| Middlesbrough College

| BA (Honours) Digital Video Production

| Programme Specifications

February 2019

Programme Specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	BA (Honours) Digital Video Production
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	N.A.
Date of latest OU (re)validation	N.A.
Next revalidation	N.A.
Credit points for the award	360
UCAS Code	A134
Programme start date	September 2019
Underpinning QAA subject benchmark(s)	Communication, Media, Film and Cultural Studies (2016), Music (2016)
Other external and internal reference points used to inform programme outcomes	Consultation with the following audiovisual companies: Northern Film and Media, Daft As Rags, Writer's Block North East, Ithica Films, Nitelites, R&B Group, ArtAV.
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL and Face-to-Face)	FT Face-to Face
Duration of the programme for each mode of study	FT: 3 years
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably 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 overall aims of the programme are to:

- prepare students for employment in the digital video production sector by assisting them in acquiring sector-relevant skills, knowledge, understanding, and professionalism;

- develop students' awareness of the breadth of employment opportunities in the digital video and media production sector and assist them in building a network of digital video professionals;

- provide students with a broad and detailed understanding of key digital video technology concepts;

- develop student's ability to utilise a range of study methods in the exploration of digital video technology;

- help students to creatively utilise digital video technology;

- develop student's awareness of the applications for digital video technology in a range of contexts;

- develop student's ability to function as digital video technicians/creatives/producers;

- assist students in becoming fully independent, life-long learners.

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)

The BA (Honours) Digital Video Production programme is related to the BSc (Honours) Audiovisual Technology programme with which it shares five module: 60 Credits at Level 4 and 40 credits at Level 5 as listed below.

Level 4
Audiovisual Context [20]
Fundamentals of Video Technology [20]
Fundamentals of Audio Technology [20]

Level 5
Audiovisual Research [20]
Video Aesthetics and Post Production [20]

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

N.A.

2.4 List of all exit awards
Cert. HE Digital Video Production [120 Credits] Dip. HE Digital Video Production [240 Credits] BA. Digital Video Production [300 Credits] BA. (Honours) Digital Video Production [360 Credits]

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Audiovisual Context	20			Y	Year Long
Fundamentals of Audio Technology	20			Y	Year Long
Fundamentals of Video Technology	20			Y	Year Long
Post-Production Techniques	20			Y	Year Long
Narrative Structure and Scriptwriting	20			Y	Year Long
Visual Styles and Cinematography	20			Y	Year Long

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy / assessment methods
A1: Demonstrate and apply an understanding of extant materials and their applications	**A1**: In the module *Narrative Structures and Scriptwriting*, seminars explore underlying concepts and principles of narrative structure. Lectures facilitate students to explore methods of deconstructing extant material and exploring authors' intentions. For some of these activities, students work together to appraise and evaluate methods of narrative context. Summative assessment includes a screenplay adaptation. In the module *Audiovisual Context,* lectures introduce historical developments, and key contextual and theoretical concepts, regarding audiovisual media, culture and technology. Seminar discussions and tutorials give students the opportunity to recognise some of the processes through which audiovisual media and events have emerged. Students present their initial findings, and submit an essay exploring historical developments, and aspects of the relationship between audiovisual media, culture, and technology.
A2: Demonstrate knowledge and understanding and application of audiovisual technology in a range of contexts.	**A2**: In the module *Fundamentals of Audio Technology*, Lectures are used to describe and demonstrate theoretical audio concepts which students immediately apply in follow-on, facilitated, practical sessions which include formative practical DAW-based exercises. Summative assessments require students to answer descriptive and numerical questions and complete practical exercises, a skills test and a written evaluative report. In the module *Fundamentals of Video Technology,* seminars introduce underlying concepts and principles of capturing and mixing multiple video feeds/through demonstration. Lectures assist students with methods of maintaining video asset quality throughout production. Students participate in groups based on their chosen role,

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding

	working together to appraise and evaluate methods of generating video assets. Summative assessment includes video Asset creation and a cited, summative document detailing process. All sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. In the module, *Audiovisual Context* lectures introduce historical developments, and key contextual and theoretical concepts, regarding audiovisual media, culture and technology. Seminar discussions and tutorials give students the opportunity to recognise some of the processes through which audiovisual media and events have emerged. Students present their initial findings, and submit an essay exploring historical developments, and aspects of the relationship between audiovisual media, culture, and technology. In the module *Post Production Techniques,* students explore the underlying concepts and principles of video post-production. Lectures facilitate students to explore methods of ingesting, managing and utilising video assets in the context of video post-production. For some of these activities, students work together to appraise and evaluate methods of generating video products and are assigned specific roles. Summative assessment includes a scene recreation exercise.

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A3: Demonstrate knowledge and understanding of the impact video applications have on tone, meaning and mood and apply an understating of extant material and authors' intentions.	**A3:** In the module *Visual Styles and Cinematography,* lectures and seminars facilitate students to explore the technical concepts and principles of cinematography including camera rigging. In studio sessions, students work in production crews to evaluate methods of generating video assets. In a summative assessment, students create a three-minute sequence demonstrating camera motivation within a narrative format. Lectures and seminars facilitate students to explore the technical processes underpinning colour theory through a range of exercises including deconstructing extant material. In seminars, students explore the ways in which colour theory can be applied to convey tone, meaning and mood. In a summative assessment, students create a four-minute production showcasing a visual style. In the module *Narrative Structure and Scriptwriting*, in seminars, students explore underlying concepts and principles of narrative structure. Lectures facilitate students to explore methods of deconstructing extant material and exploring authors' intentions. For some of these activities, students work together to appraise and evaluate methods of narrative context. Summative assessment includes a screenplay adaptation.
A4: Implement post-production processes for the application and maintenance of video assets	**A4:** In the module *Fundamentals of Video Technology,* seminars introduce knowledge of underlying concepts and principles by demonstrating technical knowledge. Lectures assist students with methods of maintaining video assets throughout production. Students participate in groups based on their chosen role, working together to appraise and evaluate methods of generating video assets. In the module *Post Production Techniques,* students explore the underlying concepts and principles of video post-production. Lectures facilitate students to explore methods of ingesting, managing and utilising video

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding
	assets in the context of video post-production. For some of these activities, students work together to appraise and evaluate methods of generating video products and are assigned specific roles. Summative assessment includes a scene recreation exercise.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Recognise the key relationships between audiovisual media, technology, techniques and culture.	**B1**: In the module *Audiovisual Context*, lectures use historical developments to explore the increasingly hybrid, expansive, and immersive nature of audiovisual media, culture and technology. Seminar discussions and tutorials give students the opportunity to recognise some of the key relationships between audiovisual media, techniques, technology and culture. Summative assessment includes an essay exploring key historical developments and the relationship between audiovisual media, culture and technology. In the module *Fundamentals of Video*, seminars facilitate students to reflect upon relationships between video capture technology and techniques. Lectures assist students with methods maintaining video assets throughout production. Students participate in groups based on their chosen role, working together to appraise and evaluate methods of generating video assets. Summative assessment includes a camera operated production upon which students detail their preparation and planning.
B2: Explore a range of fundamental technical concepts and realise/plan creative goals utilising audiovisual applications.	**B2**: In the module *Fundamentals of Audio Technology*, lectures are used to describe and demonstrate theoretical audio concepts which students immediately apply in follow-on, facilitated, practical sessions which

3B. Cognitive skills	
	include formative practical DAW-based exercises. Summative assessments require students to answer descriptive and numerical questions and complete practical exercises and a written evaluative report. In the module *Fundamentals of Video Technology*, facilitate students to explore relationships between video capture technology and techniques in the context of planning for live, multi-camera productions. Lectures assist students with methods maintaining video assets throughout production. Students participate in groups based on their chosen role, working together to appraise and evaluate methods of generating video assets. Summative assessment includes a camera operated production upon which students detail their preparation and planning.
B3: Identify and implement a range of visual styles and narrative techniques.	**B3**: In the module *Narrative Structures and Scriptwriting,* students explore a range of narrative structures in lectures. In seminars, students practice structuring, formatting and deconstructing scripts and reflecting upon scripting processes. Summative assessment includes a screenplay adaptation. In seminars, students practice Identifying and implementing narrative structures in a range of video formats. Lectures facilitate students to analyse narrative structures through the deconstruction of extant narrative structures. Summative assessment includes the development of script for a short video production. In the module *Visual Styles and Cinematography,* seminars and studio sessions implement a range of visual techniques. Lectures facilitate students to analyse visual techniques through the deconstruction of extant video productions.
B4: Analyse and explain pre-production, production and post-production operations, techniques and workflows.	**B4:** In the module *Visual Styles and Cinematography,* seminars will allow students to practice evaluating and reflecting upon the technical and preproduction techniques necessary to implement a range of visual styles. Lectures facilitate students to analyse preproduction techniques through the deconstruction of extant video productions. In the module

3B. Cognitive skills	
	Post Production Techniques, seminars allow students to practice evaluating and reflecting upon technical processes to further develop their understanding of – and ability to communicate - technical knowledge. Lectures facilitate students to analyse post-production techniques through the deconstruction of extant video products. Summative assessment includes a scene recreation exercise. In the module *Fundamentals of Audio Technology, l*ectures are used to describe and demonstrate theoretical audio concepts which students immediately apply in follow-on, facilitated, practical sessions which include formative practical DAW-based exercises. Summative assessments require students to answer descriptive and numerical questions and complete practical exercises, a skills test and a written evaluative report.
B5: Describe and explain narrative structures and identify and implement narrative structures in a range of video formats.	**B5**: In the module *Narrative Structure and Scriptwriting*, students explore a range of narrative structures in lectures. In seminars, students practice structuring, formatting and deconstructing scripts and reflecting upon scripting processes. Summative assessment includes a screenplay adaptation. In seminars, students practice Identifying and implementing narrative structures in a range of video formats. Lectures facilitate students to analyse narrative structures through the deconstruction of extant narrative structures. Summative assessment includes the development of script for a short video production.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Create and refine video and audio assets for specified purposes within production.	**C1**: In the module *Narrative Structures and Scriptwriting,* lectures and seminars facilitate students to devise a screenplay through an exploration of narrative structures, audience engagement, genre conventions and script formatting. Targeted feedback is provided in one-to-one tutorial sessions which are built-in to most sessions. Summative assessment includes a screenplay adaptation. Summative assessment includes the development of script for a short video production. In the module *Post Production Techniques, s*tudio and edit suite sessions facilitate students to practice skills in correcting materials before the stylising processes. Individual tutorials are used to offer specialised feedback pertaining to specific post-production skills. Summative assessment includes the creation of a short music video. In the module *Visual Styles and Cinematography,* seminars and lectures help students to consider the basic theories and concepts of cinematic language and communication with an audience. Individual tutorials facilitate specialised feedback pertaining to specific roles. Following a range of individual and group exercises, students create a three-minute production demonstrating camera motivation within a narrative format.
C2: Realise audiovisual operations, functions and projects utilising appropriate operational, technical and creative approaches.	**C2:** In the module *Fundamentals of Audio Technology*, lectures are used to describe and demonstrate theoretical audio concepts which students immediately apply in follow-on, facilitated, practical sessions which include formative practical DAW-based exercises. Summative assessments require students to complete practical exercises. In the module *Fundamentals of Video Technology*, seminars and lectures facilitate students to apply theory in performing an operational role within a live multi-camera production and in conveying a mood or tone through use of camera, lighting, and editing. Individual tutorials facilitate

3C. Practical and professional skills	
	specialised feedback pertaining to specific roles. Summative assessments include video asset creation and a live production.
C3: Originate, develop and convey meaning, characters, and intent through narrative and post-production techniques.	**C3:** In the module *Narrative Structure and Scriptwriting,* lectures and seminars, students are facilitated to develop characters in a narrative structure through an exploration of a range of examples. Targeted feedback is provided in one-to-one tutorial sessions which are built-in to most sessions. Summative assessment includes the development of script for a short video production. In the module *Post-Production Techniques,* seminars, studio and edit suite sessions facilitate students to appreciate the primacy of the artistic aim/goal and to practice conveying meaning and intent through post-production techniques. Summative assessment includes the creation of a short music video. In the module Visual Styles and Cinematography, seminars and lectures help students to consider the basic theories and concepts of cinematic language and communication with an audience. Individual tutorials facilitate specialised feedback pertaining to specific roles. Following a range of individual and group exercises, students create a three-minute production demonstrating camera motivation within a narrative format.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Identify and use writing skills conforming to academic standards including quoting and citing sources.	**D1**: In the module *Audiovisual Context*, short lectures, group seminars and individual tutorials help students to identify and use writing skills conforming to academic standards of presentation, structure and citation. Students submit an essay exploring historical developments, and aspects of the relationship between audiovisual media, culture, and technology. In the module *Fundamentals of Audio Technology* lectures, tutorials and feedback sessions are used to demonstrate and critique methods of communicating technical and theoretical audio concepts in written reports. Summative assessments require students to answer a question paper and submit a written report. In the module *Fundamentals of Video Technology*, lectures, tutorials and feedback sessions are used to demonstrate and critique methods of communicating technical and theoretical audio concepts in written reports. Summative assessment includes a pre-production document, detailing preparation and planning for a live production. The College VLE is used to provide lecture notes, demonstration and in-session exercise materials. The VLE is also used to facilitate electronic submission of summative assessment work.
D2: Methodically apply audiovisual capture, editing, mixing and techniques and workflows to creatively develop audiovisual productions/products.	**D2**: In the module *Fundamentals of Audio Technology,* lectures are used to describe and demonstrate basic theories and concepts which students immediately apply in follow-on, facilitated, practical sessions which include formative practical DAW-based exercises. Summative assessment includes a number of practical exercises. In the module *Fundamentals of Video Technology*, short lectures, seminars and workshops assist students in creating audiovisual experiences/productions by developing their skills, focussing on purpose and meaning as understood by a general audience. Summative assessment is a multi-camera live production. In the module *Post-Production Techniques* short lectures, seminars and studio/edit suite

3D. Key/transferable skills	
	workshops assist students to apply and evaluate a range of workflows and approaches to mixing and delivery techniques. Students utilise these skills to create a video product in which they are required to maintain their focus upon purpose and meaning as understood by a general audience. Summative assessment includes the creation of a short music video. In the module *Visual Styles and Cinematography,* short lectures, seminars and studio/edit suite workshops assist students to apply a range of cinematography techniques. Students work in production teams with lectures offering input relating to concepts of creative collaboration and tutorials providing feedback pertaining to specific roles. In summative assessments, students create productions that demonstrate camera motivation and that showcase a specific visual style
D3: Demonstrate the ability to communicate technical and theoretical audio concepts to peers and in writing.	**D3**: In the module *Audiovisual Context*, short lectures, group seminars and tutorials help students to communicate verbally to communicate the key aspects of an individual investigation. Students give a presentation to peers summarising the key points identified in the planning and drafting stages of their academic essays.
D4: Methodically deconstruct and adapt scripts to a given brief.	**D4**: In the module *Narrative Structure and Scriptwriting,* students will use lectures and seminars, to practice deconstructing scripts focussing on purpose and meaning as understood by a general audience. Students are provided with examples of narratives adapted to a range of formats and facilitated to adapt scripts to meet a specified brief. Targeted feedback is provided in one-to-one tutorial sessions which are built-in to most sessions. Summative assessment includes a screenplay adaptation.

[Please insert here title(s) of exit award(s) at Level 4, if applicable]
Cert. HE Digital Video Production [120 Credits]

Programme Structure - LEVEL 5

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Audiovisual Research	20			Y	Year Long
Video Aesthetics and Post-Production	20			Y	Year Long
Directing for Screen	20			Y	Year Long
Online Video Formats	20			Y	Year Long
Visual Media Applications	20			Y	Year Long
Pre-Production Planning	20			Y	Year Long

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Critically review and apply research methods/skills to the investigation and realisation of academic, technical and/or creative audiovisual goals.	**A1:** In the module *Audiovisual Research*, group seminars and one-to-one tutorial sessions are provided to facilitate students to critically apply review and of research skills to develop academic, technical and/or creative goals. Summative assessment includes a written Report of practical outcomes. In the module *Video Aesthetics and Post-Production*, seminars introduce key concepts and lectures assist students with methods of researching, reviewing and experimenting with video aesthetics. Students work in groups based on their chosen role, working together to appraise and critically evaluate appropriateness of experimental approaches with video compositions. Summative assessment includes an easy explores the work, technology and intent of a professional video artist

Learning Outcomes – LEVEL 5
3A. Knowledge and understanding

A2: Analyse and evaluate extant practices within a practitioner's body of work.	**A2:** In the module *Online Video Formats,* seminars introduce key concepts in demonstrating technical knowledge. Lectures will assist students with methods of experimenting with video content. Students participate in groups based on their chosen role, working together to appraise and critically evaluate appropriateness of content pairing with audience habits. In the module *Directing for Screen,* seminars introduce key roles, responsibilities and technical concepts. Lectures facilitate students to deconstruct cinema and to understand a director's intent. Students participate in group work based on their roles, working together to fulfil the creative vision of their director. Summative assessment is a Director Case Study in which explore the work and intent of a professional film director.
A3: Demonstrate a detailed knowledge of production techniques and their application	**A3:** In the module *Pre-production Planning, s*eminars introduce key concepts in planning and preparation knowledge. Lectures will assist students with methods of planning for experimentation. Students participate individually and as part of a group, working to appraise and critically evaluate appropriateness of planning techniques based on the video product. In the module *Visual Media Applications,* lab-based lectures and practical workshops are used to explore node-based programming for generation of visual content. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Summative assessment is via a video tutorial.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Analyse, apply and interpret data/evidence from a variety of sources and choose appropriate tools/methods for its investigation in a considered manner.	**B1:** In the module *Audiovisual Research*, group seminars and one-to-one tutorial sessions and presentations to/by peers facilitate students to identify an aspect of audiovisual culture and technology and choose appropriate tools/methods for its investigation in a considered manner and to interpret and apply information and knowledge from a range of sources to independent research in audiovisual technology study. Summative assessment is a written report evaluating practical outcomes or artefacts. In the module *Video Aesthetics and Post-Production*, seminars build up on taught sessions to analyse, apply and interpret digital compositions. Lectures assist students to explore methods of creating digital compositions. Summative assessment includes an academic essay that explores the work and intent of a professional video artist and their technical setups.
B2: Analyse, interpret a range of sources and select appropriate tools/methods to devise an application or conceptualise ideas and resolve problems within audiovisual applications.	**B2:** In the module *Video Aesthetics and Post-Production*, seminars build upon taught sessions to facilitate students to conceptualise a video installation involving projection mapping techniques and to select and utilise appropriate tools/methods. Lectures assist students to explore methods of creating digital compositions. Summative assessment includes a video installation based upon projection mapping. In the module *Directing for Screen* seminars build upon the sessions to evaluate and reflect critically upon the appropriateness of creative applications. Lectures facilitate students to implement strategies for video content. Students will operate both alone and participate in groups based on the necessity of their role. Work will be assessed individually and peer reviewed for open feedback. Summative assessment is a

3B. Cognitive skills	
	Director Case Study. In the module *Visual Media Applications*, lab-based lectures and practical workshops are used to facilitate students to devise an application designed for real-time manipulation and display of visual content. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Summative assessment is via a presentation.
B3: Assess the potential success of video content created for a specified market.	**B3:** In the module *Online Video Formats,* seminars build on the sessions to evaluate and reflect critically on the appropriateness of technical applications. Lectures will assist students with methods in online content. Students will operate alone and participate in groups based on their chosen role, working together to demonstrate and evaluate methods of generating online audiences. In the module *Pre-Production Planning,* seminars build on the sessions to evaluate and reflect critically on the appropriateness of a video product. Lectures will assist students with methods in preparing digital compositions. Students participate individually and as part of a group, working to appraise and critically evaluate appropriateness of planning techniques based on the video product.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Produce a range of video products demonstrating creativity and technical understanding.	**C1:** In the module *Online Video Formats,* seminars/lectures will help students to consider the implications and responsibilities of taking the lead in a technical production. Individual tutorials will facilitate specialised feedback pertaining to specific roles. These sessions will build on the well-established principles previously established. In the module *Pre-Production Planning,* seminars/lectures will help students to consider the implications and responsibilities of taking the lead in a technical production. Individual tutorials will facilitate specialised feedback pertaining to specific roles. These sessions will build on the well-established principles previously established.
C2: Act with increasing autonomy in realising creative audiovisual projects utilising appropriate technical approaches.	**C2:** In the module *Video Aesthetics and Post-Production*, seminars/lectures help students to consider the implications and responsibilities of taking the lead in a technical production. Individual tutorials facilitate specialised feedback pertaining to specific roles. Summative assessment includes a student-devised video installation utilising projection mapping. In the module *Directing for Screen,* seminars/lectures help students to consider the implications and responsibilities of taking the lead in a technical production. Individual tutorials will facilitate specialised feedback pertaining to specific productions. These sessions will build on the well-established principles previously established. Summative assessment is a Music Video in which students demonstrate their ability to conceptualise and direct their own music video.

3C. Practical and professional skills	
C3: Prepare an appropriate visual media application for rendering/presentation.	**C3**: In the module *Visual Media Applications, l*ab-based lectures and practical workshops facilitate students to combine signal generators and filters in order to modulate and render visual content. Summative assessment is via a video tutorial. lab-based lectures and practical workshops facilitate students to prepare a custom-built application for presentation, including GUI controls. Summative assessment is via a presentation.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Reflect systematically in writing on performance to further develop learning utilising academic standards of presentation, analysis and synthesis of sources.	**D1:** In the module *Audiovisual Research*, group seminars and one-to-one tutorial sessions help students to reflect on their performance, and to evaluate how learning has developed since the previous tutorial. This activity is facilitated through the requirement to deliver task reports to tutorial appointments. At each tutorial, goals are set and evaluated at subsequent tutorials. All feedback, goals and general comments are recorded in a study tutorial record. The record includes a section for students to add their comments and evaluate their progress. Students also reflect upon their task report feedback and use it as a means of further developing ideas and outcomes for their summative assessment, an evaluative, written report of practical outcomes. In the module *Video Aesthetics and Post-Production*, short lectures, seminars and workshops assist students to create audiovisual products by developing their skills, focussing on purpose and meaning as understood by a general audience. Students apply underlying concepts and principles in production. Summative assessment includes a written video artist case. The College VLE is used to provide lecture notes, demonstration and in-session exercise materials. The VLE is also used to facilitate electronic submission of summative assessment work.
D2: With increasing autonomy, conduct independent research and utilise/apply audio composition, creation and post-production techniques appropriate to context.	**D2:** In the module *Audiovisual Research*, group seminars and one-to-one tutorial sessions help students to work with increasing autonomy and to use initiative to develop an independent research study into an aspect of audiovisual technology. Tutorial records document this progress, and students use these records, along with discussions, to help develop task reports that inform the final written report. In order to help students to prepare for their study, a group seminar is held towards the end of the preceding academic year during which all aspects of the

3D. Key/transferable skills	
	module are discussed. Students work under the supervision of a member of academic staff who is responsible for the provision of facilities for the study within the general confines of the College's resources. Supervisor(s) are assigned as a function of their relevant expertise for the students' study. Students may have a principal supervisor and a second supervisor if they are undertaking a technically complex project, or if it is deemed appropriate in some way. Summative assessment is an evaluative, written report of practical outcomes. In the module *Post-Production Audio*, Lectures are used to demonstrate a range industry standard post-production audio software and techniques pertaining to the software which students immediately apply in follow-on, facilitated, practical sessions which include formative practical DAW-based exercises. Summative assessment includes a post-production audio capture project. In the module *Video Aesthetics and Post-Production*, short lectures, seminars and workshops assist students to create audiovisual products by developing their skills, focussing on purpose and meaning as understood by a general audience. Students apply underlying concepts and principles in production. Summative assessment includes a video installation utilising projection mapping. In the module *Visual Media Applications,* lab-based lectures and practical workshops assist students accurately to identify relevant signal types, and signal flow between notable points. Summative assessment is via a video tutorial.
D3: Demonstrate proficiency in communicating and analysing technical and theoretical concepts.	**D3:** In the module *Audiovisual Research*, seminars and one-to-one tutorial sessions help students to communicate and analyse technical and theoretical concepts using a range of methods. Extensive feedback is given on formative presentations of the proposed research. Summative assessment includes an individual presentation to peers. In the module *Visual Media Applications,* lab-based lectures and practical

3D. Key/transferable skills	
D4: Elucidate and methodically apply production/directing techniques in order to create video content.	workshops assist students to elucidate and operate visual software in a technical demonstration Summative assessment is via a presentation. **D4:** In the module *Directing for Screen,* short lectures, seminars and workshops facilitate students in creating video products by developing their skills and focussing upon purpose and meaning as understood by a general audience. Summative assessment is a Music Video in which students undertake the role of a sole director. The final cut should be provided along with research, development documents and notes conveying their intent as an artist. In the module *Online Video Formats,* Short lectures, seminars and workshops will assist students in distributing online content by developing their skills, focussing on purpose and engagement as understood by a general audience. They will apply underlying concepts and principles in production, readying them for employment. In the module *Pre-Production Planning,* short lectures, seminars and workshops will assist students in planning video products by developing their skills, focussing on realistic application as understood by a general audience. They will apply underlying concepts and principles in pre-production, readying them for employment. In the module Visual Media Applications, lab-based lectures and practical workshops assist students to elucidate and operate visual software in a technical demonstration Summative assessment is via a presentation.

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

Dip. HE Digital Video Production [240 Credits]

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Final Major Project	40			N	Year Long
Career Planning and Professional Development	20			Y	Year Long
Workshops for the Creative Industries	20			Y	Year Long
Digital Video Client-Based Project	20			Y	Year Long
VFX and Digital Assets	20			Y	Year Long

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Demonstrate a comprehensive and detailed knowledge of visual forms applied to production workflows	**A1:** In the module *Digital Video Client-Based Project*, seminars introduce key concepts in deploying a systematic understanding of client relationships. Lectures facilitate students to explore video production workflows. Students participate in groups based on their chosen role, working together to appraise and evaluate methods of meeting expectations. Summative assignment is a written reflection upon a client-defined project sourced by the students. In the module *VFX and Digital Assets,* seminars explore key VFX concepts, the creative goals for which they can be used and their technical realisation. Students participate in groups based, working together to appraise and evaluate ideas. Summative assessment is a VFX Demo Reel.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A2: Engage in independent research to evaluate and critically analyse a range of practitioners and pedagogical practice.	**A2:** In the module *Workshops for The Creative Industries,* lectures are used to describe and demonstrate relevant pedagogical concepts which students immediately apply in follow-on, facilitated, practical sessions which include formative exercises. Summative assessments require students to plan, deliver and evaluate a subject-specific workshop. In the module *Final Major Project,* Seminars introduce key concepts in deploying a systematic understanding of the creative process. Lectures will assist students with methods of expanding their knowledge of milestones and working management. Students participate in groups based on their chosen role, working together to appraise and evaluate methods of holistic video production
A3: Demonstrate a comprehensive and informed professional career focus.	**A3:** In the module *Career Planning and Professional Development*, lectures, group seminars (including industry practitioners) and one-to-one tutorial sessions are used to help students critically evaluate their skills and experience with regard to the needs of the audiovisual sector. Summative assessment includes a professional development presentation to peers.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Synthesise, appraise, evaluate and examine pedagogical theory and practice translating to careers in the creative industries.	**B1:** In the module *Workshops for The Creative Industries,* lectures are used to describe and demonstrate relevant pedagogical concepts which students immediately apply in follow-on, facilitated, practical sessions which include formative exercises. Summative assessments require students to plan, deliver and evaluate a subject specific workshop. In the module *Career Planning and Professional Development,* lectures, group seminars (including industry practitioners) and one-to-one tutorial sessions are used to help students appraise and critically evaluate data from appropriate sources to make independent judgements regarding careers and professional development. Summative assessment includes a professional development presentation.
B2: Autonomously identify and develop personal skills in order to complete structural planning and meet agreed specifications	**B2:** In the module *Final Major Project,* seminars build on sessions communicating details and essentials by introducing methods of identifying personal requirements, product intent and creative expression. Students will manage their own learning and identify innovative attributions applicable to their roles. In the module *VFX and Digital Assets,* Seminars facilitate students independently to explore and practice VFX principles and techniques. Lectures explore VFX-based product proposal case studies and their technical realisation. Summative assignment requires students to create a graphics package to be implemented in a weekly webshow. In the module *Digital Video Client-Based Project,* seminars explore methods of identifying client needs and negotiation. Students manage their own learning and participate in groups based upon their chosen role and requirements while working together. Summative assignment is a client-defined project sourced by the students.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Autonomously apply appropriate video techniques to the requirements of a given brief.	**C1**: In the module *VFX and Digital Assets,* seminars and lectures facilitate students to integrate VFX assets with live action material as part of a student-devised schedule in which students research, develop and apply VFX techniques. 1-2-1 tutorials provide specialised feedback and support students to fulfil their schedules, course-correct and to reflect upon their progress in this module and in terms of professional development. Summative assessment is a VFX Demo Reel. In the module *Digital Video Client-Based Project,* seminars/lectures facilitate students to identify uncertainties and ambiguities in defining and fulfilling client briefs. Students work in groups to create schedules (including time to research and prototype ideas) and to allocate roles. Individual tutorials provide feedback pertaining to specific roles. Summative assignment is a client-defined project sourced by the students.
C2: Effectively employ professional employability skills to complete briefs and design a personal career plan/presentation.	**C2**: In the module *Career Planning and Professional Development*, Lectures, group seminars (including industry practitioners are used to help students to design a bespoke personal career plan demonstrating an understanding of personal skills and attributes and to present their plan to peers. Formative assessment is via the in-session or tutorial discussion development of a personal career plan. Students are encouraged to rehearse their presentations and receive - and act upon - peer feedback. Summative assessment is a presentation in which students explain the challenges and opportunities in the industry niche they hope to occupy. The personal career plan is also summatively assessed. In the module *Final Major Project,* seminars/lectures will help students to identify techniques that are uncertain and/or ambiguous. Students will implement these with individualised schedules, devoting

3C. Practical and professional skills	
	time to research, developing and applying these techniques. Individual tutorials will facilitate specialised feedback pertaining to specific roles.
C3: Creatively engage and innovate in pursuit of collaborative technical and creative goals.	**C3:** In the module *Final Major Project,* seminars/lectures will help students to identify techniques that are uncertain and/or ambiguous. Students will implement these with individualised schedules, devoting time to research, developing and applying these techniques. Individual tutorials will facilitate specialised feedback pertaining to specific roles. In the module *Workshops for the Creative Industries,* lectures are used to describe and demonstrate relevant pedagogical concepts which students immediately apply in follow-on, facilitated, practical sessions which include formative exercises. Summative assessments require students to plan, deliver and evaluate a subject specific workshop.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Plan, develop and analyse key contributions and autonomous self-development in a technically complex role.	**D1:** In the module *VFX and Digital Assets* short lectures, seminars and workshops facilitate students to create video products by developing their systematic understanding of the application of hardware and software, deconstruction of artist/commercial VFX productions, identifying production requirements and technical experimentation. Summative assignment requires students to create a graphics package to be implemented in a weekly webshow. In the module *Digital Video Client-Based Project,* short lectures, seminars and workshops facilitate students to create video products by developing their systematic understanding of the application of hardware and software, deconstruction of artist productions, deconstruction of commercial production, identifying production requirements and technical experimentation. Summative assignment is a written reflection upon a

3D. Key/transferable skills	
	client-defined project sourced by the student. The College VLE is used to provide lecture notes, demonstration and in-session exercise materials. The VLE is also used to facilitate electronic submission of summative assessment work.
D2: Collaborate professionally via integrated roles within a production process.	**D2:** In the module *Final Major Project,* Short lectures, seminars and workshops will assist students in creating video products by developing their systematic understanding of the application of the collaboration process, deconstruction of artist productions, identifying production requirements and technical experimentation. Learners will integrate their skills in the creation of portfolio projects. Students study and work independently, and are encouraged to resolve issues and problems as they arise by themselves, but are supported by an operational framework which allows regular reviews of progress and feedback. Specifically, students work under the supervision of members of academic staff who are responsible for the provision of facilities for the project within the general confines of the College's resources. Supervisor(s) are assigned as a function of their relevant expertise for the students' project. In the module *Workshops for the Creative Industries,* lectures are used to describe and demonstrate relevant pedagogical concepts which students immediately apply in follow-on, facilitated, practical sessions which include formative exercises. Summative assessments require students to plan, deliver and evaluate a subject specific workshop.
D3: Communicate effectively with tutors, peers and industry professionals and acquire relevant information on professional development and employment opportunities.	**D3:** In the module *Career Planning and Professional Development,* lectures, group seminars (including industry practitioners) and one-to-one tutorial sessions are used to help students demonstrate the ability to manage their own network/skills development by contacting audiovisual professionals and acquiring relevant information on professional development and employment opportunities. Formative assessment and

3D. Key/transferable skills	
	feedback is based on the students conduct in communication and progress being made on acquiring information and arranging work experience. Summative assessment is based on the professional development presentation.
D4: Communicate clearly, fluently and effectively in a range of styles appropriate to the context and engage effectively in academic discussion and present arguments in a professional manner.	**D4**: In the module *Workshops for the Creative Industries,* lectures are used to describe and demonstrate relevant pedagogical concepts which students immediately apply in follow-on, facilitated, practical sessions which include formative exercises. Summative assessments require students to plan, deliver and evaluate a subject specific workshop. In het module Final Major Project, short lectures, seminars and workshops will assist students in creating a proposal document by developing their systematic understanding of the application of the collaboration process, deconstruction of artist productions, identifying production requirements and technical experimentation.

[Please insert here title of exit awards(s) at Level 6]

BA. Digital Video Production [300 Credits]

BA. (Honours) Digital Video 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**

4.1 Engagement with Industry and Employability

The primary distinctive feature of the programme design and delivery is its engagement with industry. Local employers were consulted throughout the design process to ensure industry relevance. As a result, the technical/communication skills developed are specifically required by the digital video production sector.

Employers have agreed to provide students with work experience on real-world projects, and to inform the programme team of developments which may further develop the programme going forward. This ongoing arrangement gives students access to professional equipment, knowledge, and contacts, and assures the sustained validity of programme content. The optional work experience provided includes running, camera operating, camera assisting, data wrangling, editing, researching, networking, and applications of social media. Students are given the opportunity to engage in professional opportunities to help grow their personal portfolios. In addition, the Level 6 module *Digital Video Client-Based Project* engages students through locally sourced, professional project briefs. This ongoing practice will be used to inform students' future development and help to build personalised portfolios. Students are able to engage employers to act as clients should they chose to do so and should the brief meet the requirements outlined in the module assessment. The Programme Team engage with industry on a regular basis by creating content, working freelance and attending frequent networking and developmental events.

4.2 Delivery

Another significant feature of the programme structure is the duration of all modules: all are delivered in year-long mode. There are many reasons for delivering modules over the academic year rather than competing in a single semester. Primarily, all modules (disregarding contextual/career modules) involve the use of professional standard software/hardware e.g. Adobe Premiere Pro, Adobe After Effects, Adobe Photoshop, Adobe Audition, Adobe Media Encoder, QLab, Avid Pro Tools and WriterDuet. In order for students to tackle meaningful industry-relevant, real-world assignments that utilise this software, students need to become proficient in their use: year-long module delivery provides this opportunity.

5. Support for students and their learning

5.1 Induction
The following activities are provided in induction week:

- students are given two taster sessions for Level 4 modules to give them a feel for the course and to get them creating audiovisual content quickly;

- alumni speak to new students about their experience of the programme and specifically address how students can achieve a First Class award;

- a member of the Student Union helps to elect student representatives.

5.2 Attendance Support
Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student has not attended without prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the Year Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Year Tutor works with the College Student Support Team who can, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, make a decision to withdraw or suspend as the timing of any withdrawal/suspension can affect their student loan.

5.3 Tutorial Support
Student tutorial opportunities are embedded in all modules. Practical sessions are structured to provide ongoing tutorials from lecturers while students are completing practical work. Theory sessions are structured to provide input through demonstration followed by facilitated practical experimentation in which spontaneous tutorials can be held or scheduled. Formative and summative feedback tutorials are also designed into each module and feedback tutorials are listed in Module Handbooks.

5.4 Encouraging Completion
One of the significant advantages offered by the programme is the amount of time students spend with tutors. This is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'little and often' is repeated from induction week onwards from staff in both formative and written, summative feedback. Another oft-repeated comment is that students must let lecturers know as soon as possible if a deadline may be missed so that, where appropriate, a deadline extension form can be completed (where such an extension is warranted).

5.5 Summer Reassessment Period
Tutorials are provided for students offered reassessment and the facilities remain available.

5.6 Year Tutors
In addition to standard Year Tutor duties, the Year 1 Tutor provides sessions relating to the module *Audiovisual Research* in May to prepare students for their first full module of independent study. The Year 2 Tutor offers return to study sessions for new Year 2 students at which students are encouraged to reflect upon their performance in Year 1 and develop support strategies for Year 2. The Year 2 Tutor offers return to study sessions for new Year 3 students at which students are encouraged to reflect upon their performance in Year 2 and to determine the highest degree classification that is attainable and develop strategies to achieve the best outcome.

5.7 Pastoral Support
In the experience of the Programme Team, the amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend and the effect of non-attendance upon their performance. The Programme Team has attended staff development sessions relating to Asperger's and dyslexia (attendance at many of these sessions is mandatory). For students with dyslexia, staff offer dyslexia-friendly versions of lecture notes and include a higher-contrast background on notes projected to electronic whiteboards. Students declaring either condition receive a formal assessment after which the programme team are advised on the steps they must take.

5.8 Academic Support
The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which is built around demonstrations and practical exercises) followed by a facilitated session in which students tackle the practical exercises outlined in the first part of the session. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked, and that formative feedback is continuous rather than focussed at specific points in academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- members of the Programme Team: Module Leaders, lecturers and instructor/demonstrators;

- the Programme Leader and Tear Tutors.

The personal tutoring system is in place to support students to engage fully and to get the best value from their time at the College. Though the emphasis is on academic support, meetings with Year Tutors are also an opportunity for students to raise pastoral issues which may be having an impact on their academic performance. Tutors offer support and advice and, if required, direct students to the support services available in the College. In the final year students are encouraged to arrange academic tutorials.

Student learning and personal development is supported throughout all years of study, and explicitly in modules *Career Planning and Professional Development*, *Audiovisual Research* and *Audiovisual Project*. This activity is is further supported by the personal tutor system.

5.9 Technician Support
The specialised labs and facilities are supported by excellent technician staff who ensure that equipment is used safely and maintained appropriately. Technician staff oversee all the health and safety and risk management concerns.

5.10 Programme Documentation and Online Learning Support
Students are provided with Programme and Module Handbooks which contain comprehensive information on programme structure and delivery. These documents are also available to students throughout each academic year (and for the duration of their registration) via Canvas the College Virtual Learning Environment (VLE). This online resource, and a number of custom staff web sites, include lecture notes and a range of audio/video materials including video screen capture recordings of audiovisual software (in session demonstrations) and custom apps. In addition, students use Google Drive to submit assignments.

5.11 Group Work and Assessment Strategy
The nature of the video sector requires graduates with experience of working in groups. Where applicable, learning and teaching involving group work is stated in module specifications e.g. *Fundamentals of Video Technology* (L4), *Directing for Screen* (L5) and *Final Major Project* (L6). For group assessment, the module tutor acts as a mentor, assessing each student on their ability to complete individual tasks and to work as part of a team. Where necessary, module tutors may give prompts, refresh knowledge, or guide individuals through certain processes. Each learner meets with their tutor throughout the production process at formative milestones when feedback and guidance are provided as necessary. Independent contributions and creative collaboration are reflected in the grading judgement for the assessment.

5.12 Module Compensation
All programme modules other than *L6 Final Major Project* may be compensated. Each student may be compensated to the value of 20 credits per level in accordance with the Regulations for Validated Awards of the Open University.

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6. Criteria for admission

There are a range of suitable entry qualifications for this interdisciplinary degree. The entry target is 88-112 UCAS points, however, the Programme Team always look for applicant's experience with digital video production in interviews. Experience can include running video sharing platforms, and an interest in filmmaking. Relevant Level 3 qualifications may be considered for initial entry and RPL will be considered in line with the College RPL policy. In all cases successful candidates require qualifications in English Language and Mathematics to at least GCSE grade 4 level or have demonstrated adequate skills and competencies in an interview.

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7. Language of study

English.

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

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

9.1 College HE Teaching and Learning

The College recognises the importance of a distinct approach to HE learning and teaching. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011 and 2014, have enhanced the process to reflect the aims of the UK Professional Standards Framework and prepared the College to meet the expectations of the Teaching Excellence Framework.

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching Model for all levels, including a non-graded observation process. The underlying principle throughout is to place the student at the centre of the process to ensure that their learning - and attainment of learning outcomes - drives the process. Underpinning this principle is a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moves into 2019, the approach is being further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision, however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the award of the GOLD standard in the recent Year 2 Teaching and Excellence Framework.

9.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the UKPSF and the TEF. Central to the process is the student as an independent learner, and the development of academic skills as students progress through their academic career.

The model distinguishes between levels of study and the student ability. At Level 4, teaching staff take a lead role in the student learning process, but as the students progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the module delivery pattern and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor, as well as with members of the HE teaching team, to ensure that

good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity.

9.3 Feedback from Students
Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through module evaluation questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the module evaluation questionnaires feed into module reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications programmes have undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

9.4 Staff Workforce Development
Improving the quality and standards of teaching and learning is also a focus of internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning.

9.5 Staff New to HE
All staff new to teaching HE at the College are required to hold a relevant degree and a PGCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant Level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

9.6 Staff New to Delivering at Level 6
New staff employed for the delivery of Level 6 awards are required to hold a relevant Level 7 qualification. Those staff already teaching at the College making the transition to Level 6 delivery are provided with funding and support to complete a Level 7 qualification at the earliest opportunity.

Programme Teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams have an understanding of the difference in expectations at Level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at Level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

9.7 Ongoing Subject and Pedagogic Development
All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College added a new post in January 2018, to further support the HE team as the College develops a range of new programmes and increases the number of its Level 6 awards.

The College has an HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

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

N.A.

Annexe One: Curriculum map

Annexe Two: Notes on completing the OU programme specification template

Annexe Three: Roles/Progression/Module Map

Annexe One - Curriculum map

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

Level	Study module/unit	A1	A2	A3	A4		B1	B2	B3	B4	B5		C1	C2	C3		D1	D2	D3	D4
4	**Audiovisual Context**	✓					✓										✓		✓	
	Fundamentals of Audio Technology		✓					✓		✓				✓				✓	✓	
	Fundamentals of Video Technology		✓				✓	✓						✓			✓	✓		
	Post-Production Techniques				✓					✓			✓		✓			✓		
	Narrative Structure and Scriptwriting			✓							✓				✓					✓
	Visual Styles and Cinematography			✓					✓	✓					✓			✓		

Level	Study module/unit	A1	A2	A3		B1	B2	B3		C1	C2	C3		D1	D2	D3	D4
5	**Audiovisual Research**	✓				✓					✓			✓	✓	✓	
	Video Aesthetics and Post-Production	✓				✓	✓				✓			✓	✓		
	Directing for Screen		✓				✓				✓						✓
	Online Video Formats		✓					✓		✓							✓
	Visual Media Applications			✓				✓				✓			✓		✓
	Pre-Production Planning			✓				✓		✓							✓

Level	Study module/unit	A1	A2	A3		B1	B2		C1	C2	C3		D1	D2	D3	D4
6	**Final Major Project**		✓				✓			✓	✓			✓		✓
	Career Planning and Professional Development			✓		✓				✓					✓	
	Workshops for the Creative Industries		✓			✓					✓					✓
	Digital Video Client-Based Project	✓					✓		✓				✓			
	VFX and Digital Assets	✓					✓		✓				✓			

Annexe Two: 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 <u>section 3</u> 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 then English** must have programme specifications both in English and the language of delivery.

Annexe Three – Roles/Progression/Module Map

Career Progression	Specifics	Module(s)			
		L4	**L5**	**L6**	
					Contingent on student focus
Online Content Producer	• Videographer • Editor • Producer • Live stream mixer	• Fundamentals of Audio Technology • Post Production Techniques • Visual Styles and Cinematography • Narrative Styles and Scriptwriting	• Video Aesthetics & Post Production • Online Video Formats • Pre-production planning Techniques	• Career Planning • VFX and Digital Assets	• Final Major Project • Digital Video Workshop • Digital Video Client-Based Project
Camera Department	• Camera Operator • Director of Photography • Videographer • Visual Engineer • Technician • Gaffer	• Visual Styles and Cinematography • Fundamentals of Video Technology • Narrative Styles and Scriptwriting	• Audiovisual Research • Video Aesthetics & Post Production • Online Video Formats	• Career Planning • Digital Video Client-Based Project	• Final Major Project • Digital Video Workshop
Audio Department	• Audio Engineer • Field Recording • Audio Mixing • Technician	• Fundamentals of Audio Technology • Post Production Techniques	• Audiovisual Research • Graphics & Audio • Pre-production Planning	• Career Planning • Digital Video Client-Based Project	• Final Major Project • Digital Video Workshop

This table maps some of the possible career progression options against the modules delivered on the BSc Audiovisual Technology programme.

Audiovisual engineers	• Sound engineer • Lighting engineer • Visual engineer • Video projectionist • Live multimedia control	• Fundamentals of Audio Technology • Fundamentals of Video Technology • Visual Styles and Cinematography	• Audiovisual Research • Video Aesthetics & Post Production • Online Video Formats • Graphics & audio	• Career Planning • Client Based	• Final Major Project • Digital Video Workshop
Marketing	• In-house marketing team • Site specific videographer • Social media manager • Marketing communications • Online Engagement	• Fundamentals of Audio Technology • Fundamentals of Video Technology • Post Production Techniques • Narrative Structures and Scriptwriting	• Video Aesthetics & Post Production • Directing for Screen • Online Video Formats • Preproduction Planning Techniques	• Career Planning and Professional Development • Digital Video Client-Based Project • VFX and Digital Assets	• Final Major Project • Digital Video Workshop
Audiovisual media generation, performance, installation (artistic/academic)	• Self-employed AV artist • MSc/MA/PhD • Teaching/Lecturing	• Audiovisual Context • Fundamentals of Audio Technology • Fundamentals of Video Technology • Post production Techniques	• Audiovisual Research • Video Aesthetics and Post-Production • Directing for Screen • Graphics & Audio • Pre-production Planning Techniques	• Career planning • VFX and Digital Assets	• Final Major Project • Digital Video Workshop