

Certificate of Higher Education in Film & Media Production

Programme specification

1. Overview / factual information

Programme/award title(s)	Certificate of Higher Education in Film & Media Production
Teaching Institution	Open College of the Arts
Awarding Institution	The Open University (OU)
Date of first OU review	August 2023
Date of latest OU review	n/a
Next review	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' (2024).
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory recognition	
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

2. Programme overview

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

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

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

2.1 Educational aims and objectives

Student Rationale

The development of this qualification is grounded in practicality and relevance. Recognising the industry's need for screen-based training, the qualification has been crafted in alignment with both academic and industry expertise. By integrating these perspectives, this CertHE in 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.

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 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
- 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.

2.2 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)

n/a

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

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	30			No	Sept-Jan
VOFM102	30			No	Sept-Jan
VOFM103	30			No	Feb-June
VOFM104	30			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
<p><i>When you complete your studies for this qualification, you will have knowledge and understanding of:</i></p> <p>KU1 <i>KU1 the audio, visual and verbal conventions through which sounds, visuals and words make meaning</i></p>	<p>Strategies to deliver knowledge of understanding may include any of:</p> <ul style="list-style-type: none"> • online learning environments • participation in moderated forums facilitated by academic staff • independent learning activities such as research tasks, writing learning logs, blogging • evaluating third-party publications and resources as part of learning materials • scrutinising existing film and media clips • using online media resource banks to learn about production techniques and conventions

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
<p>KU2 <i>KU2 the processes linking pre-production, production, distribution, circulation, reception and use</i></p> <p>KU3 <i>KU3 of the ethical, regulatory and legal considerations relevant to the production of film and media products</i></p>	<ul style="list-style-type: none"> • online events (such as guest speakers or activity challenges) • lectures, group sessions, or one-to-one tutorials • peer dialogue • establishing contextual information for learning content via online library access • reading critical reviews (either by other students or external experts) • OCA Skills Hub or other VLE support pages to learn about employability and skills development as relevant to the industry • Group sessions to foster reflexive learning within the Film & Media course community • Summative assessment tasks involving the synthesis of the students' learning and reflection on the learning materials • Formative feedback is given using various techniques and mechanisms delivered through the online environment. There is a deliberate elevation in self-directed learning hours during modules 3 and 4 as students acquire more independence and develop advanced skills. This approach ensures an accessible and interactive learning environment, balancing group interaction, individual exploration and ongoing feedback across the entirety of the qualification.

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p><u>Assessment Strategy</u></p> <p>Each module will have one point of summative assessment (100%) in the final weeks consisting of 3 weighted components: A digital portfolio of creative work (40%), a presentation (40%) and a learning log (20%).</p> <p>All teaching activity affords opportunities for formative feedback through constructive and robust comments and/or dialogue that aims to stretch and challenge learners at staged points within the module, 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 are strategically placed to ensure relevance and necessity. This targeted approach prioritises meaningful feedback over a uniform distribution, promoting industry aligned practices.</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p>At the end of each module, students submit work that reflects their engagement with the learning materials and the guidance provided through tuition. Students submit a "portfolio of creative 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 summative assessment, evaluating the overall proficiency and standard of 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 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>	<ul style="list-style-type: none"> • Group sessions to foster reflexive learning within the Film & Media course community • Summative assessment tasks involving the synthesis of the students' learning and reflection on the learning materials • Peer reviewing or reviewing of academic/practical work • Learning Log <p><i>**Note that the qualification's overall assessment strategy is described in 3A above.</i></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>PPS1 <i>PPS1 Reflect on personal and group work experiences, identifying areas for improvement and growth</i></p> <p>PPS2 <i>PPS2 Begin to implement strategies to navigate complex and unpredictable situations</i></p> <p>PPS3 <i>PPS3 Effectively communicate ideas and project concepts to diverse audiences within the film and media industry</i></p>	<ul style="list-style-type: none"> • Completion of summative assessment tasks (particularly those referring to production processes and decisions as well as those requiring the application of course materials/content to production work) • Learning/Production Log • Presentations of students' work outputs (ie. either as part of group discussions, tutorials or summative assessment). <p><i>**Note that the qualification's overall assessment strategy is described in 3A above.</i></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 current and emergent film and media technologies</i></p> <p>KS2 <i>KS2 Start to engage in the creation and development of your personal and professional identity and voice</i></p> <p>KS3 <i>KS3 Collaborate effectively within a team, showcasing strong interpersonal and negotiation skills in a production environment</i></p>	<ul style="list-style-type: none"> • Induction programme • Technical support sessions • Community forums/activities and discussions in group sessions • Presentations of students' work outputs (ie. either as part of group discussions, tutorials or summative assessment). • Peer dialogue • One-to-one sessions with tutor • Guest lectures • Self-discovery tasks or industry-relevant trips/visits

3D. Key/transferable skills	
	<ul style="list-style-type: none"><li data-bbox="1122 316 1989 379">• OCA SkillsHub or other VLE support pages to learn about employability and skills development as relevant to the industry <p data-bbox="1115 475 2056 529"><i>**Note that the qualification's overall assessment strategy is described in 3A above.</i></p>

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

The qualification comprises four 30-credit units modules, each synergistically contributing to the enhancement of students' skills and hands-on problem-solving capabilities.

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 module/unit, *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. 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 sector 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 module/ unit, *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 module/ unit, *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.

5. Support for students and their learning

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

Our approach involves developing Knowledge, Skills, and Behaviours (KSB's), embedding job roles and facilitating practice-based research components across all four units, with a strong emphasis on modules 2, 3, and 4. Using *Skills England's* occupational standards for the *Junior Production Coordinator* role, and using this as a case study in the first module, students are asked to explore various industry roles and encouraged to consider their preferred area of production specialisation.

As students explore various topics, we link the learning materials to specific job roles. We enhance this approach by engaging industry professionals to create case studies, providing students with insights into real industry scenarios and giving a glimpse into the daily responsibilities associated with certain jobs.

To monitor individual progress, students engage in regular learning journals integrated into the OCA's VLE and undertake a skills audit, where they identify and reflect on areas they wish to develop, taking guidance from their tutor. These activities incorporate industry-relevant terminology and language and are integrated into each module, blending them with the overall learning experience, without feeling like a separate requirement. The consistent emphasis on employability encourages students to reflect on their own career aspirations and existing creative practices, promoting a proactive approach to their professional development.

This qualification responds directly to 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 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 this 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 are 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 ongoing relationships across academic teams at both institutions. This joint effort reflects our commitment to continuous improvement, expert teaching practices and fostering communal, open and inclusive learning environments for our students.

Your degree has an online Department space, within OCA Learn, to help encourage academic dialogue and develop a learning community. This space will offer an overview of your degree, regular group activity opportunities, spaces to ask questions, signposting to additional support and/or resources, and access to your Programme Leader.

Online library access, reading lists, and additional resources are available via the Library page on OCA Learn. Library support is offered by a librarian, via 'Ask the Librarian' forums. Key reading lists are accessible electronically.

OCA Spaces provides students with a secure online journal service, to be used during your studies, and for tutor feedback and assessment. Templates are provided relevant to your course, along with guidance and support on setting up your online journal or learning log.

OCA Discuss, offers a forum platform to all students, to help encourage peer support.

WeAreOCA, provides a dynamic and collaborative space, across OCA learning communities, to test, discuss, showcase, journal, and support experiences of learning, teaching, and/or practices within the creative arts.

At the end of your course, you will submit your work for summative assessment. The Assessment Guidance page, on OCA Learn, provides information on assessment, how best to prepare, and a forum to ask questions. Support for assessment will be provided through group activities via your Department space

Personal development Planning

The 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 engage with 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 receive guidance on potential study, career and personal development options, and goals.

Students receive additional support through a 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.

The Film & Media Student Handbook, on OCA Learn, provides additional guidance, information, and support to all students to cover study skills, time management, and academic skills, and signposting to appropriate wellbeing, pastoral, or other support, provided by the Learner Support Team.

The Enterprise Hub, on OCA Learn, offers guidance on sustaining your creative practice, careers, employability, and other enterprise related opportunities throughout your studies. Group activities support the Enterprise Hub.

6. Criteria for admission

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

General Entry Requirements:

The qualification is not currently available to students resident outside the United Kingdom, due to licensing restrictions and also is not available to students under the age of 18.

OCA is an open access provider of courses; this means that evidence of prior qualifications to study OCA courses is not required to enrol on this qualification. OCA specifies four general requirements for students to be admitted to its programmes:

1. English language competency
2. Access to a desktop computer or laptop with internet access
3. Access to basic technology to document work,
4. The ability to easily manage a range of basic functions through ICT (information and communications technology)

Full details on each of these requirements can be found in the OCA Admissions Policy

Minimum Technical Requirements:

To fully engage with the CertHE in Film and Media Production, students will need access to a camera (a smartphone is fine) and a laptop or computer capable of uploading and editing footage.

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

Quality checks take place when course content and activities are initially designed. These ensure that learning materials meet the expectations of validated documents, assessment requirements, accessibility requirements, and are in line with the QAA Quality Code.

In addition to its own internal quality cycle, the OCA is subject to annual monitoring arrangements of the Open University. Annual Monitoring provides a quality process through which the curriculum, learning, teaching, and assessment are evaluated by your Programme Leader. Annual Monitoring reports are reviewed by senior members of OCA staff, and an action plan established to help improve the course over the following academic year.

OCA collects feedback from students, formally and informally, to contribute to the Annual Monitoring process. OCA runs two internal surveys, the Unit/module Evaluation Survey which gathers feedback and opinions on individual unit/module experiences, and the Stage Analysis Survey which looks at perspectives across a whole stage of study. Informal evaluation and monitoring also takes place through the ongoing dialogue between students and academic staff. This is facilitated through group activities, student surveys, and forums. We also collect feedback from External Examiners that is outside the remit of the assessment process and academic standards of the course, which is communicated to the Programme Leaders and OCA Directors to note.

Feedback reports are subject to routine checks by OCA staff to ensure accuracy and consistency.

OCA uses a Peer Supported Review (P-SR) process to evaluate and develop teaching practices. This offers teaching observations, peer-to-peer discussions, and self-reflections, with a view to developing and enhancing teaching skills and knowledge.

Effective learning and teaching is informed through reflective practice. OCA supports academic staff to engage in relevant professional development through access to appropriate staff development opportunities. Training for academic staff is provided to fulfil the main duties of their roles. Where appropriate, further professional development will be provided. Reflective practice is supported through academic team meetings, and through the Higher Education Academy Fellowship scheme.

Employability & employer engagement

The *Junior Production Coordinator* occupational standard, developed by Skills England, was referenced frequently during the development of this qualification, which allowed for a distinct emphasis on vocational skills, designed to directly align with specific job roles within the industry. In this way, it has been designed to ensure practical relevance to industry needs.

We have collaborated with various industry companies and professionals to gather valuable insights that guide the continuous development of the 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 consultation ensures that the qualification is responsive to the needs of the industry.

11. Changes made to the programme since last review

n/a

Annexe 1: Curriculum map

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