

Programme specification

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

1. Overview / factual information

Programme/award title(s)	Certificate of Higher Education (Film & Media Production)
Teaching Institution	Open College of the Arts
Awarding Institution	The Open University (OU)
Date of first OU validation	August 2023
Date of latest OU (re)validation	n/a
Next revalidation	As per usual partnership arrangements
Credit points for the award	120
UCAS Code	n/a
HECoS Code	100443 - media production (Major/100%)
LDCS Code (FE Colleges)	n/a
Programme start date and cycle of starts if appropriate.	September 2025 (one intake point per year)
Underpinning QAA subject benchmark(s)	This certificate aligns with the QAA subject benchmark for 'Communication, Media, Film and Cultural Studies' (Dec 2019).
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	The content and assessment criteria for this qualification have been developed using IfATE's 'Media Production Coordinator' occupational standard. Subject to approval in 2025, the qualification will be accredited as a Higher Technical Qualification.
Professional/statutory recognition	This CertHE, once accredited as described above by IfATE, will carry the industry/workplace recognition associated with a Higher Technical Qualification.
For apprenticeships fully or partially integrated Assessment.	n/a
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	DL, Full-time & part-time routes available

Duration of the programme for each mode of study	Full-time – 1 year; part-time – 2 years
Dual accreditation (if applicable)	n/a
Date of production/revision of this specification	21/05/2024 (approved by QAC)
<p>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.</p> <p>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.</p> <p>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.</p>	

2. Programme overview

2.1 Educational aims and objectives

The CertHE 'Media Production' will, subject to approval, be accredited in 2025 by the Institute for Apprenticeships and Technical Education as a Higher Technical Qualification (HTQ) to serve as a standalone qualification or constitute the equivalent of a Stage 1 offer for FASS's Film & Media BA (Hons) degree, currently in development. OCA student records and curriculum are both represented in OU systems; therefore, the four constituent modules of this CertHE will be able to be built as part of the Stage 1 qualification structure for the BA (without the need to migrate or transfer credit across the two organisations).

The Knowledge, Skills, and Behaviours (KSB's) and Duties (as specified in the HTQ 'occupational standard') will be mapped throughout the qualification, ensuring alignment with HTQ requirements. Our approach involves embedding job roles and industry research components across all four units, with a stronger emphasis in units 2, 3, and 4. Using the Production Coordinator role as a primary case study, students will then be introduced to various industry roles and encouraged to identify their preferred area of specialisation.

As students explore various topics, we will link the learning materials to specific job roles which complement the HTQ KSBs and Duties. We aim to enhance this approach by engaging industry professionals to create case studies, providing students with insights into real industry scenarios and a glimpse into the daily responsibilities of roles.

To monitor individual progress against the HTQ duties, students will engage in regular learning journals integrated into the VLE and a Skills Audit, where they will identify and reflect on areas they wish to develop in collaboration with their tutor. Both of these activities will incorporate HTQ language and will be integrated into each unit. This integration will seamlessly blend with the overall

learning experience, without feeling like a separate task. The consistent emphasis on industry relevance will encourage students to reflect on their own career aspirations and existing creative practices, promoting a proactive approach to their professional development. Using language from the HTQ requirements in the learning materials ensures the mapping is effective and integrating the language throughout all 4 units ensures the CertHE doesn't feel disjointed from the HTQ.

This qualification responds directly to The OCA's commitment to accessible, practice-based degrees and the identified growth in the field of film and media. We recognise the demand for specialised training within the UK film industry to address skills gaps. Roles such as production managers, production assistants and production coordinators are notably in demand. The CertHE/HTQ offers a targeted solution, providing students with an industry-focused, collaborative approach. Equipping them with the necessary personable, technical and soft skills essential for thriving in the industry.

The development of the qualification is a collaborative endeavour involving staff from both The Open College of the Arts and The Open University, however, its content, teaching and assessment will be delivered solely by the OCA. This collaborative approach aims to explore how we can effectively share, collaborate and enhance learning opportunities for our students. We see this collaboration not only as a response to current industry needs but as the initiation of an ongoing relationship across academic teams at both institutions. This joint effort reflects our commitment to continuous improvement and fostering a communal, open and inclusive learning environment for our students.

Student Rationale

The development of this qualification is grounded in practicality and relevance. Recognising the industry's need for screen-based training, the qualification is being crafted in alignment with both academic and industry expertise. By integrating these perspectives, the this CertHE/HTQ for Film and Media emerges as a qualification uniquely placed to meet the demands of the industry, providing students with the skills and knowledge needed to thrive in film and media production roles.

The qualification comprises four 30-credit units modules, each synergistically contributing to the enhancement of students' skills and hands-on problem-solving capabilities. This will constitute a 120-credit CertHE, which can then be mapped against the KSBs (Knowledge, Skills and Behaviours) of the 'Media Production Coordinator' HTQ standard for accreditation. It offers professional / industry-accepted recognition in a way that is much quicker and cheaper for students than a degree, or even a 240-credit HTQ (which is the norm at the OU).

The structure of the units modules has been designed to provide a comprehensive and industry-relevant learning experience and can be studied consecutively or concurrently depending on study intensity (see section K1 below).

Module Unit 1, *Introduction to Visual Language*, plays a pivotal role in establishing a solid foundation for students. This module unit goes beyond the basics by delving into Visual Language in both technical and artistic dimensions. It touches upon film and media theories, with a core emphasis on industry trends, technical intricacies and creative perspectives.

In the second unit module, *Collaborative Production*, students actively participate and work together through a virtual studio-based environment that familiarises them with industry-specific roles. This collaborative endeavour allows students to define and carve out production roles for themselves, as well as build essential time management and communication skills, fostering a dynamic and engaging learning process.

The virtual studio environment involves collaborative tools available within industry standard software such as Premiere Pro and Avid, which we are currently considering for the qualification. These tools enable students to work simultaneously on creative projects in real time, with project files stored in a remote access cloud environment. This setup not only facilitates seamless collaboration among students but also allows tutors to access project files with ease. With these tools, students can engage in various tasks such as collaborative editing, workflow management, document logs and time management practices, aligning closely with the key skills and behaviours outlined in HTQ benchmarks, which are linked to specific industry job profiles. By adopting industry standard practices such as this, we ensure that the qualification provides students with the practical transferable skills and experiences essential for entry into the film and media industry.

The third unit module, *Individual Exploration*, empowers students to delve into a specific area of film and media that aligns with their interests. With an initial emphasis on production coordinator requirements, this unit allows for tailored exploration.

The fourth unit module, *Major Project*, provides students with the opportunity to plan, produce, create and showcase a film and media project of their choosing. This culminating unit brings together the skills acquired throughout the course, allowing students to create a relevant and unique body of work.

The sequential progression of these units modules ensures a logical and cohesive learning journey. Units 1 and 2 are studied concurrently, with the first providing foundational knowledge and the second fostering collaborative skills. Similarly, units modules 3 and 4 are studied simultaneously, allowing students to

explore individual interests and undertake a major project. The collective effect of these units is a holistic and industry-focused learning experience, ensuring

that students progress onwards with a robust portfolio that reflects their skills, creativity and readiness for the dynamic landscape of film and media.

The qualification is designed with a dual purpose in mind. Upon completion, students have the flexibility to make a direct entry into the workforce equipped with a CertHE/HTQ. Alternatively, they can seamlessly transition to pursuing a BA In Film and Media at The Open University. This adaptability not only caters to immediate industry needs but also ensures that our students are well-prepared for both further academic study and the requirements of the industry. This versatility underscores our commitment to providing students with choices that align with their individual career aspirations and academic goals.

Educational aims

The film and media industry faces a significant skill gap impacting regions universally, requiring individuals with adept problem-solving, collaborative and independent skills. The 2022/23 ScreenSkills workforce research report underscores the demand for essential roles in the industry. Notably, production coordinators, line producers and production managers are particularly sought after, emphasising the need for focused educational preparation in these positions. Developed with these specific skill gaps in mind, this qualification aims to impart the knowledge, skills and behaviours essential to fill industry voids. Moreover, it equips students with the soft skills necessary for success in the dynamic film and media sector, as well as the broader creative industries.

Central to this qualification is the application of knowledge, skills and ideas to practical projects that mirror real-world industry settings. The course places a strong emphasis on problem-solving, encouraging students across its four modules/units to explore innovative methods, collaborate, communicate, take risks and experiment. The course design prompts students to engage in a proactive exploration of working methods that generate solutions to both practical and theoretical scenarios.

To foster idea generation and collaboration, our teaching and learning design will incorporate group sessions, peer feedback and critique, all anchored in a student-centred approach.

The qualification aims to provide students with:

- A foundational understanding of theories in film and media
- The agility to respond to changing conditions and values in professional film and media environments

- Insights into the operation and communication of media, film, cultural, and creative organisations

- A foundational understanding of the development of media and cultural forms across various contexts
- Familiarity with key production processes and professional practices relevant to media and media industries
- Honed problem-solving skills
- The ability to collaborate, communicate, and present effectively with others
- Skills to plan, create, and showcase multiple film and media projects
- The capacity to critically reflect on their practice, allowing space for personal and professional development
- Foster and develop key personal and time management skills

The overarching goal of this qualification is not only to address industry skill gaps but also to empower students with a versatile skill set that enables them to thrive in the evolving landscape of film, media and creative industries.

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

2.2 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)

This CertHE can be: (a) a standalone qualification, where the student is awarded a CertHE Media Production; or (b) counted as Stage 1 of the OU's BA (Hons) Film & Media degree. However, worthy of note is that there will also be a separate, dedicated Stage 1 pathway for the BA (Hons) Film & Media qual as well.

This CertHE will be retrospectively accredited as a Higher Technical Qualification (subject to IfATE approval) with the expected kitemark being used on students' diploma supplements.

2.4 List of all exit awards

n/a

3. Programme structure and learning outcomes

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

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
VOFM101 Introducing Visual Language	60	n/a		No	Sept-Jan
VOFM102 Collaborative Production	60			No	Sept-Jan
VOFM103 Individual Exploration	60			No	Feb-June
VOFM104 Major Project	60			No	Feb-June

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods

When you complete your studies for this qualification, you will have knowledge and understanding of:

Understand KU1 the audio, visual and verbal conventions through which sounds, visuals and words make meaning

KU2 the processes linking pre-production, production, distribution, circulation, reception and use

KU3 of the ethical, regulatory and legal considerations relevant to the production of film and media products

Learning & Teaching Strategy

OCA will provide high quality and effective learning and teaching, through the production of appropriate learning materials, enhanced with online learning environments, and supported by academic staff, and through peer dialogue.

Students will encounter a range of tuition strategies throughout the qualification, including self-directed learning, online 1-2-1 tutorials, formative feedback reports, synchronous group activities, and asynchronous group activities facilitated through a dedicated online forum. Students are supported to work collaboratively in a safe

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p><u>Assessment Strategy</u></p> <p>Each module will contain one summative piece of assessment, a final project, that will be weighted at 100%.</p> <p>All forms of tuition offer formative feedback through constructive and well-grounded comments and/or dialogue that aims to stretch and challenge learners at staged points within the unit, prior to summative assessment.</p> <p>In the film and media industry, feedback often takes varied forms – it could be bite size, such as a comment on set, or more formal, like post-screening discussions of the first cut of a film. Aligning with these industry standards, our feedback approach ensures that students not only receive formal reports but also engage with diverse feedback formats, encouraging adaptability to the nuanced and dynamic nature of professional settings. This practice emphasises the importance of being responsive to feedback in a range of scenarios, preparing students for the multifaceted feedback landscape they may encounter in their future careers.</p> <p>Within each 30 credit module, a variety of formative feedback points will be strategically placed to ensure relevance and necessity. This targeted approach prioritises meaningful feedback over a uniform distribution, promoting industry aligned practices.</p>
Page	
<u>Learning Outcomes – LEVEL 4</u>	

3A. Knowledge and understanding	
	<p>At the end of each module, students will submit work that reflects their engagement with the learning materials and the guidance provided through tuition. Students will submit a "Portfolio of Outputs" for each module, including but not limited to; exercises, practical assignments, reflective reports, showreels, skills audit reports, presentations, and written assignments. This submitted work will undergo a summative assessment, evaluating the overall proficiency and achievement demonstrated by the students in relation to the unit's learning outcomes. There will be two summative assessment events each year (ie. at the end of each presentation/semester) and an award/exam board in the summer.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>On completion of this qualification you will have developed the following cognitive skills:</i></p> <p>CS1 <i>CS1 To explore interdisciplinary ways of working that combine creative, practical and research skills relevant to film and media practice</i></p> <p>CS2 <i>CS2 To use self-reflection as a strategic tool for project development and problem-solving</i></p> <p>CS3 <i>CS3 To begin to identify, analyse and apply knowledge from diverse sources and cultures to your film and media practice</i></p>	<p>See 3a</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>When you complete this qualification you will be able to:</i></p> <p>PPS <i>PPS1 Reflect on personal and group work experiences,</i> 1 <i>identifying areas for improvement and growth</i></p> <p>PPS <i>PPS2 Begin to implement strategies to navigate</i> 2 <i>complex and unpredictable situations</i></p> <p>PPS <i>PPS3 Effectively communicate ideas and project</i> 3 <i>concepts to diverse audiences within the film and media industry</i></p>	<p>See 3a</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>When you complete this qualification you will be able to:</i></p> <p>KS1 <i>KS1 develop specific proficiencies in using a range of</i> <i>current and emergent film and media technologies</i></p> <p>KS2 <i>KS2 Start to engage in the creation and development of</i> <i>your personal and professional identity and voice</i></p>	<p>See 3a</p>

3D. Key/transferable skills	
KS3 KS3 <i>Collaborate effectively within a team, showcasing strong interpersonal and negotiation skills in a production environment</i>	

CertHE Film & Media Production

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:

where in the structure above a professional/placement year fits in and how it may affect progression

any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

- **Additional considerations for apprenticeships:**

how the delivery of the academic award fits in with the wider apprenticeship the integration of the 'on the job' and 'off the job' training

how the academic award fits within the assessment of the apprenticeship

5. Support for students and their learning

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

Personal development Planning

The HTQ/CertHE places an emphasis on industry and roles, with students delving into career paths and job roles right from the start.

Within each module, students will actively engage in a reflective skills-based audit. This process aims to identify areas for development and further growth, creating a continuous and personalised approach to skill enhancement throughout.

Implicit in the curriculum, embedded in the delivery and supported centrally by OCA's Enterprise Hub, throughout the course, students will receive guidance on potential study, career and personal development options, and goals.

Students will receive additional support through the comprehensive student handbook, providing a valuable resource for guidance and information. Furthermore, access to the Student Services team via the VLE will be readily available, offering a direct avenue for personalised assistance and support.

6. Criteria for admission

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

This is an open access qualification. There are no specific entry criteria.

7. Language of study

English
Assignments may be submitted in Welsh

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

The Open College of the Arts has its own assessment policies and regulations, although they operate within (and are subject to) the overarching Subsidiary Regulations of Institutions Validated by the Open University.

9. For apprenticeships in England End Point Assessment (EPA)

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

n/a

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

The OCA is subject to OUVPA Annual Monitoring arrangements, as per standard practice with validated institutions.

Employability & employer engagement

The HTQ places a distinct emphasis on vocational skills, designed to directly align with specific job roles within the industry. The HTQ requires validation from employers to ensure it has practical relevance to what the industry needs.

We have engaged in collaboration with various industry companies and professionals to gather valuable insights that guide the continuous development of the HTQ/CertHE. A list that includes notable names such as Deaf and Disabled People in TV, Adobe, ScreenSkills, BFI, Silverback Films and Evans Woolfe Media. This ongoing partnership ensures the qualification remains responsive to the needs of the industry. We will continue to maintain these discussions as we advance in shaping the qualification, to align our educational offerings with the perspectives and requirements of the industry, as well as ensuring meticulous mapping to the Skills, Knowledge and Behaviours detailed in the HTQ.

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

n/a

Annexe 1: Curriculum map

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

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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Codes: T = taught; D = developed; A = assessed	LEVEL 1 COMPULSORY MODULES			
	Module 1 Introduction to Visual Language	Module 2 Collaborative Production	Module 3 Individual Exploration	Module 4 Major Project
	VOFM101	VOFM102	VOFM103	VOFM104
1. Knowledge & understanding				
<i>KU1 the audio, visual and verbal conventions through which sounds, visuals and words make meaning</i>	TDA	TDA	DA	DA
<i>KU2 the processes linking pre-production, production, distribution, circulation, reception and use</i>	TDA	DA	DA	DA
<i>KU3 of the ethical, regulatory and legal considerations relevant to the production of film and media products</i>	TDA	TDA	DA	TDA
2. Cognitive skills				
<i>CS1 To explore interdisciplinary ways of working that combine creative, practical and research skills relevant to film and media practice</i>	TDA	TDA	TDA	TDA
<i>CS2 To use self-reflection as a strategic tool for project development and problem-solving</i>	TDA	TDA	TDA	TDA

<i>CS3 To begin to identify, analyse and apply knowledge from diverse sources and cultures to your film and media practice</i>	TDA	TDA	TDA	DA
3. Key skills				
<i>KS1 develop specific proficiencies in using a range of current and emergent film and media technologies</i>	TDA	TDA	DA	DA
<i>KS2 Start to engage in the creation and development of your personal and professional identity and voice</i>	TDA	TDA	DA	DA
<i>KS3 Collaborate effectively within a team, showcasing strong interpersonal and negotiation skills in a production environment</i>	T	TDA	DA	TDA
4. Practical and/or professional skills				
<i>PPS1 Reflect on personal and group work experiences, identifying areas for improvement and growth</i>	TDA	TDA	DA	DA
<i>PPS2 Begin to implement strategies to navigate complex and unpredictable situations</i>	TD	TDA	DA	DA
<i>PPS3 Effectively communicate ideas and project concepts to diverse audiences within the film and media industry</i>	TD	TDA	TDA	DA

Annexe 2 - Curriculum mapping against the apprenticeship standard

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

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

Level	Study module/unit	Apprenticeship standard																							
		K 1	K 2	K 3	K 4	K 5	K 6	K 7	K 8	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8
4																									

Annexe 3: 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.