BAJ

Programme Specification

Title of Course:	**BTEC HIGHER NATIONAL DIPLOMA (HND)** BTEC Higher Nationals in Digital Technologies for England**:** Digital Communications Management (HTQ)
Date Specification Produced:	September 2023
Date Specification Last Revised:	September 2023

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

Further information about this course can be accessed via the Pearson Programme Specification available at: https://qualifications.pearson.com/content/dam/pdf/BTEC-Higher-Nationals/digital-technologies-for-england/2023/specification/9781292403700-hncd-dig-tech.pdf

SECTION 1:   GENERAL INFORMATION

Title:	**BTEC HND Digital Technologies:** Digital Communications Management
Awarding Institution:	**Pearson**
Teaching Institution:	**British Academy of Jewellery (BAJ)**
Location:	**Euston Campus** **North Gower Street** **London**
Programme Accredited by:	**N/A**

SECTION 2: THE PROGRAMME

A. Programme Introduction

This programme is designed to provide students with the knowledge, skills and understanding necessary to access and progress to degree level study or employment in the media sector.

The vocational orientation of the programme is achieved via an applied and contextualised approach to learning. It provides an opportunity for those who have an interest in media to explore, develop and test their creativity within a qualification structure that is stimulating and demanding and provides a supportive transition from general to more specialised study. The programme also encourages the development of lifelong learning skills and instils the values of global citizenship.

B. Aims of the Programme

This course is designed for students seeking a vocationally oriented higher education qualification available after two years full-time study. It will also appeal to mature students re-entering higher education. The qualifications aim to widen access to higher education and advance the career prospects of those who undertake them.

BTEC Higher National Level 5 HND provide nationally recognised qualifications offering career progression, professional development, employment opportunities and further progression within higher education. The qualifications are made up of compulsory units and specialist units studied during the first year HNC and second year, leading to the full HND Digital Technologies: Digital Communications Management qualification.

The BTEC Higher National qualifications in Digital Technologies are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the media sector and are designed for students who wish to pursue or advance their career in digital technologies. In addition to the knowledge, understanding and skills that underpin the study of the digital sector, Pearson BTEC Higher Nationals in Digital Technologies give students experience of the breadth and depth of the sector that will prepare them for further study or training.

C. Intended learning outcomes

Knowledge and Understanding

Practical Skills - the ability to:

- to give students the skills, knowledge and understanding they need to achieve high performance in the national and international digital technologies environment
- to develop students with enquiring minds, who have the abilities and confidence to work across different digital technologies functions and to lead, manage, respond to change, and tackle a range of complex digital technologies
- to provide the core skills required for a range of careers in digital technologies, including cyber security, software development, data analytics, networking, animation, software testing, business analysis and change management
- to offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic ambitions
- to develop students' understanding of the major impact that digital technologies have on the business environment
- to provide insight into digital technology operations and the opportunities and challenges presented by a global marketplace
- to equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values to allow flexible study to meet local and specialist needs.

Intellectual Skills - the ability to:

- Use academic protocols to understand and enhance academic writing.
- Use research skills obtain and integrate subject specific theory to manage tasks and solve problems
- Apply and extend communication skills in order to accommodate their own employability strategy for continuing professional development.
- Develop visual and digital literacy through 'reading' and understanding a range of sources of data and information.
- Engage in debate and dialogue both with peers, tutors and specialist to contribute to the wider discussion relating to the digital technologies sector and industry.

Common / Transferable Skills - the ability to:

- Manage and develop self
- Work with and relate to others
- Communicate effectively orally and in writing
- Communicate effectively with a range of ages, abilities, peers and professionals
- Improved confidence and self esteem
- Apply numeracy
- Apply technology
- Manage tasks and solve problems
- Apply creativity

Also, on successful completion of the Level 5 Higher National Diploma, students can develop their careers in the creative media sector through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Committing to Continuing Professional Development (CPD)
- Progressing to university.

D. Entry Requirements

Entry requirements - Learners would typically have at least one of the following:

- Students must be over 18 years of age.
- Acquired Level 3 qualification (60 credits or above), preferably in Computing, Computer Science and IT or Digital Media Production.
- GCSE maths and English (grade 4-5 (C) or above, or Level 2 equivalent to CEFR level B2.
- Mature applicants with limited formal qualifications, require 2 or more years work experience in related field, employer reference, CV and personal statement, English Language equivalent to CEFR level B2.
- There will also be a one-to-one interview session to understand students' motivations to learn.

Admission to Levels 4 and 5

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

Pearson encourages centres to recognise students' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance on RPL please refer to the Recognition of Prior Learning policy document available in the support section of our website at
https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf

E. Programme Structure

This programme is offered in full-time mode and leads to the award of HND Digital Technologies. Entry is normally at level 4 with Level 3 or equivalent qualifications (See section D).

E1. Professional and statutory regulatory bodies

Not applicable.

E2. Work-based learning

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. Students will develop skills to identify placements through the course. This allows students to reflect upon their own personal experience of working in an applied setting, focus on aspects of this experience that they can clearly relate to theoretical concepts, and evaluate the relationship between theory and practice.

E3. Outline programme structure

The first level (HNC) is made up of 8 modules each of 15 credits; the last level is made up of 6 modules of 15 credits and 1 module of 30 credits. Typically, a student must complete 120 credits at each level. Full details of each module will be provided in module descriptors and module guides.

Level 4: HNC in Digital Technologies: Pearson BTEC Level 4 Higher National Certificate in Digital Technologies: Digital Communications Management			
Core Units	Unit	Level	Credits
1	Professional Practice in the Digital Economy	4	15
2	Innovation & Digital Transformation	4	15
Specialist			
3	Cyber Security	4	15
4	Programming	4	15
5	Big Data & Visualisation	4	15
7	Cloud Fundamentals	4	15
16	Website Design & Development	4	15
17	Management in the Digital Economy	4	15
		Total	120 Credits

Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits. There is a required mix of Core (mandatory), Specialist units totalling 120 credits. All units are at Level 4.

Pearson would expect that a HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units.

Level 5: HND in Digital Technologies: Pearson BTEC Level 5 Higher National Diploma in Digital Technologies: Digital Communications Management			
Core Units	Unit	Level	Credits
19	Business Intelligence	5	15
20	Internet of Things	5	15
21	Emerging Technologies	5	15
Specialist Units	Unit	Level	Credits
38	Planning Social Media Campaigns	5	15
39	Digital Marketing	5	15
40	Customer Value Management	5	15
Selected Units	Unit	Level	Credits
41	Digital Sustainability	5	15
42	Pitching and Negotiating Skills	5	15
		Total	120 Credits

The Level 5 Higher National Diploma consists of the Level 4 Higher National Certificate (above) plus an additional 120 credits at Level 5.

Qualification credit value: a minimum of 240 credits, of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC. There is a required mix of Core, Specialist and Optional units totalling 240 credits.

Mapping of HND in Digital Technologies against FHEQ Level 5

Key
KU Knowledge and Understanding
CS Cognitive Skills AS Applied Skills TS Transferable

The qualification will be awarded to students who have demonstrated:

FHEQ Level 5 descriptor	Digital Technologies HND Programme Outcome	
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Knowledge and understanding of the fundamental principles and practices of the contemporary global digital technologies environment, responding to and shaping the dynamic and changing nature of digital technologies.
	KU2	Knowledge and understanding of interrelationships and integration between areas of business within organisations and across the digital technologies environment.
	KU3	Knowledge and understanding of the rapidly-changing external digital technologies environment and its impact on local, national and global levels of strategy, behaviour, management and sustainability.
	KU4	Understanding and insight into different businesses; their diverse nature, purposes, cultures, structures and operations, and their influence on the external environment.
	KU5	Knowledge and understanding of digital business and technology reshaping traditional revenue streams and business models, disruptive innovation and driving the need for digital strategic priorities in a changing environment.
	KU6	A critical understanding of the cultural, ethical, legal, professional and operational frameworks within which businesses operate.
	KU7	A critical understanding of processes, procedures and practices for effective management of products, services and people, including corporate social responsibility and sustainable management.
	KU8	A critical understanding of the evolving concepts, theories and models in the study of digital technologies across a range of practical and hypothetical business scenarios.
FHEQ Level 5 descriptor	Digital Technologies HND Programme Outcome	
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those	CS1	Apply knowledge and understanding of essential concepts, principles and models in the contemporary global digital technologies environment, to provide solutions supported by evidence-based decision making.
	AS1	The ability to develop appropriate policies and strategies in a changing environment, to meet

principles in an employment context		stakeholder expectations and maximise achievement of strategic objectives.
	AS2	Apply innovative digital technology ideas to develop, create and communicate new products or services that respond to the changing nature of digital technologies and deliver successful outcomes.
	AS3	Integrate theory and practice through the investigation and examination of digital technology practices in the workplace and the wider business environment.
	AS4	Develop successful outcomes for clients/businesses using appropriate digital technology practices, business data and information to make justified recommendations.
	CS2	Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successfully meet digital technology objectives.
FHEQ Level 5 descriptor	**Digital Technologies HND Programme Outcome**	
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.	CS3	Critically evaluate current digital technology processes and practices, and their application in providing customer satisfaction and building customer loyalty.
	CS4	Ability to evaluate a broad range of digital technology tools/techniques and financial reporting for planning, control and problem solving.
	KU9	Knowledge and understanding of how the key aspects of leadership and performance management influence the development of people and businesses.
	CS5	Critique a range of digital technology systems and operations, and their application to maximise and successfully meet strategic objectives.
	KU10	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.
	TS1	Develop appropriate research skills and skills of critical enquiry to enable the evaluation of different approaches to problem solving in a specific digital technologies context.
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	TS2	Self-reflection, including self-awareness; the ability to become an effective self-student and appreciate the value of the self-reflection process.
FHEQ Level 5 descriptor	**Digital Technologies HND Programme Outcome**	
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	TS3	Competently use digital literacy to access a broad range of research sources, data and information.
	CS6	Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision making.
	CS7	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world digital technology scenarios.

FHEQ Level 5 descriptor	Digital Technologies HND Programme Outcome	
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	TS4	Communicate confidently and effectively, orally and in writing, both internally and externally with businesses and other stakeholders.
	TS5	Communicate ideas and arguments in an innovative manner, using a range of digital media.
	AS5	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer based) in defined contexts.
	TS6	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate.
FHEQ Level 5 descriptor	**Digital Technologies HND Programme Outcome**	
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations	TS7	Identify personal and professional goals for continuing professional development in order to enhance competence to practice in a chosen digital technologies field.
	TS8	Develop specific competences and skills required in a specialist digital technologies sector through the completion of specialist pathways and progression routes.
FHEQ Level 5 descriptor	**Digital Technologies HND Programme Outcome**	
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.	TS9	Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies.
	TS10	Reflect adaptability and flexibility in approach to digital technologies; showing resilience under pressure and meeting challenging targets within given deadlines.
	TS11	Use quantitative skills to manipulate data, evaluate and verify existing theory.
	CS8	Evaluate the changing needs of the business environment and have confidence to self-evaluate and undertake additional continuing professional development as necessary.
	TS12	Emotional intelligence and sensitivity to diversity in relation to people and cultures.

F. Principles of teaching learning and assessment

TEACHING AND LEARNING

At the heart of the programme lies the combination of theory, media practice and the development of skills - those required in the immediate future for study and those subsequently required for employment. Lecturing staff with significant work experience expose students to current media developments, whilst industry guest speakers provide additional opportunities to relate these to practice. Furthermore, assignments typically require substantial primary and secondary research to be undertaken, thereby ensuring students progressively develop research skills at each level of the programme. Assessments are presented in a range of formats including e-portfolio, presentations and IT based formats such as website and thus develop a range of presentation skills.

- ◆ *Lectures* - A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.

- ◆ *Seminars* - Seminars normally consist of structured student or staff-led presentations followed by discussion. The seminar is usually based on a topic which has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars are expected. Student discussion and critical debate are encouraged.

- ◆ *Projects* - The term 'project' is used in two ways. Set projects consist of a set of objectives and procedures, which are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project usually has a strict deadline. Students also devise their own projects (self-initiated briefs). This kind of project comprises a body of work which reflects the specific interests of the student and which may be developed over a period of time, which is agreed between the individual student and a member of the academic staff.

- ◆ **Academic supervision** - Academic supervision goes one step further than a demonstration in that members of staff will assist students in the acquisition or strengthening of a particular skill or aspect of learning. The degree of assistance is usually determined by the capabilities of the individual student. Supervision of this kind will mean that a member of staff is close at hand to assist with problems.

- ◆ *Study visits* - By definition, a study visit will involve travelling to strategic venues of interest which may vary from visits to galleries and museums to course-specific events such as shows, exhibitions, or visits to industry or sites.

- ◆ *Briefing* - A briefing takes place to make known and explain the specifics of projects; theme, aims and objectives, learning outcomes, timetable etc.

- ◆ *Peer-learning* - A vital component of teaching and learning practices of the design courses. The work of the course is largely studio-based, and thus enables students to take notice of each other's work and discuss issues informally. Peer learning also takes place through other activities such as group crits and seminars.

- ◆ *Independent study* - It will be recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self-

initiated, lead to the development of individual portfolios of work in the later stages of the course and for entry into the student's individual choice of career.

◆ *Guided-learning* - During project work a student may be scheduled for a taught session, but be expected to stay and work on the project for the entirety of the day, this is referred to as guided learning or supervised study. Guided learning enables access to technical and academic staff, as well as supporting the development of personalised learning.

◆ *Research informed teaching* - Research-informed teaching operates throughout the course, with research active and professionally engaged staff integrating and contributing their current and ongoing knowledge in the development of the programme, the curriculum, the modules and the course's teaching and learning processes.

◆ **Study skills** - Study skills largely refers to the acquisition of communication skills, techniques of information retrieval, and strategies of self-management in relation to study. Above all study skills mean learning how to study.

◆ **The VLE (virtual learning environment):** This is an online environment that aims to make the most effective use of a range of virtual teaching and learning tools. The school is involved in the development of online materials to support course, school and faculty content. The aim is to develop a flexible set of virtual resources demonstrating skills, processes and methods valuable for enhancing creativity and knowledge throughout the Academy. Additionally, the VLE seeks to enhance communication, a sense of community, and inter-course discussion and debate.

◆ **Accessibility and inclusiveness**: The course has been designed to remove unnecessary barriers to access for students from protected groups. The School acknowledges that a 'one-size-fits-all' model does not work for our students, whose differing backgrounds, learning journeys, and aspirations challenge us to provide a student experience that equips them all to succeed.

ASSESSMENT

Assessment is both summative and formative. Primarily, summative assessment is intended to identify what has been learned (assessment of learning) and therefore the assessed mark counts towards the module grade awarded. Formative assessment is intended to help students to learn (assessment for learning) and provides opportunities for students to identify their strengths and weaknesses, focus on areas they need to work and improve, and identify how to achieve improvements.

Formative assessments will take place at several intervals during the course. Feedback, both formal and informal, is maximised throughout the programme and may take the form of individual tutorials, presentations, essays, shows and degree exhibits, portfolios, and module assessments. Students are given regular feedback/feed-forward through interaction in the studios in the development of projects, tutorials, group crits, and practice presentations.

◆ *Group critique* - Commonly known as group 'crits'. On these occasions a group of students and members of staff and, if appropriate, invited guests from industry will discuss the work of one or more students who are present.

◆ *Practice presentation* – Commonly performed in front of peers, a practice presentation enables students to practise the presenting of their work and skills.

♦ **Tutorials** - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support project initiatives, and to guide and facilitate further independent creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.

♦ **Peer and self-assessment** – A process whereby students or their peers assess coursework based on pre-set benchmarks. The practice improves students' understanding of course materials as well as improves their metacognitive skills.

The following summative assessment methods will be applied:

♦ **Portfolio of coursework** – A collection of work intended to demonstrate a student's abilities to meet the learning outcomes.

Personal development plan (PDP) – Personal development planning is the process of creating an action plan based on awareness, values, reflection, goal-setting and planning for personal development within the context of the course, career goals and self-improvement.

♦ **Individual and group presentations** – A method to explain and present creative thinking and work.

♦ **Extended piece of writing** - The extended piece of writing assesses evidence of students' understanding of market research, commerciality and retail within the jewellery industry. Students are allowed to choose the format of submission of the extended piece of writing. For example; a blog could be created instead of submitting the writing as an essay.

♦ **Individual and group assignment report** - The individual or group assignment report documents the results of the assignment, how the project was organised and the work developed, including a self- and peer-assessment of the performance of each member of the group in achieving the objectives.

♦ **Essay** – A short structured piece of writing on a particular subject.

♦ **Research portfolio** – A collection of creative work intended to demonstrate a student's abilities to research and develop ideas.

The assessment strategy and criteria are clearly described in every written brief and mapped appropriately to the module learning outcomes. The assessment criteria are generally additionally communicated verbally at each project briefing.

G. Support for students and their learning

Throughout the course students will be allocated a Personal Academic Tutor who will:

- Support academic development and progress. This will include guidance in relation to Personal Development Planning
- Act as the first point of call for any issues or problems arising whilst at the Academy

The provision of additional formal sessions for academic tutoring and support across all of the subject areas is a key feature of this course. Typically, meetings with each subject tutor will take place once each semester and with the Personal Academic Tutor will take place at least four times during the course of the academic year, although some of these meetings may be in groups. However, contact with tutors is encouraged at any time as required.

Additionally, the following resources will also support learning during the course:

- Bespoke induction programme including inputs from Student Services as well as course staff
- Course Handbook and module outlines which include details of the weekly learning schedule, reading list, assignments etc
- A dedicated Librarian for the course
- A bespoke VLE to provide access to learning materials, exercises and discussions
- Email (via student email address) to access the Course Leader and module tutors
- Student representation on Academy committees, including the Course Management Committee, to address course-wide issues and offer feedback (from students on all modules)

H. Ensuring and enhancing the quality of the course

BAJ has several methods for evaluating and improving the quality and standards of its provision. These include:
- Regular Academy student questionnaires in addition to the National Student Survey (NSS)
- Capturing student voice throughout the academic year and at Student Rep meetings
- Annual lesson observation scheme
- Annual Monitoring and Evaluation Report (AMER)
- Good practice in teaching and learning is developed through regular staff development workshops and through staff assisting with internal verification of students' work
- Staff development activities are discussed at annual appraisal interviews and staff are actively encouraged to develop their professional practice through scholarly activity.
- External Examiners reports

I. Employability Statement

The HND Digital Technologies: Digital Communications Management addresses the issue of employability through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of the course team as well as visiting specialist practitioners.

At all levels students have the opportunity to engage in work related projects drawing on case studies and real-life scenarios and all modules are designed to develop the skills valued by employers, such as presentations, teamwork, problem-solving and communication

skills. This is achieved by embedding employability initiatives within the curriculum as well as designing appropriate assessment methods to mirror real-life practices, e.g.: business plans, reports and summaries, so that students are exposed to opportunities that develop their skills on an ongoing basis. Students are encouraged to reflect on their learning so they can also articulate how the acquisition of such skills relates to practice and how they can be developed in the future. Business practitioners often contribute to the evaluation of student work.

Available to the students is the opportunity to attend both employment-based activities where employers are invited on campus to participate in specialist networking activities, which provides additional opportunities for students to hear about current business issues from prominent guest speakers.

J. Approved variants from the undergraduate regulations

None.

K. Other sources of information that you may wish to consult

- Module guides/module handbooks
- Student handbook
- British Academy of Jewellery website http://www.baj.ac.uk

Technical Annex

Final Award(s):	HND Digital Technologies (HTQ)
Intermediate Award(s):	HNC Digital Technologies (HTQ)
Minimum period of registration:	1 years
Maximum period of registration:	2 years
FHEQ level for the final award:	Level 5 Higher National Diploma
QAA subject benchmark:	N/A
Modes of Delivery:	Full-time
Language of Delivery:	English
Faculty:	N/A
School:	British Academy of Jewellery (BAJ)
Department:	Art & Design
JACS Code:	N/A
UCAS Code:	N/A
Course/Route Code:	HNC: 603/7868/2 HND: 603/7869/4