Programme 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 they 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.

1. Overview / factual information

Programme/award title(s)	BA(Hons) Film and Media Enterprise (Top Up)
Teaching Institution	New College Durham
Awarding Institution	The Open University (OU)
Date of first OU validation	05/21
Date of latest OU (re)validation	05/21
Next revalidation	
Credit points achieved for the award	120 Credits
UCAS Code (if applicable)	PP35
HECoS Code (if applicable)	
LDCS Code (FE Colleges England only	
Programme start date and cycle of starts if appropriate.	1/9/26
Underpinning QAA subject benchmark(s)	"Subject Benchmark Statement for Communication, Media, Film and Cultural Studies" (2024)
Other external and internal reference points	"Frameworks for Higher Education Qualifications" (2024), "UK Quality Code for Higher Education" (2023).

used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	The National Occupational Standards for Production (Film & TV) Enterprise and Entrepreneurship Education guidance (2018)
Professional/statutory/ accreditation recognition	N/A
For apprenticeships more information on integrated Assessment. EPAO being used.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT Face to Face
Duration of the programme for each mode of study	1 Year FT
Dual accreditation (if applicable)	NA
Date of production/revision of this specification	18/11/2025

2. Programme overview

2.1 Educational aims and objectives

This programme has been designed in response to the evolving demands of a fast-moving and rapidly growing creative industries sector, where employers are increasingly looking for graduates who can think creatively, adapt quickly and bring fresh ideas into professional environments. The course takes a flexible and dynamic approach to learning, encouraging students to develop innovative and enterprising thinking while grounding their work in strong research methods and real-world application.

Throughout the programme, students focus on three key areas that underpin their development: innovation, enterprise and entrepreneurship. These themes are explored through a combination of research and hands-on creative projects, helping students build a systematic understanding of film and media, its different forms, and how these can be applied within professional and business contexts (OfS B1.5c).

A central aim of the programme is to strengthen communication and collaboration skills through practice. Students will work both in simulated environments and, where possible, alongside real stakeholders, helping them gain confidence in presenting ideas, working with others and responding to professional expectations (OfS B1.5g). Alongside this, students develop a wide range of transferable skills, preparing them to become adaptable, confident problem-solvers who are ready to enter the industry, pursue freelance careers, or build their own film and media enterprises. The programme aims are informed by the Subject Benchmark Statement for Communication, Media, Film and Cultural Studies (QAA, 2024), The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (QAA, 2024), and the OfS conditions of registration.

- 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.
  (OfS B1.2, B1.5(b), B3.1)
- Critically evaluate current research, trends, audiences and innovations in order to make judgements, form arguments and identify areas for further study.
  (OfS B1.2, B1.5(a), B4.1)
- Communicate information, ideas, arguments, problems and solutions through clear written, verbal and audio/visual outcomes, including the results of research conducted.
  (OfS B1.5)
- Demonstrate decision-making and use of initiative in complex and unpredictable contexts, working independently and in collaboration with others.
  (OfS B1.5(b), B3.1, B3.2)
- Adopt a reflective and critical approach to skills building and personal and professional development in the context of industry careers, employability and

own ambitions.
(OfS B1.2, B3.1, B3.2)

The programme is divided into three modules:

Innovation in Film and Media (30 Credits)
Media Enterprise (30 Credits)
Collaborative Project (60 Credits)

Innovation in Film and Media
This module develops students as capable and confident researchers, able to explore and critically understand emerging technologies and their impact on the media industries. Through the video component, students bring their research to life, developing their production and post-production skills using industry-standard equipment and software. This creative process allows them to transform ideas into engaging visual outcomes, combining technical ability with research to present their work in a dynamic and compelling way.

Media Enterprise
This module empowers students to navigate and make sense of the fast-changing media landscape, helping them discover where they fit and how they can stand out within it. Students develop professional business materials, explore real enterprise opportunities, and shape ideas into practical plans that support their future ambitions. Whether aiming for freelance work, employment or further study, the module encourages students to think creatively and strategically about their next steps and begin positioning themselves as emerging professionals in the industry.

Collaborative Project
The Collaborative Project is an exciting opportunity for students to push their creativity, bring their ideas to life and produce their most ambitious work yet. Working with others and using industry-standard equipment and software, students create a major professional piece that showcases their creative voice, technical ability and growing confidence as practitioners. Designed to be bold, challenging and personal, this final outcome becomes the standout centrepiece of their portfolio — a powerful calling card as they step into the media industry, pursue freelance work, or continue building their creative careers.

The programme has a strong practical and creative focus, with students producing a substantial body of work across film, photography and digital media using industry-standard equipment and software. Alongside academic study, students develop professional portfolios, gain experience of working with stakeholders, and build confidence in applying their skills in real-world contexts. Opportunities to engage with industry professionals, visiting speakers and external partners further support the development of employability skills and awareness of current industry practice.

Through practical projects, collaboration and enterprise-focused activity, students will develop a broad range of employability and professional skills valued across the creative industries, including:

- Professional communication (written, verbal and visual)
- Project management and planning
- Teamwork and collaboration
- Leadership and initiative
- Creative problem solving
- Pitching and presenting ideas
- Client and stakeholder engagement
- Networking and professional relationship building
- Time management and meeting deadlines
- Working to briefs
- Independent working and self-direction
- Adaptability across roles and platforms
- Digital production and technical confidence
- Reflective practice and self-evaluation
- Enterprise awareness and business thinking

These experiences help students build confidence, develop professional working practices, expand their portfolios, and gain a clearer understanding of working in real production environments.

The programme also encourages students to situate their creative work within wider cultural and social contexts. Through research and production, students may explore themes such as sustainability, community-based creative practice, care culture and creative citizenship, helping them to understand the broader impact of media within society.

Through practical projects and collaborative activity, students develop key employability skills including project planning, communication, creative problem solving, pitching ideas, working with stakeholders, managing deadlines, and working both independently and with others in professional creative environments.

Across the Innovation in Film and Media, Media Enterprise, and Collaborative Project modules, a culture of care is embedded through the way students develop ideas, work together, and prepare for professional practice. Students are encouraged to work respectfully and supportively in teams, share responsibility, and be mindful of communication, workload, and wellbeing during production. Alongside this, the programme promotes ethical and sustainable approaches to enterprise, helping students think about how they work with clients, collaborators, and audiences, and how they build positive professional relationships. As students explore new technologies and creative approaches, they are also encouraged to consider the wider impact of their work, including issues around representation, inclusion, and responsibility in media production. This joined-up approach helps students develop not only as creative practitioners, but as thoughtful, professional individuals who understand the

importance of creating healthy, inclusive and sustainable working environments in the creative industries.

In addition to taught modules, students may have opportunities to gain practical experience through extra-curricular project work. This can include photographing and filming events both within the college and for external partners and stakeholders

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) programme is a natural progression route for those studying FdA Film and Media Production programme at NCD. This programme follows the model already working for BA(Hons) Design and BA(Hons) Visual Arts programme within the same department of the college, where recruitment has been adequate but low. 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 if they achieve a UK Bachelors (Hons) Degree with a 2.1 or equivalent or MA Future Media at Birmingham City University if they have a minimum of a 2:2 honours degree, or equivalent. 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. (OfS B1.5f)

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.)

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 6 (Full Time)						
Compulsory modules	***Credit points***	***Optional modules***	***Credit points***	***Is module compensatable?***	***Semester runs in***	***Available as single registerable module?***
Media Enterprise	30			No	1 and 2	No
Innovation in Film and Media	30			No	1	No
Collaborative Project	60			No	1 and 2	No

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
A1 Demonstrate an understanding of the technological and cultural significance of communication, media, film, and industry texts and contexts. A2 Critically analyse the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, film, culture, and society. A3 Demonstrate how media, film and creative organisations operate, communicate, and are managed. A4 Demonstrate understanding of how work is organised in the creative industries, both individually and collaboratively, and recognise the complexities of industry practices. A5 Critically assess the influence of commissioning and funding structures within the creative industries, and analyse the constraints these impose on creative practice.	Innovation in Film and Media A1 Through analysis of the nature and forms of innovation in film and media in a research report, 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. (OfS B1.5g) A2 Through critical analysis of the nature and forms of innovation in film and media in a research report, students will seek to understand the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, film, culture and society. (OfS B15c)

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
As above	Media Enterprise A3 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. (OfS B1.5f) A4 Working as a simulated or live company, collaboration or partnership, students will research, analyse and synthesize creative business practice. They will 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. (OfS B1.5b) A5 In order to produce a business plan for their company, collaboration or partnership, students will be required to consider and identify and critically assess funding streams, budgets and financial constraints, evaluating their efficiency and suitability in relation to their intended business planning. (OfS B1.5f)

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	***Learning and teaching strategy/ assessment methods***
B1 Critically evaluate their own work in a reflective manner, drawing upon academic codes of practice and professional conventions, and considering relevant issues and debates. B2 Integrate ideas from a range of sources and disciplines, demonstrating an understanding of how they inform and enhance their own work. B3 Apply critical knowledge of the strengths and limitations of major quantitative and/or qualitative research methods, and demonstrate the ability to use these methods effectively in their own research. B4 Retrieve, generate, and critically evaluate information and sources, applying this knowledge in the process of independent research. B5 Critically reflect on new knowledge and understanding to evaluate and articulate the development of their learning, skills and professional performance.	<u>Collaborative project</u> B1 Students will use industry appropriate project management techniques and software to monitor and log activities, including critical evaluation and 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. (OfS B1.5f) B5 Students will create and maintain reflective logs on their peer critique sessions, workshops and other formative feedback, utilising these to critically reflect on progress and set actionable targets as they develop their project and practice towards its final outcomes. (OfS B1.5c) <u>Innovation in Film and Media</u> 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. (OfS B1.5g) 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. (OfS B1.5c)

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
As Above	B4 In their literature reviews, students will retrieve information and evaluate sources before carrying out independent research and generating data. (OfS B1.5c)

3C. Practical and professional skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
3C. Graduates demonstrate the ability to: **C1** Demonstrate an understanding of the legal, ethical, and regulatory frameworks, including intellectual property laws, relevant to media and cultural production, distribution, manipulation, circulation, and reception. **C2** Critically assess intellectual property challenges and justify the use of appropriate measures to prevent infringement, supporting the safeguarding of innovation and commercial development.	<u>Media Enterprise</u> C1 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. (OfS B1.5e) C2 Students will critically assess industry standard approaches to the protection of IP in relation to their own enterprises and the work of others in their production. (OfS B1.5fii)

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

C3 Initiate, develop, and realise distinctive and creative work across various forms of writing, or aural, visual, audio-visual, sound, and other digital and electronic media, demonstrating a comprehensive understanding of creative processes. **C4** Develop specific proficiencies in using a range of current and emerging media technologies, demonstrating the ability to apply these technologies appropriately within creative and professional contexts. **C5** Apply entrepreneurial skills in working with audiences, clients, consumers, markets, sources, and/or users, demonstrating the ability to engage effectively with stakeholders in media and creative industries.	<u>Collaborative Project</u> C3 Students will negotiate, and in most cases initiate, projects with clients, organisations, peers and individuals, developing their own specialist skills whilst realising work that demonstrates an innovative and potentially entrepreneurial approach. (OfS B1.5b) C4 Students will develop within their specialist area, utilising 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. (OfS B1.2) C5 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. (OfS B1.5f)

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	***Learning and teaching strategy/ assessment methods***
3D. Graduates demonstrate the ability to: **D1** Demonstrate the ability to work productively within a group or team, taking on different roles including listening, contributing, and providing leadership when required. **D2** Manage and deliver work to a specified length, format, brief, and deadline, ensuring proper referencing of sources and ideas, and applying a critical problem-solving approach where appropriate. **D3** Communicate effectively in a range of contexts, including interpersonal settings, in writing, and across various media platforms, demonstrating adaptability and proficiency in communication. **D4** Critically research and identify potential employment destinations, demonstrating an understanding of career pathways and opportunities within the media and creative industries. **D5** Conduct various forms of research for creative productions, employing sustained independent enquiry. **D6** Locate 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	Innovation in film and media **D2** Innovation in Film and Media research studies will demand that students are thorough and organised 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 utilise a problem-solving approach when submitting documentation such as their ethical approval application. (OfS B1.5c) **D6** Students will follow college guidelines on ethics, and that of any partner organisations. (OfS B1.5e) Media Enterprise **D3** 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. (OfS B1.5d)

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

D7 Work in flexible, creative and independent ways, showing self-discipline awareness of relevant ethical considerations, self-direction and reflexivity **D8** Organise and manage supervised, self-directed projects As Above	**D4** Students will conduct research into existing practices, companies and enterprise activities through primary and secondary research, studio visits and visiting lecturers/ professionals. Students will utilise local networking opportunities to build a picture of local enterprise and its place within national and international business. (OfS B1.5f) <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. (OfS B1.5b) **D5** 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. (OfS B1.5c)

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	D7 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 adaptable approach to meet the needs of and/or support collaborators, clients etc. (OfS B1.5e, B1.5f) **D8** The collaborative project will be directed by the student in collaboration (or prior to collaboration) with others. It will be organised and managed by the student. Lecturing staff will support and negotiate outcomes in order to meet the requirements of the module. (OfS B1.5f)

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 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***

N/A

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

Student Support and Learning Support
We aim to make sure every student feels supported, both academically and personally, throughout their time on the programme. A range of support services are available, and we regularly review how well they are working through student feedback, questionnaires and service evaluations. This helps us make sure students are aware of the support on offer and are using it when they need it.

Additional learning support is available for students with learning difficulties and/or disabilities, and support is tailored to individual needs. Teaching spaces, HE labs and classrooms are available between 8am and 6pm, alongside a dedicated HE suite in the University Centre where students can study, work independently and collaborate with others.

The Virtual Learning Environment (VLE) is used extensively to support learning outside timetabled sessions. Students can access lecture materials, assignment briefs, planners, recorded content, quizzes and research resources at any time. The VLE is also used for assignment submission and feedback, helping students stay organised and engaged with their studies.

Student Induction

All students take part in an induction at the start of the programme to help them settle in and feel confident about beginning Level 6 study. The induction is designed to:

- Introduce the BA (Hons) Film and Media Enterprise (Top-up), including modules, expectations, assessment and skills development
- Help students understand how they will learn and be assessed at Level 6
- Introduce key learning resources such as the VLE, library and eLearning support
- Give students the chance to raise any early questions or concerns
- Provide opportunities to meet tutors and other students
- Explain college expectations, systems and support services
- Make students aware of the Advice, Support and Careers Service (ASC), Personal Learning Coach (PLC), Academic Support Tutor and Students' Union

Induction also includes early activities to help identify any support needs so that the right help can be put in place from the beginning.

Overview of Support Arrangements

Support is tailored to the individual and begins during induction through diagnostic activities and early conversations with staff. Students who are new to the college are encouraged to access additional support through the Personal Learning Coach (PLC) and Academic Support Tutor to help with the transition into Level 6 study.

Internal progressing students (from FdA Level 5):

- A designated personal tutor and regular 1:1 tutorials (minimum 3 x tutorial per year)
- Continued or optional support from a Personal Learning Coach
- Access to an Academic Support Tutor

International students:

- A designated personal tutor and 1:1 tutorials (minimum 3 x tutorial per year)
- Support from the International Office
- Encouraged to engage with PLC and Academic Support Tutor support

External UK students:

- A designated personal tutor and 1:1 tutorials (minimum 3 x tutorial per year)
- Encouraged to access PLC and Academic Support Tutor support

Personal Tutor System

All students are allocated a personal tutor when they join the programme. This gives them a consistent point of contact for both academic and personal support.
The personal tutor plays a key role in helping students settle into the programme, particularly during induction, where any support needs can be discussed. Tutors continue to meet with students regularly throughout the year to:

- Monitor progress
- Discuss feedback and development
- Support goal setting and action planning
- Help address any challenges affecting learning

Students will normally meet their personal tutor at least three times during the academic year, with additional meetings available if needed.

Academic Support

In addition to personal tutor support, students receive ongoing academic guidance from their module tutors through workshops, tutorials and critique sessions. Module tutors will provide formative and summative feedback with a minimum of three tutorials per module. These provide opportunities for feedback, discussion and help with developing ideas and projects.

To support academic integrity, the college uses Turnitin. Students can upload draft work before submission to check referencing and originality, helping them develop good academic practice and avoid plagiarism.

Module materials are available on the VLE and are updated each year. These include:

- Programme and module handbooks
- Assignment briefs
- Lecture presentations
- Planning documents and guidance

Students also have access to a dedicated Academic Support Tutor who can help with study skills such as:

- Academic writing
- Essay and assignment planning
- Harvard referencing
- Research and literature searching
- Presentation skills
- Report writing
- Revision techniques

This support is especially valuable for students who may be less confident with academic work or returning to study.

Pastoral Support

The college provides a wide range of personal and wellbeing support through the Advice, Support and Careers (ASC) Service. Students are introduced to ASC during induction and can access support throughout the year.
ASC offers:

- Advice on funding, finance and welfare
- Career planning and progression guidance
- Confidential counselling and personal support
- Drop-in sessions and booked appointments

Students can also access support from the Learner Development Coordinator and the Students' Union for social, wellbeing and health-related matters.
The Personal Learning Coach (PLC) service is open to any student who may benefit from extra support. There is no strict referral process. Students can refer themselves, or they may be referred by a tutor or support service. This flexible approach helps ensure support is available when it is needed.

Careers Guidance

Students have access to careers support through ASC, including both online and in-person resources. This includes help with:

- Career planning and progression
- Finding work in the UK and internationally
- CV development and employability skills

ASC staff also deliver careers-focused sessions within the programme to help students prepare for employment or further study.

Independent Learning and Resources

Independent study is an important part of Level 6 learning. Students have access to computer rooms, specialist software, editing facilities and printing resources to support their project work outside of timetabled sessions.
These spaces allow students to continue developing their practical and academic skills, helping them build confidence and independence as they prepare for professional work or further study.

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 programme. Candidates with non-standard entry applications will be considered based on relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Given the wide range of experience that applicants may bring to this programme, applications for Recognition of Prior Learning (RPL), including prior certificated and experiential learning, are welcomed in line with Academic Regulations. These should be discussed during the admissions process, as claims for RPL are normally considered prior to enrolment and may not be approved once a student has formally registered on the programme.

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. Teams).
- To have or be working towards Level 2 in English Language (or a minimum 6 overall IELTS score).
- To have or be working towards Level 2 in Maths is desirable but not essential

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 with international applicants being interviewed where required via internet (e.g. Teams).
- To have or be working towards Level 2 in English Language (or a minimum 6 overall IELTS score).
- To have or be working towards Level 2 in Maths is desirable but not essential

Admissions Process

Once an application has been received it is recorded and acknowledged by the college admissions team. The programme 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. Teams).
- Acceptance or rejection via UCAS and NCD application process after interview.

Entry to the programme is at the discretion of the programme 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 programme 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 Professional Statutory Recognised Body requirements)

N/A

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

N/A

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

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. Including lesson observations and drop-ins to observing teaching learning and assessment.

Student voice activities, induction and on-programme surveys, and written module feedback provided during and/ or following each module, provide regular touch points for gauging the views of students with regards to their teaching and learning. A nominated student rep attends three school, and three college wide forums a year, where cohort feedback on curriculum and wider issues can be shared. All feedback gathered is recorded and used to inform future curriculum and TLA development, supported by the external examiner. The external examiner will generally meet with students once per year, which also provides valuable feedback for use in annual reporting and action planning.

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

N/A – No major or minor mods

Summary of key changes from the previous programme

The revalidated BA (Hons) Film and Media Enterprise has been refocused to create a clearer, more industry-relevant Level 6 experience. The new structure is built around three core modules: Innovation in Film and Media (30 credits) in Semester 1, Media Enterprise (30 credits) delivered across both semesters, and a Collaborative Project (60 credits) that now runs throughout the full academic year. This gives students more time to develop, test and refine their ideas and produce more ambitious final work.

These changes were made in response to feedback from students, alumni, External Examiners and industry professionals, alongside reflections from the programme team and discussions with other academics across the college. A consistent theme was the need for a more joined-up structure, fewer but more meaningful modules, and more time to develop major projects that reflect real industry practice.

The updated programme places a stronger focus on enterprise, innovation, collaboration and employability, while still supporting advanced production skills. The streamlined structure reduces overlap, helps students manage their workload more effectively, and allows them to engage more deeply with their final project over a longer period. Learning outcomes have also been revised to better reflect Level 6 expectations and to support progression into industry or further study.

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.

Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	Programme outcomes																							Available as single registerable module?
			A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8	
6		Innovation in Film and Media	✓	✓					✓	✓	✓								✓				✓			No
		Media Enterprise			✓	✓	✓						✓	✓						✓	✓					No
		Collaborative Project						✓				✓			✓	✓	✓	✓				✓		✓	✓	No

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: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

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: Subject Benchmark Statements

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.