

## Programme specification

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

### 1. Overview/ information

<b>Programme/award title(s)</b>	BA (Hons) Film and Digital Broadcast Production
<b>Teaching Institution</b>	Nottingham College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	16/03/23
<b>Date of latest OU validation</b>	16/03/23
<b>Next revalidation</b>	TBA CO42161
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	FLM3
<b>HECoS Code</b>	CO42161
<b>LDCS Code (FE Colleges)</b>	TBA
<b>Programme start date and cycle of starts if appropriate.</b>	September 2023
<b>Underpinning QAA subject benchmark(s)</b>	Communication, Media, Film and Cultural Studies (2019)
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	N/A
<b>Professional/statutory recognition</b>	N/A
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Full Time, Face-to-Face
<b>Duration of the programme for each mode of study</b>	3 Years full time
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	19.05.23

\*Please note: This specification provides a concise summary of the key features of the programme and the learning outcomes that a typical student might be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

## 2.1 Educational aims and objectives

The BA in Film and Digital Broadcast Production has clear aims of developing students understanding of film and broadcast production in terms of technical skills whilst also providing them with the skills and understanding to be prepared for the world of employment after graduation.

Throughout years one and two students will combine theoretical work and assessments with modules that clearly focus on the understanding of production processes associated with film and digital broadcast. Students will have some opportunity to choose modules that reflect their interests and career aspirations whilst still ensuring they have a clear understanding of skillsets that will allow them to succeed in the wider industries.

Year three provides the opportunity to show academic understanding with a dissertation whilst also analysing what skill sets, they need to improve to meet practical and production-based understanding needed in the industry through the completion of a module in Advanced Video Skills. Finally, students will undertake an independently planned and managed production project to demonstrate their skills to potential employers.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Whilst the BA in Film and Digital Broadcast Production is a standalone qualification, it does share one module with BA in Photographic Practice and Digital Graphics for Games Production. This is a twenty-credit module in Visual Imagery which provides a broad introductory study of a range of theories of studying visual material. The College also serves as a provider for Level 3 qualifications in Creative Media Production provided by University of Arts London (Extended Diploma) which can feed directly into Year 1 at Level 4.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

#### 2.4 List of all exit awards

- Certificate of Higher Education in Film and Digital Broadcast Production (120 credits)
- Diploma of Higher Education in Film and Digital Broadcast Production (240 credits)
- BA in Film and Digital Broadcast Production (300 credits)
- BA (Hons) in Film and Digital Broadcast Production (360 credits)

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
FPG401 Visual Imagery	20	N/A	N/A	Yes	1
FDB402 Audience and Narrative	20			Yes	2
FDB403 Single Camera Production	40			No	1
FDB404 Television Practical Skills	40			No	2

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1: Demonstrate problem solving techniques in approach to creative media challenges</p> <p>A2: Demonstrate an understanding of the established key principles, theories and contexts relevant to creative media production</p> <p>A3 Apply principles of communication technology relevant to creative media production</p> <p>A4: Demonstrate analysis of key texts and visual media in developing pre-production material and prototype development</p>	<p>Students will attend taught sessions that cover a range of theoretical, business based and production orientated skills. They will build and record their skills development through collating notes, blogging and building up evidence of completed proactive activities. Technical support will be available to help students add to their knowledge and understanding as they become more independent in their production work.</p> <p>Tutors will provide face to face in class lectures and teaching as well as guidance around the use of software and hardware students need to undertake production work.</p> <p>Assessment will be through a wide range of methods including essays and reports, peer evaluation, audience evaluation, evidence of production processes and completed media projects (A3). Student will be encouraged to use skills that will benefit them in their professional future including pitching and planning productions (A4).</p> <p>Teaching, learning and assessment strategies are based on the recognition of three main strands as applied to the BA Film and Digital Broadcast:</p> <p><b>Practical:</b> Involves students in the acquisition, development and refinement of technical, conceptual, communication and problem-solving skills as relevant to the contemporary and historical arts practices, and their application, as appropriate, to the making of creative products within particular contexts. · <b>Theoretical/Contextual:</b> Includes students'</p>

## Learning Outcomes – LEVEL 4

### 3A. Knowledge and understanding

knowledge and understanding of critical thinking within and around Film, Broadcast and Social Media content practices, as a broadly defined discipline, and the development of their ability to integrate a critical, analytical approach within an informed fine art practice area (A1). ·  
**Professional:** Includes students' knowledge and understanding of the historical, cultural and professional contexts within which artists and practitioners' operate. This constitutes a body of specialist knowledge that includes vocabulary, professional awareness, and an informed and realistic sense of the career options available to Film and Digital Broadcast graduates (A2).

Evidence of AV practice, which in most cases will consist of Films students have made, professionally presented in the format required by the assignment, project or brief. - Supporting work, including blogs, workbooks, pictures of sketchbooks and their VLE, documenting the process of generating, developing, and resolving ideas, and demonstrating the influence of research on practical work. - Reflective journals, websites, dossiers, etc., which provide evidence of the gathering, sorting and presentation of research material, or documenting and reflecting on the production of a project. - Written work, such as academic essays, artist statements etc., written according to given guidelines as to word-count and illustrated as required by the assignment.

Formative assessment is carried out both formally in tutorial and critique situations, and informally through ad-hoc conversations with tutors.

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Feedback is usually provided verbally, with a written record kept either by the tutor or by the student. This is sometimes produced as the result of peer or self-assessment exercises. Summative assessment is provided in the form of a percentage point grade at the end of a module, and this is accompanied by written feedback from the module tutor to students individually, relating their achievement to the learning outcomes of the module. Assessment Feedback is provided in two main ways: verbally, in tutorial and critique situations; and in writing, using feedback forms that indicate student performance against the learning outcomes of the module.</p> <p>Students will attend taught sessions that cover a range of theoretical and production orientated skills. There will be a combination of formative and summative assessment as the year progresses. At differing intervals and at the end of every project will be a group critique. Here the students will spend time looking at each other's work prior to the critique and make notes about each student. This will enable them to take part in each individual student discussion. There will be a range of assessment opportunities including report writing FPG401, where students will be introduced to Historical and Contextual understanding of principles related to photography and other visual imagery. This aligns directly with Art and Design benchmarks, here 6.4 (ii).</p> <p>In FDB404 the students will be assessed on a visual presentation. This will involve the understanding of historical context with image making and representation. This will include providing evidence of research methods.</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>There is also the opportunity to for the students to shadow level five and six students when working FDB403 and FDB404. This introduces issues such as working within a timeframe, Professional standards, working under a financial transaction and working towards a client brief and links with Art and Design benchmarks 6.5(ii)</p> <p>In the practical modules, FDB403 and FDB404, students will be required to evidence learning in an online portfolio that includes the final production MP4/ AVI and also research and workings throughout the project. These modules will cover the fundamental skills and understanding needed to work in both the studio environment and also on location.</p> <p>FPG401 and FDB402 offer the students the chance to engage in discussions and issues currently surrounding the Film and Broadcast industry. These include the understanding of the power and use of social media and also the more recent development of AI.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1: Demonstrate valid communication skills in a variety of forms and for a range of audiences</p> <p>B2: Demonstrate appropriate task sequencing and technique to creative media challenges</p> <p>B3: Demonstrate planning, workflow, and project management skills in response to challenges</p>	<p>Students will learn how to peer assess and demonstrate opinions and thoughts through the process of group critique. In FDB403 and FDB404, the group critique aligns to Art and Design Benchmark 6.6</p> <p>Online portfolios with research, planning, production and evaluation will be produced for both practical modules.</p>



<b>3B. Cognitive skills</b>	
<p>B4: Demonstrate solutions to verbal instructions and written creative media production challenges</p>	<p>In FPG401 students will be required to demonstrate communication skills in the form of a visual presentation. This will involve the study of representation within imagery and also historical context.</p> <p>FDB 402 will investigate historical and contemporary audience behaviors and the effect on narrative evolution through a variety of AV technologies.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1: Demonstrate technical, practical, creative, and transferable skills in creative media using digital technology, platforms, and tools in the production of designed artifacts</p> <p>C2: Select and apply appropriate creative media methodology to the production of designed artifacts</p> <p>C3: Produce individual outcomes to a given problem</p> <p>C4: Demonstrate workflow solutions to digital processes and techniques</p>	<p>At level 4 students will be taught practical sessions and learn basic camera controls and also how to edit out images and also post production techniques. There will also be opportunities for students to work collaboratively with peers (C1).</p> <p>Through engaging with the theoretical modules FGP401 and FDB402, the students will become more informed in the personal practice and have a greater understanding of visual language and the power of the image (C3). It will also aid them in learning about required standards needed for professional life.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 Evidence contextual knowledge and understanding to the development of ideas and solutions</p> <p>D2 Present research and resolution in verbal and written formats using basic technical language</p>	<p>Students will be introduced to early progression options upon leaving education in all four level 4 modules. FPG401 and FDB402 will highlight quality and opportunities within a more self employed route, focussing on standards and opportunities to engage with a wider audience as a practitioner. FDB403 and FDB404 will offer the students exposure to areas of the industry that they may not have been exposed to before.</p>

**Exit Award:** Certificate of Higher Education in Film and Digital Broadcast Production (120 credits)

<b><u>Programme Structure - LEVEL 5</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b> Students complete 1 of the modules	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
FDB501 Working with a Client	30			No	1
FDB502 TV Newscast	30			No	1
FDB504 Audio Production	30			No	1
		FDB503 Fictional Video Production	30	No	2
		FDB505 Documentary Video production	30	No	2

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1: Investigate problem solving techniques to film and broadcast challenges and critically evaluate approaches.</p> <p>A2: Evidence critical evaluation of the commercial, economic, and social opportunities in film and digital broadcast production.</p> <p>A3: Critically establish the key principles, theories, and contexts relevant to Film and digital broadcast production</p>	<p>Students will attend taught sessions that cover a range of theoretical, business based and production orientated skills. They will build and record their skills development through collating notes, blogging, and building up evidence of completed activities. Technical support will be available to help students add to their knowledge and understanding as they become more independent in their production work.</p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>A4: Evaluate and justify principles of communication technology relevant to film and digital broadcast production</p> <p>A5: Compare and evaluate relevant key texts and visual media in developing pre-production material and film/broadcast media development</p>	<p>Tutors will provide face to face in class lectures and teaching as well as guidance around the use of software and hardware students need to undertake production work.</p> <p>Assessment will be through a wide range of methods including essays and reports, peer evaluation, audience evaluation, evidence of production processes and completed media projects. Student will be encouraged to use skills that will benefit them in their professional future including pitching and planning productions.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1: Evidence critical and valid communication skills in a variety of forms and for a range of audiences</p> <p>B2: Demonstrate relevant task sequencing and technique and justify method on film and digital broadcast practice with strong, independent, critical, and evaluative perspectives</p> <p>B3: Evidence appraisal of successful planning, workflow, and project management skills in response to challenges</p> <p>B4: Demonstrate accomplished solutions to verbal instructions and written film and digital broadcast challenges</p>	<p>In all modules, including the optional FDB403/ FDB405 specific focus is given to (B1) where it concerns task sequencing. Software training in class will focus on students developing step by step skills in developing Software and hardware skills. Assessment occurs through submission of written and visual coursework detailing the challenges, evidence of task sequencing, evaluation and reflection on techniques used.</p> <p>Planning and project management (B2) is critical to successful filmmaking and methods and approaches to good practice is specifically taught in FDB502, FDB504 and the option of the two route FDB503/FDB505. Students will be tasked to evidence planning and project management through assessed coursework submission</p>

<b>3B. Cognitive skills</b>	
	All optional modules include elements of verbal instruction and written briefs. Students are tasked to produce solutions to challenges which are submitted for assessment (B3)
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1: Demonstration of relevant technical, practical, creative, and transferable skills in film and digital broadcast using digital technology, platforms, and tools in the production of designed artifacts</p> <p>C2: Justify effective film and digital broadcast methodology in the production of designed artifacts</p> <p>C3: Construct innovative and inventive outcomes to given film and digital broadcast problems</p> <p>C4: Demonstrate, and explain effective workflow solutions to digital processes and techniques</p>	<p>Practical and Professional skills have been drawn from the QAA benchmark statements for Art and Design (2019) in section 6.4, 6.5, 6.8 and 6.9. These relate to students acquiring technical knowledge and practical skills in the use of materials, media, techniques, methods, technologies and tools.</p> <p>The two optional modules allow students to combine areas of interest, but also introduce students to new assessment formats such as ‘show’ and ‘demonstration’. The expectation is that as students begin to prepare for employment, these skills will be valuable in future work situations.</p> <p>Therefore, teaching and learning opportunities will prepare students for producing work for demonstration, in demonstrating examples of practical elements, and explaining processes in verbal and written communication (C3). Assessment of these skills will occur in FDB502, FDB504, and the option of either FDB503/ FDB505.</p>

<b>3C. Practical and professional skills</b>	
	<p>Constructing, showing and discussing work (C2) is another vital employment and professional skill. These are important when communicating with clients, other professionals, or to those in senior roles. Within the modules, it is distinguished from 'demonstrate' in that 'show' also includes production of digital and printed output, publication of marketing material and completed project examples for audiences. Show is taught both as a set of practical techniques (such as peers review, online publishing and festival entries), as well as in responding to professional and group critique, and communicating with clients. This element is assessed through practical tasks within the modules and include AV output (FDB502, FDB504).</p> <p>(C1) will be demonstrated across all optional modules (FDB503, FDB505). There will be a range of specialised teaching and learning opportunities to give scope to students gaining creative skills in using software and digital platforms.</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 Explain and evidence contextual knowledge and understanding in the development of ideas and solutions</p> <p>D2 Pitch and present research and resolution in verbal and written formats using coherent and effective technical language.</p>	<p>Key skills are embedded into all modules at Level 5. Key and transferrable skills have been drawn from the QAA benchmark statements for Art and Design (2019) in section 6.6 and 6.10. These relate to students acquiring skills in critical engagement, presentation and research.</p>

<b>3D. Key/transferable skills</b>	
	<p>In FDB501 Film Journalism where students are involved in researching the AV sector and producing academic writing, the learning is centered around acquisition of skills related to gathering valid research material and producing written output from a range of primary and secondary sources. Students will be assessed on the range and depth of reading, the analysis of the material, and the presentation of findings and analysis related to learning outcome (D2).</p> <p>In the optional modules (FDB503, FDB505), the aim is also to develop students' abilities to verbally and visually demonstrate outcomes or processes, and take part in discussions (D1).</p>

**Exit Award:** Diploma of Higher Education in Film and Digital Broadcast Production (240 credits)

<b><u>Programme Structure - LEVEL 6</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
		Students choose one of the following			
FDB601 Film/TV Dissertation	30			No	1 & 2
FDB602 Advanced Video Skills	30			No	1
FDB603 Video Production and Enterprise	60			No	2

**Intended learning outcomes at Level 6 are listed below:**

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1: Integrate problem solving techniques to film and digital broadcast challenges and critically analyse approaches.</p> <p>A2: Evidence extensive critical appraisal of the commercial, economic, and social opportunities in film and digital broadcast.</p> <p>A3: Critically evaluate the key principles, theories, and contexts relevant to film and digital broadcast</p> <p>A4: Analyse and justify established principles of communication technology relevant to film and digital broadcast</p> <p>A5: Compare and critically evaluate relevant key texts and visual media in developing pre-production material and prototype development</p>	<p>Students will attend taught sessions that cover a range of theoretical, business based and production orientated skills. They will build and record their skills development through collating notes, blogging, and building up evidence of completed practice activities. Technical support will be available to help students add to their knowledge and understanding as they become more independent in their production work</p> <p>Assessment will be through a wide range of methods including essays and reports, peer evaluation, audience evaluation, evidence of production processes and completed media projects. Student will be encouraged to use skills that will benefit them in their future progression including pitching and planning productions.</p> <p>At level 6, the emphasis is on students developing independent thinking skills and knowledge (A3), in demonstrating teamwork and planning skills (A2), and orienting independent project work outcomes towards chosen career pathways and portfolios (A1). There are three modules, each specific to those outcomes</p>



<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Taught sessions cover a range of theoretical, business based and production orientated areas. Each module is a demonstration of students acquired knowledge and / or skills. Formative feedback is continual and communicated through verbal and written communication. In semester 2, there is greater emphasis on 1:1 tutorial, as students will build independent projects and create portfolios for prospective employment. Summative feedback and grading following submission of work.</p> <p>Tutors will provide face to face in-class lectures and teaching as well as specific guidance around the use of software and hardware. During year 3, much of the teaching and learning is tailored towards specific employment and technological developments, collaboration and teamwork, and will include use of and evaluation of high-level technology, ai technology, portfolio platforms, business development tools and software.</p> <p>Assessment methods including academic writing (FDB601), teamwork skills (FDB602), and a portfolio of completed outcomes (FDB603).</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1: Evidence extensive critical and valid communication skills in a variety of forms and for a range of audiences</p> <p>B2: Demonstrate exceptional task sequencing and technique and justify method to film and digital broadcast challenges with strong, independent, critical, and evaluative perspectives</p> <p>B3: Evidence extensive appraisal of successful planning, workflow, and project management skills in response to challenges</p> <p>B4: Demonstrate highly accomplished solutions to verbal instructions and written film and digital broadcast production challenges</p> <p>B5: Demonstrate comprehensive deductive and inductive reasoning in effective problem solving showing a high degree of autonomy.</p>	<p>In FDB602, specific focus is given in the teaching and learning to valid communication skills when working with others, in a team and with clients. Students will be tasked with setting up and organising a 'game-jam' for the L4 and L5 students (B1). In this module, the planning, organisation, marketing, and running of the 'MediaJam' will be assessed.</p> <p>'MediaJam' tasks will be created by the Level 6 students, and will be distributed to the participants with clear guidelines on project outcomes, timing and process, and students will be expected to respond and communicate with participants.</p> <p>In FDB603, where students work on final portfolios, students will be expected to present completed work. Prior to that, learning outcome (B2) will be assessed through presentation of a project proposal with extensive justification.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1: Exceptional demonstration of relevant technical, practical, creative, and transferable skills in film and digital broadcast using digital technology, platforms, and tools in the production of artifacts</p>	<p>Practical and Professional skills have been drawn from the QAA benchmark statements for Art and Design (2019) in section 6.4, 6.5, 6.8 and 6.9. These relate to students acquiring technical knowledge and practical skills in the use of materials, media, techniques, methods, technologies and tools</p>

<b>3C. Practical and professional skills</b>	
<p>C2: Justify and appraise effective film and digital broadcast practice methodology in the production of artifacts</p> <p>C3: Construct highly innovative and inventive outcomes to given film and digital broadcast problems</p> <p>C4: Demonstrate, explain, and justify effective workflow solutions to digital processes and techniques</p>	<p>The teaching and learning strategy for practical and professional skills at level 6 are focussed towards students gaining valuable knowledge and experience working with clients, audiences, and professionals, as well as producing work suitable for employment or business. Classroom activity centres around students gaining valuable teamwork skills, communication skills, collaboration, independent thinking, project development and gaining contextual knowledge. The outcomes are mainly assessed in FDB603 (C1, C2, C3), but one elements is assessed in FDB602 (C3). In FDB603, assessment of completed portfolio work (C1, C3) is accompanied by written project appraisal and reflective evaluation (C2, C4)</p>
<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 Explain and justify contextual knowledge and understanding in the development of ideas and solutions</p> <p>D2 Pitch and present research and resolution in verbal and written formats using highly coherent and effective technical language.</p> <p>D3 Critically reflect on progression with autonomy and independence</p>	<p>Key skills are embedded into all modules at Level 6. Key and transferrable skills have been drawn from the QAA benchmark statements for Art and Design (2019) in section 6.6 and 6.10. These relate to students acquiring skills in critical engagement, presentation and research.</p> <p>(D1) is assessed in project proposals and Media Jam (FDB602 and FDB603)</p> <p>(D2) is assessed in FDB601</p> <p>(D3) is assessed in the reflective document accompanying the portfolio in FDB603</p>

3D. Key/transferable skills	

Exit Awards: BSc in Film and Digital Broadcast Production (300 credits) BSc (Hons) in Film and Digital Broadcast Production (360 credits)

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/ placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

In year 2 students can choose two from three production units to allow them to build skills that directly reflect their career options and in year 3 their final unit is a choice of one from two either based around exhibiting work or setting up a business.

#### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the workplace)*

Students are supported throughout the programme in numerous ways:

##### **College Regulations and Policies**

All students are protected by the College policies and practices in terms of health and safety, GDPR, safeguarding, etc.

##### **Induction**

A detailed induction is designed for the start of the programme, introducing the students to the content of the programme, assessments, the LRC (Learning Resource Centre) and the support available to them within the team and cross-college. Similar but shorter inductions take place for both Year 2 and Year 3 students.

##### **Tutorials**

**Personal:** Each student is appointed a personal tutor who looks after their academic and personal welfare throughout the programme. They meet with their tutor within the first few weeks of the start to identify any additional support that may be needed. After this initial session, they meet on a regular basis. In addition, students are encouraged to book appointments with their tutor if they need further support. Working in conjunction with personal tutors is the Learning Achievement Coach who can be brought in to provide extra 1:1 support for any student having personal issues impacting on their studies.

**Group:** These take place on a regular basis and focus on areas such as: key study skills, careers and progression, discussions, guidance, and feedback.

**Academic:** Each module allocates time for the tutor to meet with students in small groups or individually. It enables additional support to be given in terms of key concepts, assessments, or feedback.

All lecturers meet bi-weekly to discuss how the programme is evolving. Students at risk are identified, for the personal tutors to act if necessary.

### **Teaching and Learning**

All lecturers receive regular CPD (Continual Professional Development) in up-to-date teaching and learning strategies. This allows the team to make sure that all resources and activities meet the individual learning needs of each student. In addition, students are also enrolled on to Microsoft Teams, which allows blended learning when required.

### **VLE**

Interact is the cross-college VLE platform, which allows communication between staff and students. It is available to every student through the College website and by an App on their smart phone. Each course year has its own Course Information page, which contains information such as the student handbook, key policy documents and a notice board. Each module has its own page where students can find modular booklets, resources and Turnitin submission points. The course also uses Google Classrooms as a general resource and information centre, where students can learn more about specialisms within media technology and methodology.

### **Learning Resource Centres**

Both City Campuses house an LRC, with both physical and online books to support HE Media students. In addition, their online facilities also hold many relevant databases and journals which students can search extensively. LRC staff are trained and always willing to help students in their searches or to improve their study skills.

### **The University Centre**

This is a new designated study room for all HE students, situated at the City Hub Campus. This facility is available for students to work independently and provides desktops and a lounge area.

The HE Team is situated close by the University Centre in the Adams Building Campus, and members of the team are always available to support students in terms of advice and support in areas such as finance and accommodation.

### **College Wide Student Support**

The College offer a range of services to all students including student services, wellbeing, careers guidance and additional support.

### **Media Equipment**

There is extensive equipment including hardware and software, a 4k Television Studio as well as a podcasting and sound production centre.

## 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

Admissions are welcome from:

- Applicants who have achieved at least 2 A Levels at A2 (56 UCAS tariff points), including GCSE Maths and English to Grade 4/C
- Applicants who have successfully completed a Level 3 BTEC Diploma or Extended Diploma in a relevant subject (56 UCAS tariff points)
- Applicants who have successfully completed an International Baccalaureate (IB)
- Mature students who have 3 years or more professional/relevant experience

Mature applicants without formal qualifications will be required to attend an interview at which they should produce evidence of their capability to undertake the programme successfully. Candidates not able to do this may be required to sit assessments of their ability to complete the programme satisfactorily.

International applicants will require an IELTS score of at least 6.0, with no component less than 5.5, in addition to evidence of numeracy skills equivalent to GCSE grade C. Non-UK qualifications will be assessed in comparison to their UK equivalents.

The programme supports Recognition of Prior Learning (RPL), so it is possible to accept direct entrants on to both Years 2 and 3 if students have the relevant qualifications (such as an HNC or HND).

## 7. Language of study

English (UK)

## 8. Information about non-OU standard assessment regulations (including PSRB requirements)

None

9. For apprenticeships in England End Point Assessment (EPA).  
*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Quality and standards of teaching are assessed and evaluated by varying means.

Quality and standards of teaching are assessed and evaluated by varying means.

#### **Assessment for the Programme**

A full Assessment Strategy document details assessment processes for the course.

#### **Induction**

For Level 4 students to understand what will be required of them at HE level, assessment methods and module specific assessment criteria is introduced to students during induction week. In this week students are exposed to the standardised format of assignment briefs / module handbooks that are used throughout all levels of the course, including an explanation of the language and terminology used in the briefs. An explanation of the course and module learning outcomes is delivered, and the assessment criteria is examined in detail, so that students understand both what they will be assessed on, and how grading decisions are made. Students are also given the opportunity to familiarise themselves with the different types of assessment that occur on the course, such as report, presentation, coursework, etc. Academic terminology and language are discussed, the module grading rubric is explained in detail, and examples of grading decisions from previous student submissions is examined. Students are further inducted onto the college VLE, and enrolled onto Microsoft Teams, and are introduced to all members of the teaching team as well as other members of staff and support staff.

#### **Diagnostic Assessment Methods**

Diagnostic assessment normally occurs at the beginning of modules, and is used to identify individual student skill sets, as well as general subject knowledge and other capabilities. At group level diagnostic assessment outlines a range of strengths and weaknesses that help determine and strengthen module schemes of work and lesson



planning. Methods employed include short diagnostic tasks, student self-assessment of current skills and competencies, Q&A, and discussion group work.

### **Formative Assessment Methods**

A range of formative assessment methods are used throughout the course. These include.

- Verbal feedback following observation of individual and/or group tasks/activity.
- Verbal critique to individual students and groups following a student led presentation.
- Spontaneous one to one feedback during a session, and through planned individual tutorials.
- Group discussion that can occur in a planned or spontaneous manner.
- Written formative assessment to aid student progression.
- Formative feedback related to ongoing assignment work such as projects and portfolios.
- Student module feedback and student course feedback through quality systems process

Students are required to construct an ongoing progression journal as part of most modules, and this is a valuable space for students to reflect on their own progression and acts as a springboard for formative feedback and discussion with tutors.

### **Summative Assessment**

Summative assessment occurs after student submission of project work and includes written feedback and grading decisions that are clearly linked to the module learning outcomes. All module learning outcomes are supported with a grading rubric which clearly states how each grade value is achieved. A variety of types of work produced by students can be submitted for assessment and are used throughout the course. Assessment may be made through submission of one or more elements but generally would consist of

- Production Work
- Essay
- Portfolio
- Presentation
- Pitch
- Exhibition
- Demonstration
- Written Report
- Written Appraisal
- Academic Dissertation

### **Assessment Scheduling**

Submission 'start' and 'end' dates, including submission deadline times are detailed to students in several ways. They appear on all module documentation distributed at the beginning of module delivery, and students are reminded of submission dates via the VLE and verbally in class. They are also stated within the course handbook, on the course calendar and within the assessment schedule that is distributed to students at the beginning of each year and available online. The submission details for each module clearly detail the precise expectations for submissions, including reference to the learning

outcomes being assessed. A grading rubric for each module allows students to understand how grading decisions are reached.

Students submit / upload digitally created work and written work through the college VLE, which generates precise data on when submissions are made. Assessment of presentations and demonstrations occur within classrooms or specialist spaces. Exhibition and show work are assessed in exhibition / show spaces as specified in assignment briefs.

Students are informed and supplied with information on OU assessment regulations, which can be found online via the college VLE, and within the Course Handbook. Feedback (verbal and written) and grading decisions are returned to students within set time limits as set out in the regulations and through standardised feedback documentation. Students are made aware of moderation processes and examination board processes, which also available online via the college VLE, and contained within the Course Handbook.

### **Student Workload**

The scheduling of assessment deadlines for each module is considered in view of the overall student workload. This is to avoid bunching deadlines too closely, and to ensure that students have both enough time and access to available resources to complete assignments to the set deadline dates. Students are made aware of the overall start/end deadlines at the beginning of each year through course documentation and calendars. It also allows assessors to complete marking within the timed period for returning grades and feedback. Assessment workload and the range of assessment types is considered at each level. Different assessment types are introduced to each level of the course, and within each assessment type, there is increasing complexity and expectations as students' progress between levels. An example is within written academic work, where both word count and methodology are adapted at each level. Level 4 students are expected to construct short academic reports to test their reading of texts, and presenting of findings, whereas at level 5 and level 6, there will be other forms of both short and longform written work, such as written appraisal, analytical writing, and a more complex dissertation.

The full range of assessment methods and scheduling is found in the Assessment Strategy document

### **Improving Teaching and Learning**

Various methods are used that can enhance teaching and learning including:

- The College's quality assurance procedures monitor the programme to ensure opportunities for quality enhancement
- End of module surveys
- Unofficial feedback from students during/after lectures
- Peer observation
- Lesson observation
- College-wide Student Voice surveys
- Course committee meetings

**Internal and External Moderation**

The course leader is responsible for arranging internal moderation processes in line with OU regulations, and for contact and arrangements for the external assessment through the external examiner. This consists of arranging external examiners' scrutiny of assessment-setting, arrangements for sampling of assessments in negotiation with the external examiners (in accordance with the OU's expectations as set out in section F2.3), the provision of marking schemes and the internally moderated list of marks for the cohort being assessed. The course leader will also make arrangements for attendance of external examiners at boards of examiners and any other visits that may require arrangement.

**10. Changes made to the programme since last (re)validation**

N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme outcomes																																
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7		
4	FPG401 Visual Imagery			*	*	*												*	*	*						*	*							
	FDB402 Audience and Narrative	*		*	*					*	*	*						*	*	*						*	*							
	FDB404 Single Camera Production	*	*	*						*	*	*	*					*	*	*							*	*						
	FDB405 Television Practical Skills	*	*		*					*	*	*	*					*	*		*					*								

Level	Study module/unit	Programme outcomes																																
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7		
5	FDB501 Working with a client		*			*				*	*	*	*					*			*					*	*							
	FDB502 TV Newscast	*	*	*	*	*					*	*						*	*	*						*	*							
	FDB503 Fictional film Production	*		*	*	*					*	*	*					*	*	*	*					*	*							
	FDB504 Audio production	*	*	*	*					*	*	*	*					*	*	*	*					*	*							
	FDB505 Documentary Film Production	*		*	*	*					*	*	*					*	*	*	*					*	*							

Level	Study module/unit	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2	D 3	D 4	D 5	D 6	D 7
6	FDB601 Film/TV Dissertation		*	*		*					*							*		*						*	*					
	FDB602 Advanced Video Skills	*	*	*							*	*	*					*	*		*					*		*				
	FDB603 Video Production and Enterprise	*	*	*	*	*				*	*	*		*				*	*	*	*					*	*	*				

### Annexe 3 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
5																										



Level	Study module/unit	Apprenticeship standard																										
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8			
6																												



### Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g., CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.