| Middlesbrough College

| BA (Honours) Film & Video Production

| Programme Specifications

September 2024

Programme specification

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

1. Overview / factual information

Programme/award title(s)	BA (Honours) Film & Video Production
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2019
Date of latest OU (re)validation	April 2024
Next revalidation	2028/29
Credit points for the award	360
UCAS Code	A243
HECoS Code	100441 Film Production 50%, 100717 Visual & Audio Effects 20%, 100058 Film Studies 15%, 100890 Film and Sound Recording 15%
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	Communication, Media, Film and Cultural Studies (2019) (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Consultation with the following audiovisual companies: North East Screen, Caviar Studios, Daft As Rags, Writer's Block North East, Ithica Films, ArtAV, Wander Films, BFI Academy
Professional/statutory recognition	N.A.
For apprenticeships fully or partially integrated Assessment.	N.A.
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT Face-to Face
Duration of the programme for each mode of study	3 years
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	December 2023

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. Programme overview

2.1 Educational aims and objectives

The overall aims of the programme are to:

- Prepare students for employment in the film & 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 film, video, and media production sector and assist them in building a network of film & video professionals.

- Provide students with a broad and detailed understanding of key film & video technology concepts.

- Develop student's ability to utilise a range of study methods in the exploration of film & video technology.

- Help students to creatively utilise film & video technology.

- Develop student's awareness of the applications for film & video technology in a range of contexts.

- Develop student's ability to function as film & 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) Film & Video Production programme is self-contained and not directly connected to any other programme in the institution. The programme is designed as a natural progression level for the students studying a range of level 3 creative and academic film, video, and media courses at the college.

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

Cert. HE Film & Video Production [120 Credits]
Dip. HE Film & Video Production [240 Credits]
BA. Film & Video Production [300 Credits]
BA. (Honours) Film & Video Production [360 Credits]

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Film & Video Context	20	Y	Year Long
Sound For Moving Image	20	Y	Year Long
Planning & Project	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 video production 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 Film & Video Context, lectures introduce historical developments, and key contextual and theoretical concepts, regarding film, video, media, culture and technology. Seminar discussions and tutorials give students the opportunity to recognise some of the processes through which film & video cultures have emerged. Students

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
	present their initial findings, and submit an essay exploring historical developments, and aspects of the relationship between film, video, media, culture, and technology.
A2: Demonstrate knowledge, understanding and application of film & video technology in a range of contexts.	**A2**: In the module Sound for Moving Image, 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 a series of practical exercises, including audio capture, editing, and mixing. These exercises culminate in the production of audio for a video, the audio aesthetically matching the visuals and context of the video. In the module Planning & Project, seminars introduce underlying concepts and principles of planning, capturing, and editing video elements through collaborative production. Lectures assist students with methods of maintaining video asset quality 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 minor and major production projects. All sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. In the module, Film & Video Context lectures introduce historical developments, and key contextual and theoretical concepts, regarding film, video, 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

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding
	historical developments, and aspects of the relationship between film, video, 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 technique recreation exercise.
A3: Demonstrate knowledge of tone, meaning, and author intentions implicit in extant materials.	**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 set of lighting setups that showcase a range of visual styles and tones.
	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.

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A4: Implement post-production processes for the application and maintenance of video assets.	**A4:** 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 technique recreation exercise. In the module Planning and Project, students collaborate on multiple production projects. Seminars 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. Summative assessments allow students to undertake chosen collaborative roles in the production of a minor and major project.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Recognise the key relationships between film, video, media, technology, and culture.	**B1**: In the module Film & Video Context, lectures involve academic investigations and research into key film and video contexts. Students cover some of the context/lineage of film and video, and some basic concepts and theories concerning the relationships between film and video, culture and technology. These investigations enable students to better understand where their subject area is situated artistically, technologically, and conceptually. Summative assessment includes an

3B. Cognitive skills	
	essay exploring key historical developments and the relationship between film, video, media, culture and technology. In the module Planning & Project, 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 minor and major project where students must recognise the relationship between production roles in the pursuit of a collaborative production.
B2: Explore a range of fundamental technical concepts in order to plan/realise creative goals utilising film & video applications.	**B2**: In the module Sound for Moving Image, 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 a series of practical exercises, including audio capture, editing, and mixing. These exercises culminate in the production of audio for a video, the audio aesthetically matching the visuals and context of the video. In the module Planning & Project, students explore relationships between video capture technology and techniques in the context of planning for two collaborative productions. Lectures assist students with conceptualising, collaborating, capturing, and 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

3B. Cognitive skills	
	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 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 Sound for Moving Image, 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 a series of practical exercises, including audio capture, editing, and mixing. These exercises culminate in the production of audio for a video, the audio aesthetically matching the visuals and context of the video.

3B. Cognitive skills	
B5: Describe and explain narrative structures and identify/implement them 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 production purposes.	**C1**: In the module Post-Production Techniques, studio 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 demonstration of motivated movement as well as multiple lighting setups that convey a tone and/or meaning.
C2: Develop film & video operations, functions and projects utilising appropriate operational, technical and creative approaches.	**C2:** In the module Sound for Moving Image, 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

3C. Practical and professional skills	
	assessments require students to complete a series of practical exercises, including audio capture, editing, and mixing. These exercises culminate in the production of audio for a video, the audio aesthetically matching the visuals and context of the video. In the module Project & Planning, 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 specialised feedback pertaining to specific roles. Summative assessments include a minor and major project.
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 recreation and demonstration of techniques 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 demonstration of motivated movement as well as multiple lighting setups that convey a tone and/or meaning.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Apply writing skills, conforming to academic standards including quoting and citing sources.	**D1**: In the module Film & Video 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 film, video, culture, and technology. In the module Planning & Project, lectures, tutorials and feedback sessions are used to demonstrate and critique methods of communicating technical and theoretical video and audio concepts in written reflections. Summative assessment includes a minor and major collaborative 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, and mixing techniques to creatively develop film or video products.	**D2**: In the module Sound for Moving Image, 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 a series of practical exercises, including audio capture, editing, and mixing. These exercises culminate in the production of audio for a video, the audio aesthetically matching the visuals and context of the video. In the module Post-Production Techniques short lectures, seminars and studio/edit suite 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 recreation and demonstration of techniques.

3D. Key/transferable skills	
	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: Communicate technical and theoretical audiovisual concepts to peers and in writing.	**D3**: In the module Film & Video 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 Film & Video Production [120 Credits]

Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Film & Video Research	20	Y	Year Long
Experimental Video Technologies	20	Y	Year Long
Directing for Screen	20	Y	Year Long
Online Video Formats	20	Y	Year Long
Documentary Filmmaking	20	Y	Year Long
Production Project	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 Film & Video Research, group seminars and one-to-one tutorial sessions are provided to facilitate students to critically review and apply research skills to develop academic, technical and/or creative goals. Summative assessment includes a written Report of practical outcomes. In the module Experimental Video Technologies, 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 researching experimental capture techniques as well as experimental output methods.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
A2: Analyse and evaluate practices within a film/video practitioner's body of work.	**A2:** In the module Online Video Formats, seminars introduce key concepts in demonstrating technical knowledge. Lectures 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 presentation which explores the work and intent of a professional film director.
A3: Demonstrate a detailed knowledge of production techniques and their application.	**A3:** In the module Production Project, seminars 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 and collaborative techniques based on the video product. In the module Experimental Video Technologies, 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 researching experimental capture techniques as well as experimental output methods.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding
	In the module Documentary Filmmaking, seminars introduce key stages, documents, responsibilities and technical concepts. Lectures facilitate students to deconstruct the documentary process to understand its purpose and audience impact. Summative assessment is a submission of demonstrable interview techniques as well as a finalised mini-documentary.

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 Film & Video Research, group seminars and one-to-one tutorial sessions facilitate students to identify an aspect of film & video culture and technology and choose appropriate tools/methods for its investigation. This enables interpretation and the application of information and knowledge from a range of sources to complete independent research. Summative assessment is a written report evaluating practical outcomes or artefacts. In the module Experimental Video Technologies, 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 researching experimental capture techniques as well as experimental output methods.

3B. Cognitive skills	
B2: Analyse and 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 Experimental Video Technologies, 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 researching experimental capture techniques as well as experimental output methods. 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 director case study 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 Production Project, seminars 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 and collaborative techniques based on the video product.

3B. Cognitive skills	
	In the module Documentary Filmmaking, seminars introduce key stages, documents, responsibilities and technical concepts. Lectures facilitate students to deconstruct the documentary process to understand its purpose and audience impact. Summative assessment is a submission of demonstrable interview techniques as well as a finalised mini-documentary.

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 Production Project, seminars 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 and collaborative techniques based on the video product.
C2: Act with increasing autonomy in realising creative film & video projects utilising appropriate technical approaches.	**C2:** In the module Experimental Video Technologies, 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 researching experimental capture techniques as well as experimental output methods.

3C. Practical and professional skills	
	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 demonstration of blocking techniques within a scene.
C3: Conceptualise and develop a film & video production within a collaborative structure.	**C3**: In the module Documentary Filmmaking, seminars introduce key stages, documents, responsibilities and technical concepts. Lectures facilitate students to deconstruct the documentary process to understand its purpose and audience impact. Summative assessment is a submission of demonstrable interview techniques as well as a finalised mini-documentary. In the module Production Project, seminars 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 and collaborative techniques based on the video product.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Reflect in writing to further develop learning utilising academic standards of presentation, analysis, and use of sources.	**D1:** In the module Film & Video 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. Students reflect upon their task report feedback and use it as a means of further developing ideas and outcomes for their

3D. Key/transferable skills

	summative assessment, an evaluative, written report of practical outcomes.
	In the module Production Project, seminars 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 and collaborative techniques based on the video product.
D2: With increasing autonomy, conduct independent research and utilise/apply audiovisual composition, creation and post-production techniques appropriate to context.	**D2:** In the module Film & Video 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 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 Experimental Video Technologies, 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 researching

3D. Key/transferable skills	
	experimental capture techniques as well as experimental output methods. In the module Documentary Filmmaking, seminars introduce key stages, documents, responsibilities and technical concepts. Lectures facilitate students to deconstruct the documentary process to understand its purpose and audience impact. Summative assessment is a submission of demonstrable interview techniques as well as a finalised mini-documentary.
D3: Demonstrate proficiency in communicating and analysing technical and theoretical concepts.	**D3:** In the module Film & Video Research, seminars and one-to-one tutorial sessions help students to communicate and analyse technical and theoretical concepts using a range of methods. Summative assessment includes an individual presentation. 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 demonstration of blocking techniques within a scene.
D4: Elucidate and methodically apply production/directing techniques utilised to create video content.	**D4:** 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 demonstration of blocking techniques within a scene. 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.

3D. Key/transferable skills	
	In the module Production Project, seminars 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 and collaborative techniques based on the video product.

[Please insert here title(s) of exit award(s) at Level 5, if applicable]
Dip. HE Film & Video Production [240 Credits]

Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Final Major Project	40	N	Year Long
Final Major Project: Pitch & Development	20	N	Year Long
Career Planning & Social Media	20	Y	Year Long
Client-Based Practice	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 production workflows used to create visual forms.	**A1:** In the module Client-Based Practice, 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. In the module Final Major Project, Short lectures, seminars and workshops 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. Students integrate their skills in the

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	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.
A2: Engage in independent research to evaluate and critically analyse a range of practitioners and their practice.	**A2:** 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 In the module Career Planning and Social Media, 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 film & video sector. Summative assessment includes a professional development presentation to peers and a live online portfolio.
A3: Demonstrate a comprehensive and informed professional career focus including consideration of external contributions.	**A3:** In the module Career Planning and Social Media, 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 film & video sector. Summative assessment includes a professional development presentation to peers and a live online portfolio.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding
	In the module Final Major Project: Pitch and Development, seminars introduce key concepts in deploying a systematic understanding of the creative process. Lectures 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. The summative assessments require students to present their research in the form of a video production concept, this is then developed and produced to form the foundation for Final Major Project.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Synthesise, appraise, and evaluate contemporary film & video practice in relation to careers and professional roles.	**B1:** In the module Career Planning and Social Media, 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 and a live online portfolio.
	In the module Client-Based Practice, 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.

3B. Cognitive skills	
B2: Autonomously identify and develop personal skills 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 into a recurrent video production. In the module Final Major Project: Pitch and Development*,* seminars introduce key concepts in deploying a systematic understanding of the creative process. Lectures 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. The summative assessments require students to present their research in the form of a video production concept, this is then developed and produced to form the foundation for Final Major Project.

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 Client-Based Practice, 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 Social Media, 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 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 live online portfolio is also summatively assessed. In the module Final Major Project, seminars/lectures will help students to identify techniques that are exploratory. 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.

3C. Practical and professional skills	
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 Final Major Project: Pitch and Development, seminars introduce key concepts in deploying a systematic understanding of the creative process. Lectures 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. The summative assessments require students to present their research in the form of a video production concept, this is then developed and produced to form the foundation for Final Major Project.

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 be implemented into a recurrent video production. In the module Client-Based Practice, 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

3D. Key/transferable skills	
	technical experimentation. Summative assignment is a written reflection upon a 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.
	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.
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

3D. Key/transferable skills	
	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 Client-Based Practice, 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 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.
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 Social Media, 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 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 live online portfolio is also summatively assessed. In the module Final Major Project: Pitch and Development, seminars introduce key concepts in deploying a systematic understanding of the creative process. Lectures 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. The summative assessments require students to present their research in the

3D. Key/transferable skills	
	form of a video production concept, this is then developed and produced to form the foundation for Final Major Project.
D4: Research and communicate clearly, fluently and effectively in a range of styles appropriate to the context in order to critically engage in academic discussion, analysis, and evaluation.	**D4**: In the module Final Major Projec*t*, 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. In the module Final Major Project: Pitch and Development*,* seminars introduce key concepts in deploying a systematic understanding of the creative process. Lectures 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. The summative assessments require students to present their research in the form of a video production concept, this is then developed and produced to form the foundation for Final Major Project.

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

BA. Film & Video Production [300 Credits]

BA. (Honours) Film & Video Production [360 Credits]

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs 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

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 film and 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 Client-Based Practice 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 so choose/the brief meets 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, Avid Pro Tools, OBS, Touch Designer, MadMapper, 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
(For apprenticeships this should include details of how student learning is supported in the workplace)

5.1 Induction

The following activities are provided in induction week:

- students are introduced to the VLE and any other communication/file sharing tools necessary;

- students are given two taster sessions to give them a feel for the course and to get them creating film and video production content quickly;

- alumni speak to new students about their experience of the programme;

- a representative from the Student Union helps to elect student representatives.

5.2 Engagement Support
Engagement 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 contact the lecturer beforehand. Where a lecturer notes that a student has not attended with no warning, the student is contacted 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 staff who, 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, decide 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 recording and control room sessions are structured to provide ongoing tutorials from lecturers while students are completing practical work assisted by an instructor/demonstrator or technician. Theory sessions are structured to provide input through demonstration followed by facilitated practical experimentation in which spontaneous tutorials can be held or scheduled for dedicated, timetabled weekly tutorial sessions. Formative and summative feedback tutorials sessions are also designed into each module and feedback tutorial sessions 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.

5.5 Reassessment Period
Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

5.6 Year Tutors

The year tutor offers return to study sessions during which students are encouraged to reflect on their performance in preceding programmes and develop support strategies, determine the highest award classification that is attainable, and develop strategies to achieve this best outcome.

5.7 Pastoral Support

In the experience of the course 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 have all 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/session plans. Students declaring either condition receive a formal assessment after which the programme team are advised on the steps they must take. The programme team have received many emails from students offering thanks for sensitive and timely support.

5.8 Academic Support and Skills

The delivery of many modules is based upon individual sessions that consist of demonstrations and practical exercises. 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 the academic year.

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

- members of the programme team: module leaders, lecturers, and technicians;

- the programme leader and year tutors.

The personal tutoring system is in place to support a student's full engagement with their programme of study and gain as much as possible from their time at the college. Though the emphasis is on academic support the meetings are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. The tutor can offer support and advice and, if required, direct students to further support services available within the college which they may find of value. Student learning and personal development is supported throughout the programme, and explicitly in the work-related modules.

5.9 Research Skills Development

The module 'Final Major Project' is utilised to comprehensively develop students' collaborative production and research skills. This will extend the scope of research conducted on this programme and in further study. In the experience of the programme team, collaborative production and research focussed modules at each level are necessary on a vocational course to thoroughly embed the necessary skills to produce well-rounded, practically skilled graduates who are also well prepared for the rigours of further study, research, and practical collaboration.

5.10 IT Support

Students can log IT support requests via the HALO system. There are also drop-in support sessions provided by the Digital Learning team and the Help Centre for face to face technical support.

5.11 Technician Support
The specialised music labs and studio facilities containing relevant equipment are supported by excellent technician staff. They ensure that equipment is used and maintained appropriately and oversee all the health & safety and risk management concerns.

5.12 Studio Booking
The technician is also responsible for a web-based studio booking system that makes it possible for students to book the recording studios and control rooms from any PC or smartphone at any time.

5.13 Network Storage
The two post-production facilities, Editing Suite and Editing Lab, contain PCs that connect to an EditShare Media Server. Students are allocated a set amount of storage space at the beginning of each year. This can expanded by the technician team as necessary.

Regarding studio recordings, the Programme's recording studios utilise a Storage Area Network (SAN) system based around sixteen, two terabyte drives configured as into four RAID 5 arrays called 'Pools'. Pools are performance isolated i.e. heavy use of one pool does not affect another pool. Students are arranged into the different pools by surname and are provided with 30GB of storage though more is available upon request.

5.14 Programme Documentation and Online Learning Support
Students are provided with programme and module guides that contain comprehensive information on how their programme and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via the college Virtual Learning Environment (VLE). All teaching and learning content is made available via the VLE. This online resource includes lecture notes and a range of audio/video materials. Assessments are communicated to and submitted by students using the VLE.

5.15 Module compensation
All programme modules other than Final Major Project and Final Major Project: Pitch & Development may be compensated. Each student may be compensated to the value of 20 credits per year.

5.16 Library and Learning Resources
Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Online services are listed in the background document. Students can access specific sessions with the LRC staff regarding advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year through refresher sessions.

5.17 Virtual Learning Environment (VLE)
Every programme uses the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring

that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including: improving writing style and referencing, planning assignments, developing critical thinking and other key skills.

5.18 Additional Learning Support
Any student that considers that they have, or may have, additional learning support needs can access a range of support through the college. Initial assessments by the college HE Student Support and Participation Co-ordinator are provided to support understanding of the range of support that may be needed which will then trigger the provision required.

5.19 Student Services
All students are able to access the college student services which are based in the Dock Street building which has its own reception and drop-in facilities. As well as general advice about the college, the student services team also provide: counselling, financial support, learning support and signposting to additional or partner services.

5.20 HE Student Areas
All HE students have areas in the college that are exclusively for their use. In the University Centre, all HE students have access to an open-plan working area, which has access control to retain its exclusivity. As well as the open-access area, students may also use the teaching rooms and meeting/tutorial rooms when they are not in use for a pre-booked activity.

5.21 The 'Job Shop'
The college provides has its own 'Job Shop' which was opened in 2013 and provides a range of support to students. As well as advertising vacancies provided by local employers, the Job Shop also provides a range of support to students, including: help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work experience. All the support is available either through drop/bookable appointments or via on-line tutorials.

5.22 The Fitness Studio
All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardiovascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible environment. Support and guidance are available during opening hours from experienced staff.

5.23 Other facilities
The college has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces several performances throughout the year many of which are free for students to attend
- Hair Salon providing low-cost services
- Beauty Spa facility which offers: jacuzzi, light therapy, sauna, steam room, flotation room, 39 private treatment rooms, and nail bar

5.24 Online Community

Various methods are employed to build a cohesive online community for students. The VLE is used for discussion threads on various topics and an asynchronous video discussion platform is used to afford group discussion, feedback, and reflection.

5.25 Laptop Scheme
Middlesbrough College's MC Click scheme provides all HE students with a Microsoft Surface to assist with their studies. Students who complete the laptop scheme for 2 years get to keep the device. Any student who leaves within 2 years is required to return the device to the College.

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

6.1 Admission Criteria – Year 1
To enrol on this programme, applicants should have achieved 48 UCAS tariff points, or equivalent, from an appropriate Level 3 qualification (NVQ 3, BTEC Award or A Level) as well as GCSE passes at Grade 4 (C) or equivalent in English and Maths. Relevant subjects include film studies, media studies, creative media production, creative digital, and other related subject fields such as music, games development, performing arts, and art & design.

The Non-Standard Entrants Process (NSEP) encompasses the mechanism via which programme leaders can recommend to an RPL panel that applicants without the standard entry qualifications should be admitted to an HE programme at the normal point of entry without module exemption due to experience, ability, or other factors evidencing their readiness for HE study. In these cases, a recommendation is made to an RPL panel for consideration, including evidence.

6.2 Admission Criteria - Direct Entry to Year 2
Applications are considered for direct entry to year 2 of the programme, in all cases applicants are referred to the College RPL policy.

All applicants require qualifications in English Language and Mathematics to at least GCSE level 4 or have demonstrated adequate skills and competencies in an interview (for example, functional skills assessment).

7. Language of study
English.

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

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.

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

10.1 College HE Teaching and Learning
The College has recognised the importance of having a distinct approach to HE teaching and learning for over ten years. 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 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 has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review. These approaches have been further refined to form part of the college departmental review process.

10.2 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, developing their academic skills as they progress through their academic career.

The college model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as students progress, the balance gradually evolves so that the students become 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 scheme of work 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.

10.3 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 the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

10.4 Staff Workforce Development
Improving the quality and standards of teaching and learning is also a focus of the 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. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

10.5 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 including:

- An HE induction session;
- An HE assessment, marking, and feedback session;
- A number of HE specific developmental observations.

10.6 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 understand the difference in expectations at Level 6. As well as general information, which is also available via the VLE, programme teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the 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.

10.7 Ongoing Subject and Pedagogic Development
All HE teams share resources and good practice via the HE Staff Room located in the University Centre. 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 more experienced members of the team who act as mentors. In addition, 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 has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

10.8 HE Digital Champion
The College is focussed on providing the highest quality online provision to enhance programmes delivered face to face. Each department has been allocated a 'digital champion', who is an expert practitioner using Microsoft 365 for teaching and learning.

Digital champions are the first point of contact for any staff member requiring support with online teaching and learning, and they regularly provide in person and online sessions tailored to the specific requirements of staff. Digital champions are managed by the College Director of Digital Innovation who holds regular cross-college meetings where information/updates are shared to be passed on to departments.

10.9 Student Collaboration
Students have the opportunity to meet/collaborate with peers across the College. This has included, but is not limited to, collaboration with BA (Hons) Audio and Music Production students on projects.

11. Changes made to the programme since last (re)validation
N.A.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe Three: Roles/Progression/Module Map

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	A1	A2	A3	A4		B1	B2	B3	B4	B5		C1	C2	C3		D1	D2	D3	D4
4	**Film & Video Context**	✓	✓				✓										✓		✓	
	Sound For Moving Image		✓					✓		✓				✓				✓		
	Collaborative Project		✓	✓	✓		✓	✓					✓	✓			✓			
	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	**Film & Video Research**	✓				✓								✓	✓	✓	
	Experimental Video Technologies	✓		✓		✓	✓				✓				✓		
	Directing for Screen		✓				✓				✓					✓	✓
	Online Video Formats		✓					✓		✓							✓
	Documentary Filmmaking			✓				✓				✓			✓		
	Production Project			✓				✓		✓		✓					✓

Level	Study module/unit	A1	A2	A3		B1	B2		C1	C2	C3		D1	D2	D3	D4
6	**Final Major Project**	✓	✓				✓			✓	✓			✓	✓	✓
	Final Major Project: Pitch & Development			✓			✓				✓				✓	✓
	Career Planning & Social Media		✓	✓		✓				✓					✓	
	Client-Based Practice	✓				✓			✓				✓	✓		
	VFX and Digital Assets	✓					✓		✓				✓			

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.

Annexe Three – Roles/Progression/Module Map

Career Progression	Specifics	Module(s)			
		This table maps some of the possible career progression options against the modules delivered on the BA Film & Video Production programme.			
		L4	L5	L6	
					Contingent on student focus
Online Content Producer	• Videographer • Editor • Producer • Live stream mixer	• Sound for Moving Image • Post-Production Techniques • Visual Styles and Cinematography • Narrative Styles and Scriptwriting • Planning & Project	• Experimental Video Technologies • Online Video Formats • Production Project	• Career Planning • VFX and Digital Assets	• Final Major Project • Client-Based Project
Camera Department	• Camera Operator • Director of Photography • Videographer • Visual Engineer • Technician • Gaffer	• Visual Styles and Cinematography • Planning & Project • Narrative Styles and Scriptwriting	• Film & Video Research • Experimental Video Technologies • Online Video Formats • Production Project	• Career Planning • Client-Based Project	• Final Major Project • Client-Based Project
Audio Department	• Audio Engineer • Field Recording • Audio Mixing • Technician	• Sound for Moving Image • Post-Production Techniques • Planning & Project	• Film & Video Research • Online Video Formats • Production Project	• Career Planning • Digital Video Client-Based Project	• Final Major Project • Client-Based Project

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