graphic design, media production or photographic skills;</p> <p>C4 Initiate, develop and realise distinctive and creative work within various forms including aural, visual, audio-visual and/or other electronic media;</p> <p>C5 Produce work demonstrating a high level of capability in operational aspects of creative production technologies, systems, techniques and professional practices;</p> <p>C6 Synthesise ideas and information in order to generate new concepts.</p>
<p>D Transferable/Key Skills</p> <p>On successful completion of the programme you will be able to:</p> <p>D1 Critically reflect on your strengths and weaknesses in the context of career aspirations and planning;</p> <p>D2 Demonstrate an ability to comprehensively record and reflect on your learning and skills development;</p> <p>D3 Draw on a comprehensive range of techniques to communicate and develop ideas effectively to a range of stake-holders and target audiences, including</p>

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peers, tutors, professionals, and the public;

- D4 Explain the economic forces which frame the cultural and creative industries, and the role of such industries in specific areas of contemporary political and cultural life;
- D5 Reflect critically on your decision-making and practice, and propose ways in which work may be extended or improved;
- D6 Work in flexible, creative and autonomous ways, showing self-discipline, self-direction and reflexivity;
- D7 Work productively in a team, showing abilities at different times to listen, contribute and lead effectively.

4 Course Description

i) *Aims and Indicative Content of Course*

This Programme aims to produce motivated graduates who engage with the world with interest, insight, intellectual curiosity and ethical awareness. You will develop a high level of subject-specific knowledge, professional integrity and proficiency in communication skills across a range of digital and other platforms. These attributes will allow you to work as flexible, creative, collaborative and confident practitioners who in order to contribute to and shape the present and future creative industry.

This key aim is underpinned by the following aims which function specifically at Level 6 on all pathways:

- to prepare you for continuing personal, professional and educational development;
- to provide dynamic and reflective learning experiences in Graphic Design, Media Production or Photography allowing you to develop and experiment with skills and techniques in order to inform personal career pathways;
- to provide an effective harmonious balance between education and training, by promoting self-development and creative expression, autonomous intellectual enquiry and the visual communication of ideas underpinned by the acquisition of transferable, technical, specialist skills and knowledge;

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- to provide you with the opportunity to initiate and produce individually and collaboratively authored work to professional standards;
- to equip you with the intellectual tools and techniques required to deal with issues systematically and creatively;
- to prepare you to solve problems, both intellectual and practice orientated, anticipated or unexpected;
- to provide you with the independent learning ability required for continuing professional and personal development.

ii) *Teaching, Learning, Assessment and Feedback Strategies*

Teaching and Learning

Teaching and Learning strategies are adopted which aim to develop your skills as independent self-motivated learners, ably setting and achieving goals, enabling you to become life-long learners after the end of the programme. We want our students to see themselves as central to the cohort's learning experience, creators of new knowledge and practices, which can be shared amongst the community of learners. Whilst the collaborative experiences are an excellent exemplar of this, we seek to promote opportunities for such collaborative learning through all units, both theory and practice orientated.

Lectures: provide space for core teaching of subject areas to the full student cohort. Ordinarily delivered by academics and/or specialists, these pass on information to students "en-masse"; however, they are also a good opportunity for student engagement in discussions and are excellent mechanisms for ensuring better inclusion and interactivity. Lectures last normally for 1-2 hours, although some that include the screening of work may last longer.

Seminars: are smaller-group sessions that are more interactive than lectures, and are used to discuss ideas that arise from lecture content. They are also used to develop small group projects; students engage in more active involvement and present / pitch work to their peers. Seminars last between 1-2 hours, and typically include 12-14 students each.

Workshops: are delivered predominantly by a team of technical tutors who instruct students on the technology and techniques required to produce media artefacts. Workshops either take place in computer labs or studio-style spaces where students

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are briefed on kit, and supported in their use of it. Workshop group sizes vary due to the kit / space being used, from 8 – 20, for the larger lab-based workshops.

Tutorials: come in different shapes and sizes – both formally as a teaching tool, and informally to support student progression through their units. Examples of tutorials include group-based tutorials supporting group-based projects, and individual tutorials mentoring students through individual projects including the final work produced at Level 6.

Online learning: is provided mainly through the Virtual Learning Environment, Moodle, which provides information and links for support and further reading for all units. We are constantly increasing online learning to become a key aspect of learning interactive software to help students customise their learning to the requirements of their projects in such a diverse landscape.

Fieldwork: is normally conducted away from involvement with academic staff or technical tutors (an exception being work carried out in the Television Studio). Students work in groups across the centre and elsewhere on location to engage in practical photographic or media production activity. Seminars and tutorials are usually employed to help guide projects that require fieldwork activities, and a risk assessment system is in place to ensure student work away from the centre has a health and safety overview.

Critiques and Presentations: take place at the conclusion of a project and generally take the form of a presentation of project work to a group of students and staff for summative feedback. These may take the format of a formal stand-up presentation to a larger cohort, or to a formal table-based discussion with a smaller group. Where appropriate you may also deliver an interim presentation of your progress and direction to a group of staff or students. These critiques and interim presentations form an important part of teaching and learning methods as they promote self-assessment, peer feedback and provide a crucial platform for the self-reflective practitioner at this level.

Self-Directed/Autonomous Study: crucial to this threshold level is the ability to manage and organise your own work independently. You will have already experienced self-directed study in former years, but at this level you must demonstrate self-discipline, self-direction and reflexivity, and a substantial proportion of our work will be developed autonomously, with appropriate guidance and feedback at specific stages of development.

Assessment Strategies and Feedback

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Methods of assessment and feedback, including moderation/internal and external verification, are explained during induction. They will be reinforced at all module briefings and at relevant times during tutorials.

The programme incorporates formative, summative and diagnostic assessments that are regarded as positive learning tools. Peer assessment also plays a vital role in your development and educational growth. These assessment strategies will support your understanding of the learning processes and are designed to engage you as an active participant in the development of all aspects of your learning. These strategies will also promote the autonomous and self-evaluative skills as crucial elements within the overall learning process.

Essays/Reports: are used to test students' organization of ideas to effectively communicate issues, concerns, reflections, as well as critical engagement with theory and industry debates. Essays are required to adopt the standard Harvard Referencing system.

Peer Assessment: is one of the tools (alongside individual written reflective essays) used to tease out individual contributions to shared group work. Peer assessment becomes a key assessment tool at this level. Peer assessment is also used formatively in seminars to help students reflect on their group working practice, and share good approaches to overcoming issues.

Artefacts: represent the summation of individual or group-produced media production, and may exist in a tactile form such as a piece of graphic design, a photograph or a piece of film. Artefacts are assessed via criteria and normally form a large percentage of a unit's mark, either on its own, or as part of a portfolio.

Presentations/Critiques: are conducted in seminars and lectures either by individuals or by groups. Presentations are normally assessed 'on the spot' by two members of staff, and may be recorded by video camera for audit and review purposes – if not already the presentational format choice. Presentations test important skills of communication, developing arguments, and resilience to questioning and thinking on your feet, important transferable skills for employment in the media communications industry.

Group Work and Self Reflection: as you are often working in a group and yet must also be assessed on your own performance, we use a variety of tools such as peer assessment, self-reflective assessment – portfolios, blogs, journals – and formative seminar/tutorial assessments which serve alongside the assessment of final projects as a reliable means of identifying individual progression and achievement.

In-Module Retrieval

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In-module retrieval is not available in the Level 6 modules.

iii) *Course Management, including the management of delivery with a partner organisation (where applicable)*

The HE Unit monitors and supports quality and operations across all courses and is the first point of contact between Sheffield Hallam University and the Sheffield College for quality, operational and strategic matters.

The College structure for HE is currently:

Governors*
Executive Directors*
HE Strategy Group*
Leadership Teams
HE Operations Group (comprised of Course Leaders; chaired by the HE Manager)
Course Teams

*The HE Manager provides reports and makes recommendations to these meetings

The structure for individual course management is:

Vice Principal
Head of Learning
Course Leader* / University Link Tutor

Additional input is received from regular Course Committees, Student Representatives and External Examiners.

*Advice, support and guidance to course leaders is provided by the HE Administrator

iv) *Employability, Placement, Work-based or Work-related Learning and Personal and Professional Development Planning (PPDP)*

How Student Employability is supported within the Programme

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The Sheffield College has in place a number of procedures and structures designed to support student progress and employability. All students have a personal tutor to guide them through the process and provide support where necessary, The College has an established student support and guidance base where students can access personal and career advice and support as required. Students with additional support needs are well catered for and over the years students with needs as diverse as visual impairment and dyslexia have benefitted significantly, finally the department is well resourced with brand new, purpose built studios and industry standard production and post-production facilities at the new Hillsborough Centre.

The programme area itself is highly committed to supporting employability through the design of a curriculum that has this at its core, and the Professional Development Module specifically provides an active engagement with industry and professional practice, embedding progression and employability within the course itself.

The Creative Practice course develops and advances students' academic performance but it is recognised that due to the important "widening participation" mandate of the Foundation degrees feeding the programme that it is crucial to prepare students for employment in the industry and much of the focus of the course is in this direction, particularly in the Professional Development Module. However, should they choose to continue in education, we are confident that they will be prepared for the rigours of Level 7 research.

PDP

The Professional Development Portfolio (PDP) is a key aspect of study at HE level. At the start of the course all students have an initial one-to-one meeting with their Personal tutor and are given a tutorial pack, which includes items such as individual tutorial record forms, an individual learning plan and semester reviews, which are completed by the student at specific points throughout their course.

The professional focus of the programme means that students will always be developing a set of personal and professional skills. Emphasis is placed on self-control and management of responsibilities and obligations. Students will be expected to be self-motivated, meet deadlines, show initiative, set own targets, recognise and address weaknesses, manage time and self and develop study skills.

The requirement for maintaining a PDP is included in the majority of modules with students required to highlight personal skills development through a personal journal or log, or maintain a show-reel of practical skill development and reflect on personal achievement in relation to professional practice at the end of each module.

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WBL and WRL

This programme does not require work placement. The College does not organise placements and they are not assessed as part of the programme as WBL (Work Based Learning). Placement opportunities may arise during the course, for example as a result of student contact with employers who operate as clients to provide live projects in WRL (Work Related Learning). Sometimes an employer may wish for the student to work on a particular project outside of the course, and for this purpose arranges a placement with the student directly. Many such projects could result in employment opportunities following graduation. The college recognises the usefulness of students utilising these opportunities to develop employability skills in addition to those embedded within the course. Students are therefore encouraged to take advantage of these offers as and when they emerge, but they are not a formal part of the provision.

Staff constantly strive to insert vocational relevance through Work Related Learning in module assignments through the use of live briefs or working with internal/external clients. The department has a successful track record of working with students to produce professional quality products for a range of clients including the Sheffield College itself, Sheffield City Council, Sheffield Libraries, Ice Sheffield and a host of other organisations and local businesses. This engagement with external clients and development of the associated professional skills and understanding required to successfully provide clients with appropriate products, is seen as a key element of the course.

Modules not specifically aimed at WRL are also designed to consider ethical and moral issues, equal opportunities, copyright and intellectual property rights and where possible stretch and develop students' ability to operate in a professional working environment. This introduces industry standard problems associated with, for example, H&S, budgeting, permissions, insurance, location-finding, etc.

Links With Industry

A core aim of the course is to introduce students to industrial practice and practitioners with students making links with the media industry in a number of ways, some of which are outlined below.

- Accredited Industry/Professional Training: Students have the opportunity to undertake an Apple and/or Adobe accredited professional qualification that allows them use the appropriate title after their name.

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- **Visiting Professionals:** Professional practitioners are invited to give talks/workshops. This includes alumni who are well placed to give appropriate career advice to current students.
- **Live Competition Briefs:** Incorporating live competition briefs into assignments where possible gives students experience in creative interpretation of a brief.
- **Client Led Projects:** WRL involves working with a client who may be connected to the college or external to the college. These assignments are often demanding projects that require a highly professional approach from the students and can involve the sale of products to the general public.

These projects often include an initial briefing from the client and feedback on completion of the product. Clients will not be involved directly in assessing student work though their comments may support tutor assessment.

- **Simulated Professional Projects:** Assignments often simulate professional practice in order to give students a realistic professional experience. The best example of this has been a residential location project where students produce short fiction projects under conditions very similar to those found on a location drama.
- **Personal Career Development:** the Professional Practice module offers an exciting and innovative means of creating progression to employment or to further study.

v) *Careers and Progression Routes*

We have an excellent and established track record of progression to employment. Students successfully completing the course will have the opportunity to gain employment and enter professions in the creative arts industry in a variety of related areas. Possible progression or career routes in:

Graphic Design:

Include publishing and editorial design, advertising and art direction, corporate design and branding, typographic design, interactive design, screen-based and digital graphic design, packaging and exhibition design, illustration and image-making.

Media Production:

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Ranges from freelance production work, editing, sound/music design in post-production, to employment in small commercial production facilities or with major TV or Radio production companies.

Photography:

Include self-publishing and editorial, advertising and photo journalism, medical and documentary, architectural and reportage, social and PR, wildlife, landscape and all of the diverse service industries that support the production of these specialist practices.

We would advise you to book a careers interview to discuss the opportunities for trainee graduate and internship positions. Careers advisors can also help you with your job search and recommend sources of information such as graduate recruitment fairs.

The degrees can also be a starting point for careers in teaching, marketing and management – the Sheffield College already offers a Post Graduate Certificate in Education/Certificate in Education: Post 16 and Further Education - Levels 5 and 7, providing opportunities for learners to obtain a recognised teaching qualification and progression towards Qualified Teacher Learning and Skills (QTLS) status in the Post 16/Further Education sector.

Alternatively, you may wish to continue your studies at Sheffield Hallam University, or elsewhere, in a postgraduate study programme such as an MA or MPhil. You should research their entry requirements via university websites and contact the relevant departments to identify current regulations. Student Services hold hard copy prospectuses.

5 Course Structure and Award Regulations

i) Course Structure Diagram

Semester 1	Semester 2	
CPL601 Critical Studies	<div style="text-align: center;"> </div> CPL604 (G) (M) (P) Planning for the Major	CPL605 (G) (M) (P) Major Project (Specialist)

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CPL602 Creative Practice	Project (Specialist)	
CPL603 Professional Development		

ii) Explanatory Notes on Structure

CPL601 Critical Studies and CPL602 Creative Practice run for the first semester. CPL603 Professional Development is taught in the first semester but the portfolio is not submitted until the end of the second semester as students are continuing to acquire experience and material for submission throughout the programme. To balance this, the specialist 20 credit Planning for the Major Project CPL604 (G) (M) and (P) is introduced for initial planning and research towards the end of the first semester and The Major Project CPL605 (G) (M) and (P) in order to balance the workload so students work towards 60 credits per semester.

Level	Module Title	Credits	Module Assessment
6	Critical Studies	20	Coursework
6	Creative Practice	20	Coursework
6	Professional Development	20	Coursework
6	Planning for the Major Project (Graphic Design)		

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6	Planning for the Major Project (Media Production)	20	Coursework
6	Planning for the Major Project (Photography)		
6	The Major Project (Graphic Design)	40	Coursework
6	The Major Project (Media Production)		
6	The Major Project (Photography)		

6 Any Exemptions Applying to this Course



i) Details of any approved, course-specific variations, additional award regulations or exemptions* from the University's ACADEMIC AWARDS FRAMEWORK (e.g. as may be required by an accrediting professional, statutory or regulatory body, including course duration)

N/A	
Date Exemption Approved	

ii) Details of any approved, course-specific variations, additional award regulations or exemptions* from the University's STANDARD ASSESSMENT REGULATIONS (e.g. as may be required by an accrediting professional, statutory or regulatory body)

N/A	
Date Exemption Approved	

iii) Details of any approved, course-specific variations, additional award regulations or exemptions* from the University's STANDARD UG or PG ACADEMIC CALENDAR (e.g. as may be required by an accrediting professional, statutory or regulatory body)

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<p><u>N/A</u></p>	
<p>Date Exemption Approved</p>	