Programme specification

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

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Film and Media Enterprise
Teaching Institution	New College Durham
Awarding Institution	The Open University (OU)
Date of first OU validation	
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	120
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2020
Underpinning QAA subject benchmark(s)	Communication, Media, Film and Cultural Studies (2016)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	• The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) (QAA, 2014) • Production (Film & TV) National Occupational Standards (2019) • Subject Benchmark Statement: Communication, Media, Film and Cultural Studies (QAA, 2019) • QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers (2018)
Professional/statutory recognition	None
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT/PT
Duration of the programme for each mode of study	1 year FT/ 2 years PT

Dual accreditation (if applicable)	
Date of production/revision of this specification	

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

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

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

2.1 Educational aims and objectives

Aims

This programme has been developed in reaction to new demands on skills and knowledge, by employers and by an industry that is moving quickly and growing exponentially. As such, a flexible and dynamic approach to module design concentrates on attitudinal and creative thinking outcomes that demonstrate students' capacity to combine enterprising and innovative thinking, with established research methodologies.

Students' will aim to master three key areas of innovation, enterprise and entrepreneurship which underpin their learning. These areas are explored through research and practical projects, initiated through a systematic understanding of film and media, its forms and its application to enterprise.

Also core to the aims of the programme are the practice and refining of communication and collaboration skills through practice, in simulated environments and with real stakeholders. Broader transferable skills will be developed, with the intention of creating employable, adaptive, reflexive problem solvers with the skills and knowledge to create successful film and media enterprises.

Learning objectives
(Students will be able to)

- Apply film and media enterprise techniques and methods in the production of film and/or media products, using innovation and entrepreneurship, in simulated and/or live scenarios.
- Critically evaluate current research, trends, audiences and innovations in order to make judgements, form arguments and identify areas for further study.
- Communicate information, ideas, arguments, problems and solutions through clear written, verbal and audio/ visual outcomes, including the results of research conducted.
- Demonstrate decision-making and use of initiative in complex and unpredictable contexts, working independently and in collaboration with others.
- Adopt a reflective and critical approach to skills building and personal and professional development in the context of industry careers, employability and own ambitions.

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 (Hons) Film and Media Enterprise (Top-up) course is a natural progression route for those studying FdA Film and Media Production course at NCD. This programme follows the model already working for BA(Hons) Design and BA(Hons) Visual Arts courses within the same department of the college, where recruitment has been solid. There is no anticipated impact on recruitment to other programmes.
On completion of the programme, students may decide to continue studies onto a range of Masters programmes such as MSc Management (Entrepreneurship) at Durham University or MA Future Media at Birmingham City University. The BA Film and Media Enterprise will prepare students for both academic study at level 7 and a basis in professional practice which is transferable to the diverse area of enterprise, innovation, entrepreneurship, film and media.

Students will also progress with their own business ideas, which may be fully working at the point of graduation, or with securing funding or clients for freelance, collaborative or self-initiated work. Some students may wish to continue education into teacher training or management qualifications.

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
BA (Hons) Film and Media Enterprise *BA Film and Media Enterprise*

3. Programme structure and learning outcomes

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

Programme Structure - LEVEL 6 (Full time)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Enterprise in Film and Media 1	20			No	1
Enterprise in Film and Media 2	20			No	1
Collaborative Project	40			No	2
Innovation in Film and Media	40			No	1 and 2

Programme Structure - LEVEL 6 (Part time)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Enterprise in Film and Media 1	20			No	1 and 2
Enterprise in Film and Media 2	20			No	3 and 4

Programme Structure - LEVEL 6 (Part time)					
Collaborative Project	40			No	3 and 4
Innovation in Film and Media	40			No	1 and 2

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**
3A. Graduates demonstrate the ability to: A1 understand the material conditions of media and cultural consumption, and of the cultural contexts in which people appropriate, use and make sense of media and cultural products. A2 understand how media products and platforms might be understood within broader concepts of culture. A3 comprehend how different social groups variably make use of, and engage with, forms of communication, media, film and culture. A4 understand the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, film, culture and society.	Innovation in Film and Media A1 Through analysis of the nature and forms of innovation in film and media in a research study, students will consider media audiences, relating innovations explored to cultural contexts, trends and phenomena. A2 Through analysis of the nature and forms of innovation in film and media in a research study, students will consider media platforms, relating innovations explored to appropriate broader cultural concepts. This will be encouraged through reading around topics and developing an open-minded approach which appreciates the convergence of film, media and culture. A3 Consider audiences in the exploration of innovation within film and media, considering how results of research may impact on social groups relevant to the studies.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A5 understand the processes of cultural and subcultural formations and their dynamics. A6 understand how media, film, cultural and creative organisations operate, communicate and are managed. A7 understand how work is organised in the 'creative industries' whether individually or collaboratively. A8 understand the importance of the commissioning and funding structures of the creative industries and work within the constraints imposed by them.	Enterprise in Film and Media Production 1 & 2 A6 A business plan produced by students will demonstrate their understanding of operations, communications and business management. Development of digital marketing materials will further demonstrate understanding of audiences, markets, communications and sales. Activities will be supported by lectures and case studies, including trips to studios and visiting lectures from business owners. A7 Working as a simulated or live company, collaboration or partnership, students will research, analyse and synthesize creative business practice. They will work with clients and through internal collaborations to develop a portfolio of work that demonstrates understanding of the structure, hierarchy and scope of various creative disciplines, identifying where they 'fit' in the production line. A8 In order to produce a business plan for their company, collaboration or partnership, students will necessarily be required to consider and identify funding streams, budgets and financial constraints, evaluating their efficiency and suitability in relation to their intended business model. Collaborative Project A4 Students will be encouraged to look at community groups, organisations, businesses and peoples, identifying possible projects through analysis of needs in these groups. Analysis of audiences for the film and media products proposed will require an understanding of their potential impact.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	A5 Students will identify target audiences and in doing so will use analysis of cultural and subcultural formations, reacting to the needs of different groups. A6 By working collaboratively, students will practice high level organization, project management and teamwork skills. They will use project management software to effectively work through projects. They will use knowledge of industry practice from the 'Enterprise' module, along with visits to companies and from clients and experts, to inform their processes.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
3B. Graduates demonstrate the ability to: B1 consider and evaluate their own work in a reflexive manner, with reference to academic codes of practice and/or professional conventions, issues and debates. B2 draw upon and bring together ideas from different sources of knowledge and from different academic disciplines B3 draw on the strengths and understand the limits of the major quantitative and/or qualitative research methods, and be able to apply this knowledge critically in their own work	Innovation in Film and Media B2 Research within this module will be conducted with a cross-disciplinary approach which acknowledges that academic disciplines are not distinct. Innovations in film and media may, for example, include interventions which impact on science, technology, social sciences etc. B3 Research methodologies and approaches will be explored in lectures and seminars where a critical approach will encourage students to establish the most appropriate mechanisms for their studies.

3B. Cognitive skills	
B4 collate, critically evaluate and understand a variety of research material within and beyond academic literature. B5 collate, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms B6 retrieve and generate information, and evaluate sources, in carrying out independent research	B4 Due to the nature of innovation within film and media, students are likely to draw from a variety of research materials beyond academic literature such as film, reports, online sources and primary research. B5 In their literature reviews, students will collate and organize research materials, developing questions and directions for study. They will use academic writing in their final written report, or detailed documentary filmmaking using voiceover and/or interviews, to form and express their arguments. B6 In their literature reviews, students will retrieve information and evaluate sources before carrying out independent research and generating data. <u>Enterprise in Film and Media 1 & 2</u> B1 Students will use industry appropriate project management techniques and software to monitor and log activities, including reflection on the impact of their decisions on their enterprise as a whole. Professional conventions such as meeting agendas/ minutes, project proposals and evaluations and role appraisals will also form part of enterprise activities.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
3C. Graduates demonstrate the ability to: C1 understand professional and occupational codes and practices in cultural production, distribution and reception C2 understand the legal, ethical and other regulatory frameworks, including the intellectual property framework, that are relevant to media and cultural production, manipulation, distribution, circulation, and reception C3 identify intellectual property issues, prevent infringement of other's intellectual property rights, and understand how to take the appropriate steps to safeguard the innovation and commercialisation C4 understand the processes linking pre-production, production, distribution, circulation, reception and use them C5 produce work that uses the effective manipulation of one or more of sound, images, and the written word, including understanding relevant industry standards and how they are defined and achieved C6 initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic and digital media C7 employ production skills and practices to challenge or advance existing forms and conventions and to innovate C8 develop, as appropriate, specific proficiencies in using a range of current and emergent media technologies	<u>Enterprise in Film and Media 1 & 2</u> C1 Enterprise activities include simulated and live work that mirrors professional and occupational practice and demands adherence to relevant codes, regulations and standards. This includes technical specifications for delivery of products (such as meeting standards for broadcast) and expected working practices (such as professional paperwork and etiquette). Visits to studios and companies and visiting lectures from external experts will support activities. C2 Students will be introduced to legal and ethical factors for consideration, including securing their own IP and use of others'. Working as a simulated or live company, collaboration or partnership, they will consider policies and procedures for their work which have a basis in working business practices. Visits to studios and companies and visiting lectures from external experts will support activities. C3 Students and their creative teams will incorporate industry standard approaches to protection of IP in relation to their own enterprises and the work of others in their production line. <u>Collaborative Project</u> C1 Students will be aware of and implement occupational codes and practices, including that associated with audience reception. Students will be reflective in the way that they consider cultural issues and debates within or arising from their work.

3C. Practical and professional skills	
C9 apply entrepreneurial skills if and where appropriate in dealing with audiences, clients, consumers, markets, sources and/or users	C4 Students will understand and utilize the production process, considering models for funding, distribution, marketing and exhibition as appropriate to their proposal. C5 Students will produce professional film and media outcomes where possible by identifying and understanding industry standards before synthesizing them. C6 Students will negotiate, and in most cases initiate, projects with clients, organizations, peers and individuals, developing their own specialist skills whilst realizing work that demonstrates an innovative and potentially entrepreneurial approach. C7 Innovative approaches that lend themselves to entrepreneurship and enterprise are encouraged. The collaborative project will be a substantial project that sets enterprises in motion through practical activity. As such, students will be encouraged to question the currency of their work regularly. C8 Students will develop within their specialist area, utilizing technology to allow for innovative and cutting-edge approaches. Students will consider the end-user platforms for their products and develop them with those platforms and technologies in mind. They will use collaborations with other specialists to contribute to their understanding of modern collaboration and innovation.

3C. Practical and professional skills	
	C9 Students will be encouraged to develop entrepreneurial approaches, in considering their collaborators, the needs and scope of the project and the market they may enter. Entrepreneurship is defined by QAA as "the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value". It is anticipated that some collaborative projects will have more scope for entrepreneurship than others.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
3D. Graduates demonstrate the ability to: D1 work productively in a group or team, showing abilities at different times to listen, contribute and also to lead effectively D2 deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach D3 use a variety of computer-based skills ranging from basic competences such as data analysis to web-based technology and digital multimedia D4 communicate effectively in interpersonal settings, in writing and in a variety of media D5 research and identify possible employment destinations.	Innovation in film and media D2 Innovation in Film and Media research studies will demand that students are thorough and organized in adhering to the formats and submission details given. Referencing will form a large part of this module and will be supported by academic support staff. Students will utilize a problem-solving approach when submitting documentation such as their ethical approval application. D6 Independent and critical enquiry will be necessary to complete the depth of reading required to write a sound research study. Research methodologies, skills and techniques will be considered in lectures and seminars. Students will be encouraged to study areas that link through to practice in other modules, developing individual interest areas. D7 Underpinned by reading, students will retrieve and evaluate research sources in a literature review, selecting appropriate conceptual frameworks on which to form arguments and further research possibilities.

3D. Key/transferable skills	
D6 carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent and critical enquiry D7 locate, retrieve, evaluate and draw upon the range of data, sources and the conceptual frameworks appropriate to research in the chosen area D8 locate, understand, and apply the research ethical codes produced by relevant subject associations, and understand and comply with the ethical standards appropriate to research in their field of interest D9 work in flexible, creative and independent ways, showing self-discipline awareness of relevant ethical considerations, self-direction and reflexivity D10 organise and manage supervised, self-directed projects	D8 Students will follow college guidelines on ethics, and that of any partner organisations. <u>Enterprise in film and media 1 & 2</u> D1 Enterprise teams will be challenged to work in a proactive and efficacious manner, with individual members leading in their specialist area. Listening skills are encouraged as part of meetings, critiques and client negotiations. D2 Enterprise teams will deliver products which mirror professional standards including timely delivery and appropriate format. Individual responsibility will exist in relation to the students' own role within their team, and the professional expectations associated with that role. Problem solving will form the basis of much enterprise activity, in the development of enterprise ideas and value propositions. D3 Enterprise components will demand that students use appropriate computer-based skills, through the use of PC and Mac computers, web-based project management, storage and administration software, file-delivery applications, social media platforms and mobile technology. Students will explore cutting edge media and TV solutions in production and editing such as immersive technology and live webcasting. D4 Enterprise components will demand that students use appropriate written English (including writing styles), verbal communication and audio/ visual communication, through the development of business plans and pitches, client and colleague meetings and the production of digital marketing assets and strategies.

3D. Key/transferable skills	
	D5 Students will conduct research into existing practices, companies and enterprise activities through primary and secondary research, studio visits and visiting lecturers/ professionals. Students will utilize local networking opportunities to build a picture of local enterprise and its place within national and international business. <u>Collaborative Project</u> D1 Collaboration is key to this module and as such the ability to communicate and work as a team is essential. Collaborations may be multi-directional and multi-facetted, with students working with each other, peers on related programmes, clients, businesses, organizations, groups and individuals. Students will lead the management of processes involved, along with collaborators where applicable. D2 Project management documentation will be based around professional practice and include a proposal in which the student will stipulate the agreed outcomes of the project (negotiated with module leader as a minimum and any collaborative parties where applicable). Students will use referencing in this proposal, using them to support their own ideas and approach. D3 A range of digital and computer-based skills will be necessary for completion of complex film and media projects including specialist software and hardware, project management software and presentation software.

3D. Key/transferable skills	
	D6 High quality independent research will form the basis of collaborative activity. This research will lead into the proposal and continue through production as techniques and ideas develop and adapt. Critical enquiry will ensure that research sources are solid, relevant and useful. D9 Through working collaboratively, students will be challenged to work in a flexible, creative and independent way. They will need to work appropriately and with ethics in mind, especially if working with particular groups or with sensitive information. Students managing their own projects will need to employ self-discipline and direction, with a reflexive approach to meet the needs of and/or support collaborators, clients etc. D10 The collaborative project will be directed by the student in collaboration (or prior to collaboration) with others. It will be organized and managed by the student. Lecturing staff will support and negotiate outcomes in order to meet the requirements of the module.

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

BA (Hons) Film and Media Enterprise

BA Film and Media Enterprise

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

n/a

5. **Support for students and their learning.**
(For apprenticeships this should include details of how student learning is supported in the work place)

There are support mechanisms to provide both academic and pastoral support for students. Quantitative and qualitative evidence is used to gauge the effectiveness and increased utilisation of these services, evidenced particularly in the responses from student questionnaires, and ASC service learner feedback and evaluation processes. Additional learning support is available to students who have learning difficulties and/or disabilities. Classrooms and HE labs are available from the hours of 8am to 7pm in addition to an HE suite available in the ground floor of the Neville building. The VLE (Schoology) is used extensively as a learning tool to make the classroom available out of the timetabled sessions. It is also used for the submission and feedback of assessments and for out of hours quizzes, research and revision of module materials.

Student Induction
All students joining the course will undertake an induction programme at their point of entry. The aims of the induction are:

- To provide students with full details of the BA. (Hons) Film and Media Enterprise (Top-up) degree programme, including its aims and objectives, modules, skills associated with their studies, its assessment strategy, and its approach to learning;

- To induct students to the learning resources available to them whilst on the course, such as learning management system (student intranet and Schoology) and eLearning Centre
- To allow students the opportunity to identify issues which need to be resolved;
- To enable students to meet the tutors involved in delivering the programme;
- To meet and interact with fellow students;
- To introduce students to the code of conduct and regulations of the College;
- To make students aware of the relevant systems and structures available to support them, including the Advice, Support Careers Services (ASC), Personal Learning Coach, and the Student Union.

Overview of Support Arrangements
Support needs are addressed with students on an individual basis during diagnostic activities taking place within induction. Those students who are new to the college, and not previously known to the course team, are encouraged to engage with additional support via Personal Learning Coach (PLC) and Academic Support Tutor to ensure fluid transition into level 6 study.

- **Internal Students (Progressing from FdA Level 5)**

Designated personal tutor and 1:1 tutorials.
Optional Personal Learning Coach (PLC) Support / continued support for those previously using PLC's.
Access to Academic Support Tutor.

- **International Students**

Designated personal tutor and 1:1 tutorials.
Support from International Office.
Personal Learning Coach (PLC) Support encouraged
Access to Academic Support Tutor encouraged.

- **External UK Students**

Designated personal tutor and 1:1 tutorials.
Personal Learning Coach (PLC) Support encouraged.
Access to Academic Support Tutor encouraged.

Personal Tutor System
A comprehensive personal tutor system is in place to make sure that students have a direct personal contact with an individual member of the course team to discuss academic and personal matters relevant to their learning.
All students are allocated a personal tutor when first registering to the course. It is intended wherever possible a student will have the same personal tutor for the length of their course.
The personal tutor will be responsible for the induction programme to ensure students are comfortable with the course. At the induction the personal tutor will meet students to ascertain any particular learning or support needs and thereafter will meet with individual students on a regular basis to monitor progress and discuss any issues arising.

Academic Support
In addition to support from their personal tutor each student will receive academic support from their module tutors. Support is given to students via tutorials at set intervals during the academic year and there is likely to be opportunity within some workshop sessions for additional support. Further support is available within critique-based activities where both tutor and peers are able to give constructive advice as to the progress and development of group assignment work.
Students have access to a dedicated academic support tutor. This post has been acknowledged by QAA assessors as being an invaluable resource enabling students who do not come from an academic background to achieve at a higher education level.

Pastoral Support
The College is committed to providing high quality, confidential and impartial information, and advice and guidance service. This is provided by the comprehensive Advice, Support Careers (ASC) Service. All students receive induction on the ASC service at the start of their course. The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support. The ASC service offers appointments and a 'drop-in' service. ASC information is also available to download from the College website, student intranet or from the dedicated ASC area within the eLearning Centre (eLC), foyer of the Neville Building and the Sports Block. The Learner Development Co-ordinator, based in the Students' Union, also helps with social and health related issues.
The PLC service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Students can be referred by their tutor, lecturer, and external advisor, such as ASC or Connexions or by themselves. This personalised referral system helps in identifying new students as well as continuing communication with progressing students. There is a dedicated page on the College internet and intranet. The service is also advertised via the College television system, allowing students in communal areas of college to become aware of the provision.

Career Guidance
Students have access to a comprehensive range of relevant, up to date resources on learning and work via online ASC services and also as hard copy which is available at the ASC facility. The ASC staff also provide on-programme support via class-based sessions on Careers Education, including careers management and finding employment both in the UK and abroad. Prospective and actual students are provided with detailed access to careers and funding services for general enquires.

Support with Coursework
Students are supported in their preparation for assessments by their module tutor and where relevant other academic staff within the curriculum team. Students have access to additional academic support particular to assessment tasks from an independent Academic Support Tutor. The tutor offers specific study skills advice and guidance, on for example, Academic Writing, Assignment/Essay Planning and Structuring, The Harvard System (for references & bibliographies), Open Athens & Online Information Retrieval, Literature Searching, Presentation Skills, Reading Efficiently, Report Writing, Revision and Examination Skills. Electronic advice and guidance booklets are available on the student intranet to download.

In order to protect students against unfair competition, the college may need to ensure that the students are not submitting assessments which have been copied or plagiarised or which are not substantially the student's own work. The College uses the software Turnitin to enable staff and students to check work for originality. Students can upload their assignments prior to submission for marking and get a report confirming their references. This can be extremely effective in ensuring against plagiarism and providing a student and staff member with the confidence that the work is original.
Module specific material is provided on Schoology; this information is reviewed and updated annually to coincide with the nature and specific requirements of assignments being delivered in a given year. Documents include planners, programme handbook, module handbooks, PowerPoint presentations, and assignment briefs.
Self-directed study is an important aspect within the programme to provide students the opportunity to develop their assignments when resources are not available outside of the college campus. Students will have access computer rooms, specialist software, and printing facilities. This is to enable students to build on their practical skills independently to support the level individualised learning expected at level 6.

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

The College admissions policy is to encourage access to higher education through an equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

To gain entry to the programme a student must satisfy the standard or non-standard entry requirements to the course. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Given the potential wide range of experience of potential applicants to this programme, applications for Accreditation of Prior Learning (APL) and Accreditation of Experiential Learning (APEL) are welcomed in accordance with Academic Regulations. However, these must be discussed as part of the admissions process as once a student is registered to a programme APL/APEL may not be considered for approval.

Standard Entry criteria

- Applicants should have attained a level 5 qualification (HND / FdA. / international equivalent 120 ECTS Credits) in a related discipline.
- All applicants must be interviewed by the curriculum team (international applicants via internet (e.g. Skype).
- To have or be working towards Level 2 or equivalent in maths and English Language (or a minimum 5.5 IELTS in each band for international applicants).

Non-standard entry criteria:

- Evidence of appropriate film and/or media production experience or employment within the film and/or media production sectors (evidenced through portfolio, CV or showreel)
- All applicants must be interviewed by the curriculum team (international applicants via internet (e.g. Skype).
- To have or be working towards Level 2 or equivalent in maths and English Language (or a minimum 5.5 IELTS in each band for international applicants).
- Attend a HE Pre-induction day to assess suitability.

Admissions Process

Once an application has been received it is recorded and acknowledged by the college admissions team. The course team then views the application.
The process for interview is as follows:

- Applications welcomed through UCAS and NCD Application Form.
- All applicants are interviewed by the curriculum team (international applicants via internet (e.g. Skype).
- Acceptance or rejection via UCAS and NCD application process after interview.

Entry to the course is at the discretion of the course team and based upon the combination of successful interview and achievement of 240 credits from previous relevant study that illustrates an ability to meet level 6 course learning outcomes.
http://www.newcollegedurham.ac.uk/apply/apply-online/

7. Language of study

The programme is conducted using English language.

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

10. Methods for evaluating and improving the quality and standards of teaching and learning.
Rigorous and robust monitoring of Quality and Performance is embedded across the School. Quality Reviews take place at systematic intervals throughout the year at programme level and at area level. These reviews are led by the Quality Department which identify potential performance issues at an early stage. The Head of School has four Performance Management meetings throughout the year to monitor quality and performance across all areas of the School. Film and Media was not subject to external Peer Observations last year however the Curriculum Manager carried out learning walks across a range of staff covering themes such as maths and English, employability, stretch and challenge and personalised learning. The Head of School also carried out non-graded observations on staff within the School which helps identify any support needs and issues relating to underperformance. None were identified in the Film and Media curriculum area and the student performance and feedback strongly indicate excellence in teaching and learning. All curriculum staff engage in staff development activities at least three times a year and are responsible for managing an individual Teaching Learning and Assessment Development Plan to identify areas for improvement and strategies to share best practice. The TLA team within the college are available to support curriculum staff in their development and deliver twilight development and/or bespoke sessions to curriculum areas upon request.

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

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

Exit award – BA(hons) Film and Media Enterprise

Level 6	A: Knowledge and Understanding									B: Cognitive Skills						C: Practical & Professional Skills									D: Key/ Transferable Skills									
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10
Innovation in F&M	✓	✓		✓							✓	✓	✓	✓	✓											✓				✓	✓	✓		
Enterprise in F&M 1			✓				✓	✓	✓	✓						✓	✓	✓							✓	✓	✓	✓	✓					
Enterprise in F&M 2																																		
Collaborative Project					✓	✓		✓								✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓

Exit award – BA Film and Media Enterprise

Level 6	A: Knowledge and Understanding									B: Cognitive Skills						C: Practical & Professional Skills									D: Key/ Transferable Skills									
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10
Enterprise in F&M 1			✓				✓	✓	✓	✓						✓	✓	✓							✓	✓	✓	✓	✓					
Enterprise in F&M 2																																		
Collaborative Project					✓	✓		✓								✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓

Annexe 3 - Curriculum mapping against the apprenticeship standard

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

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

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

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

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

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.