Programme Specification

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

1. Overview/ factual information

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| **Programme/award title(s)** | FD Journalism and Documentary Production |
| **Teaching Institution** | Belfast Metropolitan College |
| **Awarding Institution** | The Open University (OU) |
| **Date of first OU validation** | 23rd March 2023 |
| **Date of latest OU (re)validation** | N/A |
| **Next revalidation** | 23rd March 2028 |
| **Credit points for the award** | 240 points |
| **UCAS Code** |  |
| **HECoS Code** |  |
| **LDCS Code (FE Colleges)** |  |
| **Programme start date and cycle of starts if appropriate.** | September 2023 |
| **Underpinning QAA subject benchmark(s)** | QAA Undergraduate Subject Benchmark Statements for Communications, Media, Film & Cultural Studies (2019) |
| **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** | Northern Ireland Screen, Royal Television Society |
| **For apprenticeships fully or partially integrated Assessment.** |  |
| **Mode(s) of Study (PT, FT, DL,**  **Mix of DL & Face-to-Face)**  **Apprenticeship** | Full time - Face to Face |
| **Duration of the programme for each mode of study** | Full-time and Part-Time - 2 years |
| **Dual accreditation (if applicable)** |  |
| **Date of production/revision of this specification** |  |

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| **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 |
| |  | | --- | | *The proposed rationale of the programme is to:*   1. Equip students with the skills and knowledge relevant to employment in the media industry in the key creative and technical areas. 2. To support the participation of students from a range of disciplines to equip them with the knowledge and skills to enter employment where data is used to shape organisational growth and sustainability. 3. To provide a solution to meet the needs of employers in media sectors where the application of IT skills, teamworking, script writing, project managing, directing, camera skills, lighting skills, sound skills and postproduction skills. In addition, this programme will cover relevant law, ethics, policy and procedures that are essential to producers of factual content, this will ensure that students are ready for the workplace. 4. To provide a sustainable pipeline of new talent for employers currently experiencing skills deficit in the ever growing area of media production. 5. To provide an opportunity for students to progress to a range of bachelor’s degree (Hons) programmes. 6. To provide an opportunity for students to experience and apply the knowledge and transferable skills in the workplace. |   ***Target Audience:***  The target audience is students who have recently completed, A-Levels or equivalent in relevant subjects e.g. Creative Media Production, Journalism, Moving Image Arts or Film Studies in addition to Politics and English.  The students should have a specific interest in developing a career in Journalism and Documentary Production however the skills would be transferrable to other areas of the media industry e.g., Television production, Public Relations, Communications, Lobbying, Policy Making and Advertising.   |  | | --- | | Structure:   * The FD in Journalism and Documentary Production will be structured in a way that supports the transfer of academic knowledge and understanding and that this integrates with and supports the development of vocational skills and competencies, whilst ensuring academic rigour. * The structure of the programme will take account of external reference points such as Frameworks for Higher Educational Qualifications, Professional Body accreditation schemes.      * The programme will ensure that the Work Based Learning (WBL) is relevant and contextualised within the scope of the industries needed to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the programme is representing opportunities for employment across small and medium sized enterprises and self employment.      * WBL will be supported to enable students to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. WBL will be supported and encouraged throughout the course, with a core focus on Journalism and Documentary Production. The WBL activities should lead to the identification and achievement of defined and related learning outcomes for the learner.      * The structure of the FD in Journalism and Documentary Production will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility and partnerships with industry. * The students will take part in extracurricular opportunities in Journalism, Documentary Production, content creation and more, giving them real work experience of the industry. Students will be encouraged to submit their final productions to both student competitions and professional documentary festivals, including but not limited to; RTS Awards, Belfast Film Festival, Cinemagic Film Festival and The Rode Reel competition. This will develop the learner's communication and teamworking skills as well as giving them a feel for the competitive nature of the film industry. | | |  | | --- | | Context  Journalism and Documentary Production sits within a market that has key strategic challenges which will be outlined below. The Foundation Degree in Journalism and Documentary Production seeks to address the skills gap and leave students with work ready skills that address the key strategic challenges within the industry. This section will offer some context to these challenges that the course hope to address.  The Documentary/Factual Film (and wider creative media industry) follows a network/project based structure which has not historically been conducive of diversity. Speaking about the ‘exclusionary nature’ of this cultural trend Lee (2013) explains that ‘this mode of human capital is only available for those with the stamina and ability to let work into all areas of their life.’ (PP:8). Furthermore, ‘Fields like film and television is marked by stark, persistent and in many cases worsening inequalities relating to gender, race and ethnicity, class, age and disability’ (Conor and Taylor 2015, P1).  The (British Film Institute), the UK’s leading body for Film has achieved some traction in counteracting the lack of diversity by fostering incentives, access schemes, funding quotas, anti bullying policies and training. For example, statics were recently published regarding growth in female talent in the industry:  ‘In 2020, of the 137 identified writers of UK films released during the year over a quarter (26%) were women, the highest share of female writers since our records began. At 23%, the share of women directors of UK film releases was also a record high’ (BFI, 2020). Growth is encouraging although, this still falls short of reflecting women in the UK population.  A recent study into gender in Journalism (Steiner, 2017) concluded that females are generally concentrated in low status media outlets and beats, community and regional news organisations and are generally producing “soft news” human interest content. Furthermore, men still dominate may of the high status areas of news production, in particular, politics, business and sport. This highlights a need to champion women by encouraging confidence, resilience and career aspirations.  Moreover, broader research into UK employment prospects of graduates with Asperger’s syndrome shows a need for greater support and industry knowledge. As Vincent and Fabri discusses in a recent paper addressing the challenges faced when trying to gain and retain work on the spectrum: ‘Government figures in the UK indicate that these graduates are over five times more likely to be unemployed six months after completing their university course when compared to their non-disabled peers’ Vincent and Fabri, 2020:2).  Therefore, gaining and retaining work in the industry remains a challenge, most of all for minorities who do not fit within established social structures of the industry regardless of hard skills. Consequently, the structure of the Foundation degree will focus on soft essential skills as a conduit for nurturing employability skills. |   Journalism and Documentary is set within the context of other courses at E3 studios. Employability is highly embedded in the Film production pathways in Creative Media Production in E3, including the newly validated (subject to conditions) Foundation degree in Film Production, Sports Media and VFX.  *Context of course and ethos at Belfast Met and E3 Studios:*  *This exciting new course is written and will be led by two women with industry experience. For example, Lynda Bryans (PGCE) has over forty years' experience in front facing broadcast journalism and continues to practice as a broadcast journalist (part-time). She has twelve years' experience in a teaching capacity. Madeline Whiteside (PGCE) is a new recruit to Belfast Met. She is an award winning filmmaker and content producer and recently completed a Masters in Arts Mangement with a focus on management culture that fosters diversity and creativity. Both women share a goal to use the course to create a more diverse and inclusive industry in Northern Ireland as mentors, role models and teachers.*  All courses at Belfast Met’s e3 campus are coordinated by staff with industry experience and many still resume professional practice alongside teaching. There are regular events with guest speakers and industry masterclasses ‘including Los Angeles (Peter Devlin, BAFTA and Academy Award nominee for Film Sound) and independent TV Production houses like TERN TV and ONE TRIBE TV, both based in mainland UK. These speakers were able to deliver online to classes across the entire Creative Media course offering due to students being able to join from home’ (SER 2022:6).  In addition, students have access to industry relevant software ‘(Adobe Premier Pro) was made available free to college students by Adobe because of the pandemic which allowed students to edit at home rather than having to be on campus with specialist software programmes installed on college PCs.’ (SER 2022:8). All courses strive to equip students with the technology relevant to the field that they will be trying to secure work in. There are also annual Adobe accreditation schemes, where students can take a test to become certified in Adobe software. This builds their CV’s and makes them more competitive for employment.  Moreover, ‘staff support and encourage crossover, taking an integrative approach to training. This ensures the student has a solid foundation of self motivated training skills imperative for an ever changing industry landscape’. (SER, 2022:6). Staff teach across courses. Events and productions involve collaboration with students and staff across disciplines.  Courses collaborate with industry ‘creating the ‘real life’ connections that result in jobs, on set or on job training, internships and not simply entry level jobs but progression to skilled positions’ (SER, 2022:5) staff utilise industry contacts, acting as mentors, clients and teachers. Students and staff attend Film Festivals, Royal Television Society award ceremonies, create additional opportunities such as student led publications and newscasts ‘not only contributing to college life but working together effectively to build the soft and hard skills essential to coping in further learning environments and the employment landscape’ (SER, 2022:4).  There is an ethos that mistakes and ‘failure’ allow for growth and learning opportunities; ‘Rather than being discouraged, students are encouraged to take responsibility for their own learning while facilitated and enabled to develop at their individual level and capabilities’ (SER, 2022:7). The curriculum offers a mix of theoretical and practical units (leaning more toward the practical side to ensure it is a vocational course). Students complete units in all practical aspects of media production such as camera work, audio, editing, news production and documentary making. They also complete several project management units and career development units.  Good personal support is provided via tutorial sessions. Where appropriate, staff made referrals to the Centre for Inclusive Learning and to Student Wellbeing.  Mentoring schemes are in place within the college. Disciplinary procedures are followed where necessary to address poor attendance or lack of submission. Students who are neurodiverse are well accommodated by teaching staff and are encouraged to discuss individual needs with staff (who are open to adopting nuanced approaches).  Belfast Metropolitan college is funded by the Department for Economy (DFE) and supports the ‘New Decade, New Approach’ deal, which outlines ‘a series of priorities and ambitions for a reformed Executive including the development of “an enhanced approach to careers advice, curriculum, training and apprenticeships to enhance employability and support economic growth” and the development of “a regionally balanced economy with opportunities for all”. (Belfast Metropolitan college, 2022:22), (reiterating The NI Executive, 2020).    The college has set out a draft plan for addressing government outcomes, shown in the diagram above (From the colleges Strategic Plan 2021/2-2023:4) this agenda broadly aims towards building mental and physical wellness in conjunction with employment and accountability. This chimes with the way that Creative Media courses are delivered in E3. Tutors provide ongoing industry mentorship which includes pastoral and career advice from industry professionals. Furthermore, when students gain work in the local media industry it will feed back into the economy and the skills could create fertile ground for more indigenous production and justify and sustain the existence of our department. The specialism in Journalism and Documentary Production, as a newly launched course, has been justified by the demand for skilled workers in the local screen industry.    Belfast Met is committed to tackling unemployment rates in NI which has ‘increased to 3.7% in Northern Ireland. The economic inactivity rate in Northern Ireland remains high at 28% and 30.5% in Belfast. The figure for those aged 16–24 who are not in education, employment or training (NEET) has risen to 13.9%’ (Belfast Metropolitan college, 2022:21). Courses offered by Belfast Met could help to bridge gaps in employment in Northern Ireland’s screen sector.  Northern Ireland Screen (NI Screen), Belfast screen agency outlined similar ambitions for the education in the local screen sector in their opening doors policy, Part 2. ‘The ambition is an economy built on talent which delivers excellence and relevance in education and skills and where everyone is supported to achieve their potential’ (NI Screen, 2022:43). Furthermore, the 2019 Skills Barometer (Published by DFE, Skills to Succeed and Ulster University) identified Arts and Entertainment as one of the top ten growth sectors in Northern Ireland and at 6th place in subjects the people need more degrees in (DFE,2019:4). In addition, 4th place in need for foundation degree/ Higher level Apprenticeship. It was overtaken by STEM subjects (Science, Technology, Engineering/Economics and Maths) led by Information and communication.  Reflecting on NI Screen and DFE’s Priorities, this feeds into course delivery because it reflects a need for students to equip themselves with ICT and communication skills to remain relevant in the screen sector as change occurs. Staff need to ensure that they update industry awareness and future proof students' skillsets. This is also echoed by the World Economic Forum and Confederation of British Industry (CBI). The World Economic Forum’s recent statement on the ‘Top 10 skills of tomorrow’ estimates that ‘50% of all employees will need reskilling by 2025, as adoption of technology increases’ (World Economic Forum, 2020). In addition, they identified the top 5 skills of 2025 as:   1. Analytical thinking and innovation 2. Active learning and learning strategies 3. Complex Problem solving 4. Critical thinking and analysis 5. Creativity, originality and initiative   Thus, students should be work ready - but experience matters. It is adaptability and resilience that will help students to remain buoyant in future careers. By challenging students in industry orientated scenarios, they can build a foundation of skills that will help them to innovate and hopefully succeed for years to come.  The predominant aim of the Foundation Degree in Journalism and Documentary Production course is to furnish a coherent yet flexible undergraduate programme of study which will immerse and engage students in an academically challenging and stimulating educational experience and produce dynamic graduates who are intellectually competent and vocationally prepared to build and develop professional careers in the Journalism and Documentary Production industry.    The emphasis is on equipping students with the ability, skills and knowledge to successfully expand their creativity and develop careers in the Journalism and Documentary Production industry while specialising in Video Production. The FD programme is regarded as a natural progression route for students completing the BTEC Level 3 Diploma in Film and TV Production. |   The Foundation Degree course will focus on developing knowledge of the field (content) while giving the students the opportunities to apply their learning in practical contexts (experience) while enhancing their learning through problem solving approaches (challenging and authentic tasks). The learning approaches will consider the diverse backgrounds of students, nurturing them through Level 4 and 5 while developing them into independent students and critical divergent thinkers ready for employment or post graduate study (through an inclusive learning environment and activities linked to the overall student experience).  The Foundation Degree programme looks to support the vision of Belfast Met students by challenging current processes and practices and exploring new concepts. Our students must be encouraged to adopt a critical approach and challenge conventional thinking about the Journalism and Documentary Production industry.  One such evolving and expanding concept is emerging technology and this is embedded within the overall context of the programme to reflect the ongoing developments. Students will be encouraged to apply creative thinking, solve problems, address solutions and apply strategies to identify issues. The awareness and focus of emerging technology issues have increased in the Journalism and Documentary Production industry.  The teaching and learning strategies have been formulated based on research and professional experience and practice. Teaching and learning are conducted through tutor led lectures and workshops, learner led workshops, seminars, practical sessions in modern Journalism and Documentary Production studios, independent research and study, set individual and teamwork tasks, discussions and debates, individual and team presentations and showcases, invited industry and external speakers/stakeholders. Assessment is through a variety of assignment strategies (in various forms such as written, oral, video, observation and podcasts) and research projects with end products and results. Transferable skills gained include presentation, research and communication and a deeper academic understanding of the requirements of Journalism and Documentary Production. Learning will be facilitated in a range of ways such as:   * Interaction with experienced and accomplished lecturers who will contextualise learning relevant to the Journalism and Documentary Production industry. * Experiential industry visits. * Interaction with a range of external speakers. * Working alone as a self motivated and independent learner to accomplish learning tasks and assignments. * Working as a team member to achieve a range of learning tasks and assignments. * Taking part in local and National competitions.   Students will have to demonstrate and apply their knowledge and understanding to a range of learning outcomes specific to each learning module providing transferable skills needed for lifelong learning. The learning modules aggregate to fulfil the programme learning outcomes. Students will be able to graduate from the programme upon the achievement of these outcomes.  **Aims**  The programme aims have been developed with the learner in mind and that upon completion of the Foundation Degree in Journalism and Documentary Production the learner will be able to:   * Demonstrate knowledge and understanding of a range of topics in practice and management related to the Journalism and Documentary Production industry specialising in content production. * Appreciate the importance of both theory and practice for effective results. * Develop critical thinking in practical and technical skills to encourage creativity and innovation. * Develop academic writing and thinking skills. * Develop a reflective practice as appropriate to industry. * Stimulate the development of students technical and industry skills and apply this to broader business activities and the role of the entrepreneur. * Apply research methods including design, methodical data collection, analysis and critical interpretation of data collected and use of proper technologies and techniques specific to Journalism and Documentary Production practices and present in a more constructive and influential manner. * Partake in National and Local Competitions to develop teamwork and industry knowledge. * Evidence the development of practical and professional work related leadership skills, including the need to meet ethical issues, health and safety requirements, relevant legislation and professional codes of conduct. * Demonstrate a range of transferable employability and lifelong learning skills, including the use of self reflection, self appraisal and independent approaches to learning as reflective practice for continuous professional development and career progression. * Develop management and business skill relevant to the industry. * Effectively use a range of communication skills for different purposes, including the effective use of ICT. * Build confidence in students presenting and professionally discussing work. * Utilise enhanced employability skills in developing a career in Journalism and Documentary Production and other related skill areas. * Develop ‘soft’ emotional management skills that build resilience with industry, (and appreciation for the value of such skills) as we believe that this is important to build diversity and creativity in the sector.   **Governmental call for digital skills to be embedded in education.**  The Government released a Policy Paper (01.03.21) ‘Digital skills and inclusion – giving everyone access to the digital skills they need’. The paper stated that Individuals, businesses, government and other organisations must take steps now to ensure that we have the skilled and capable workforce needed in an increasingly digital world. As our modern industrial strategy sets out, a lack of digital skills is not only a barrier to people fulfilling their potential, but also a barrier to a more productive economy.  There has been increasing traction on asking educators to purposefully embed digital skills in education as although young people are often thought of as ‘digital natives’, according to a recent Capgemini study, almost half of senior decision makers do not believe young people know how to use digital skills for work.  **The Work Based Learning Element.**  The programme will ensure that the Work Based Learning module is relevant and contextualised within the scope of the employer need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the programme is representing opportunities for employment across small and medium sized enterprises and self employment.  WBL will be supported to enable students to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part time work, integrated work placements and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner.  The structure of the FD in Journalism and Documentary Production will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression; flexibility and partnerships with industry.  The intention behind this exciting new course is to equip students with a range of relevant employability skills such as the priority for future skills (set out by the World economic Forum). Students need to walk away with more than just the base technical skills in order to succeed, they need to be able to constantly analyse and adapt to new social situations and technology. As mentioned in the introduction, soft skills also need to be developed over time in conjunction with technical/ enterprise skills and it is the hope that this could synthesise such skills.  This concept was similar to an experimental program called ‘SaP@Parsons’ in 2018. Amy Brown pioneered a *‘revised curriculum where research and enterprise education were interwoven throughout, helping to better equip graduates with the enhanced capacity to generate ideas and the skills to make them happen*’ This study took place in a Newcastle College on a Foundation degree. The outcome was very positive as it provided a platform for student’s creativity and provided an opportunity to put theory into practice. It was concluded that:  ‘*Such skills included working as a team, problem solving, critical thinking and presenting ideas. Developing those skills makes the world of work seem less intimidating because the students have already experienced what it is like to engage in and have responsibility for a real project*.’ (Brown, 2018:38).  Furthermore, giving students, creative control and agency when planning for a peer to peer event can develop a capacity for creatively driven self efficacy which could lay a foundation for adaptability in challenging and changeable environments. As Jackson (2010) stated in ‘Embedding research and enterprise into the curriculum: Adopting Student as Producer as a theoretical framework’:  ‘*Learning processes to foster creativity must develop self-efficacy, encourage risk taking in safe environments and help students to engage with messy/complex and unpredictable situations where there are no right and wrong answers*’ (Jackson 2010, P:3)  *Sources/ Supporting Research:*  British Film Industry., 2021. Film Education and industry employment. BFI, pp.1-23.  Conor, B., Gill, R. and Taylor, S., 2015. Gender and creative labour. *The Sociological Review*, *63*, pp.1-22.  Lee, D., 2013. Creative labor in the cultural industries. Sociopedia. isa, pp.1-13.  Succi, C. and Canovi, M., 2020. Soft skills to enhance graduate employability: comparing students and employers’ perceptions. *Studies in higher education*, *45*(9), pp.1834-1847.  Vincent, J. and Fabri, M., 2020. The Ecosystem of Competitive employment for university graduated with autism. International Journal of Disability and Education, pp.1-17.  Wreyford, N., 2015. Birds of a feather: Informal recruitment practices and gendered outcomes for screenwriting work in the UK film industry. *The Sociological Review*, *63*, pp.84-96.  Brown, A. (2018), "Embedding research and enterprise into the curriculum: Adopting Student as Producer as a theoretical framework", Higher Education, Skills and Work-Based Learning, Vol. 8 No. 1, pp. 29-40.  *NI Government. (2020), “New Decade, New approach”*, available at:  [*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/856998/2020-01-08\_a\_new\_decade\_\_a\_new\_approach.pdf*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/856998/2020-01-08_a_new_decade__a_new_approach.pdf)(accessed 13/04/2022).  *NI Government. (2019), “Northern Ireland Skills Barometer 2019”, available at:*  <https://www.economy-ni.gov.uk/publications/northern-ireland-skills-barometer-2019-update> (Accessed 13/04/2022)    Jackson, N.J. (2010), “Developing creativity through life wide education”, available at: <http://imaginative> curriculumnetwork.pbworks.com/ (accessed 11 April 2020).  World Economic Forum. *(2020), “Top 10 Work Skills of Tomorrow”, available at:* [*https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/*](https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/)(Accessed on the 13/04/2022)  Confederation of British Industry. (2021), “Skills for an Inclusive Economy”, available at:  <https://www.cbi.org.uk/media/7020/12684_tess_-survey_2021.pdf> (Accessed on the 13/04/2022)  *Belfast Metropolitan College, 2021. “Strategic Plan 2021/2-2023/4”.*  Brown, A. (2018), "Embedding research and enterprise into the curriculum: Adopting Student as Producer as a theoretical framework", Higher Education, Skills and Work-Based Learning, Vol. 8 No. 1, pp. 29-40.  *NI Government. (2020), “New Decade, New approach”*, available at:  [*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/856998/2020-01-08\_a\_new\_decade\_\_a\_new\_approach.pdf*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/856998/2020-01-08_a_new_decade__a_new_approach.pdf)(accessed 13/04/2022).  *NI Government. (2019), “Northern Ireland Skills Barometer 2019”, available at:*  <https://www.economy-ni.gov.uk/publications/northern-ireland-skills-barometer-2019-update> (Accessed 13/04/2022)    Jackson, N.J. (2010), “Developing creativity through life wide education”, available at: <http://imaginative> curriculumnetwork.pbworks.com/ (accessed 11 April 2020).  World Economic Forum. *(2020), “Top 10 Work Skills of Tomorrow”, available at:* [*https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/*](https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/)(Accessed on the 13/04/2022)  Confederation of British Industry. (2021), “Skills for an Inclusive Economy”, available at:  <https://www.cbi.org.uk/media/7020/12684_tess_-survey_2021.pdf> (Accessed on the 13/04/2022)  *Belfast Metropolitan College, 2021. “Strategic Plan 2021/2-2023/4”.*  Steiner, L (2017), “Gender and Journalism” (OUP) available at:  <https://oxfordre.com/communication/display/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-91> |

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| 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) |
| Belfast Met is the largest and longest established further and higher education college in Northern Ireland. We offer a broad range of innovative high quality, economically relevant provision. Our modern, award winning estate spans the length and breadth of the city of Belfast. Our Vision is to be a world class college that nurtures the talent and ambition of the City of Belfast and beyond.  Our mission is to make a fundamental impact on the economic and social success of the City of Belfast and beyond by equipping it people, employers and communities with the education and skills for work. Belfast Met has a diverse range of Higher Education (HE) programmes and is committed to excellence in this area in its curriculum strategy. The HE provisions at the Belfast Met is at credit Level 4 i.e. Higher National Certificate (HNC), Level 5 Higher National Diploma (HND) and Foundation Degree level. Belfast Met also offers BSc (Hons)and full Honours Degree programmes. These partner programmes are with our prestigious partner Universities like the Open University. Higher Education at Belfast Met is aligned to the Framework for Higher Education Qualifications (FHEQ) of the Quality Assurance Agency (QAA). This Framework is an integral part of quality assurance in HE. Belfast Met uses this framework in its planning, delivery and monitoring of all its HE programmes.  The Foundation Degree seeks to develop a range of intellectual, cognitive, practical and transferable skills. These are introduced across the programme and are developed both between and across each level. The programme has been designed in a way to provide students with the opportunity to enhance their knowledge and skills at each level and within modules taught at each level. The programme and module design are based on, research against similar programmes, benchmarking, the input of industry representatives and the views of students and alumni.  **At Level 4 students will undertake six compulsory 20 credit modules:**   * Introduction to Journalism and Documentary Productions * Production Skills 1: Camera, Audio and Lighting * Production Skills 2: Postproduction Techniques * Marketing and Exhibition * Factual Sourcing * Media Law and Ethics   **At level 5 students will undertake five compulsory units. Work Based Learning is at 40 Credits and all others are 20 credits.**   * Documentary Development: Narrative Storytelling in Factual Productions * Documentary Project * Journalism Project * Applied News Production * Work Based Learning   Upon successful completion of Level 4 and Level 5 modules, students will have attained the award of Foundation Degree (FD).  The programme will prepare students to work in many creative industries covering a wide range of jobs. They also can progress on to BSc Hons related programmes specifically the likes of:  BA (Hons) Filmmaking University of Central Lancashire  BA (Hons) Film and Television Production Teesside University  BA (Hons) Digital Journalism and Documentary Production Ravensbourne University London  BA (Hons) Film, TV, Radio and Media Production Liverpool Hope University  BA (Hons) Film Edinburgh Napier University  BA (Hons) Broadcast Journalism – Confetti Nottingham Trent University  BA (Hons) Media Production – Confetti Nottingham Trent University  BA (Hons) Journalism – Teesside University  BA (Hons) Journalism – UCLAN  BA (Hons) Media & Television Production – UCLAN  BA (Hons) Journalism (Broadcast) - University of Salford, Manchester  BA (Hons) Television and Radio Production – University of Salford  MA Wildlife Documentary Production – University of Salford  MA Documentary Production for TV, Film and Digital Media – University of Salford  BA (Hons) Journalism with Public Relations – University of Salford |

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| 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. |
| **The work based learning element.**  The programme will ensure that the Work based learning (WBL) is relevant and contextualised within the scope of the employer need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the Programme is representing opportunities for employment across small and medium sized enterprises and self employment.  WBL will be supported to enable students to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part time work, integrated work placements and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner.  The structure of the FD in Journalism and Documentary Production will have at its core an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility and partnerships with industry. WBL learning is incorporated into each unit on the course as the students will be learning the creative and technical skills required to make films by directly making unique Journalism and Documentary Productions.  The proposed Course Directors have existing and well established strong links with industry professionals which have provided work placements, mentorship, industry or workplace visits, internships and advice. To name a few:   * BBC NI * UTV * RTS (Royal Television Society) * Tern TV * One Tribe TV * Armchair and Rocket Productions * Havelock Street Productions * Stellify Media * HMDT (Holocaust Memorial Day Trust) * David Hull Promotions * The Irish Ladies Football Association   The College has a Work Based Learning pack to support students on placements (where applicable). The Work based Project will be college and employer driven and provide the student with the opportunity to apply the knowledge and skills acquired during year one of the programme to undertake a project. Guidance to employers, students and assessors regarding appropriate roles and responsibilities is provided along with documentation templates for the monitoring/assessment process. In cases where a student is an employee of the company, the module may be completed in the student’s workplace or part of it may be designed to include components of their current working activities. The College will follow the Quality Code guidance:  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>  This is course/module specific.  The College will ensure employer involvement in the monitoring of progress by following the Quality Code, Advice and Guidance Theme ‘Monitoring and Evaluation’  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation> |
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| 2.4 List of all exit awards |
| Certificate in Higher Education (Cert HE) upon successful completion of 120 credits at Level 4.  Foundation Degree (FD) upon successful completion of 240 credits at Level 5. |

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| **3. Programme structure and learning outcomes**  ***(The structure for any part-time delivery should be presented separately in this section.)*** | | | | | |
| **Programme Structure - LEVEL 4** | | | | | |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Introduction to Journalism and Documentary Practice | 20 |  |  | Yes | 1 |
| Production Skills 1: Camera, Audio and Lighting | 20 |  |  | Yes | 1&2 |
| Production Skills 2: Postproduction Techniques | 20 |  |  | Yes | 1&2 |
| Marketing and Exhibition | 20 |  |  | Yes | 2/1 |
| Factual Sourcing | 20 |  |  | Yes | 1/2 |
| Media Law and Ethics | 20 |  |  | Yes | 1/2 |

**Intended learning outcomes at Level 4 are listed below:**

| Learning Outcomes – LEVEL 4 | |
| --- | --- |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1:** Identify and demonstrate knowledge of some of the theories, concepts and principles underpinning the factual media industry.  **A2:** Understand and explain the impact of new developments in the factual media industry.  **A3:** Demonstrate knowledge of planning and implementation processes within industry projects. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, presentations, practical observation and project reports. |

| 3B. Cognitive skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1:** Apply some theories, principles and concepts to situations within the factual media industry.  **B2:** Apply a range of study skills and research techniques demonstrating the ability to interpret data and undertake independent research. | **Learning and Teaching Methods**:  Students are challenged to develop their cognitive skills by developing arguments, strategies and hypotheses based upon their research. They will explore diverse topics and develop a critical analysis of their findings.    Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.    Students will be presented with briefs (both live and simulated) that utilises Project Based Learning, a student centred pedagogy.    At Level 4, students will be introduced to fundamental practices across the industry that they will further build on and analyse at Level 5.    **Assessment Methods:**  Students will be assessed on their ability to critique and evaluate research. They will develop their knowledge using independent thinking skills and produce recommendations based upon and justified through supporting literature.    The assessment focuses on the coursework submissions, end of semester presentations, essays and project reports. Some of these skills are assessed in formal presentations.    Assessment strategies offer students clear guidance concerning future development. Self reflection and peer evaluation constitute an important part of formative assessment. |

| 3C. Practical and professional skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| C1: Undertake practical activities using technical skills and procedures whilst working as a manager/team member. **C2:** Demonstrate practical/professional skills with due regard for procedures, concepts and safe working practices.  **C3:**  Undertake independent research and effectively communicate findings.  **C4:** Design, plan and produce content in a variety of industry contexts. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self directed learning employing and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, presentations, practical examination/observation and project reports. * Application of hardware and software in an industry context. * Guest speakers/workshops to reflect on industry standards, procedures, best practice and current trends. * Use of project based activities and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. |

| 3D. Key/transferable skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1:** Develop effective written and oral communication and numerical skills including the application of IT.  **D2:** Use organisation skills (including task, time management and problem solving) both individually and in groups.  **D3:** Develop the ability to self appraise and reflect on practice in order to improve future performance.  **D4:** Demonstrate personal and interpersonal skills such as effective planning, organising, time management and teamwork. | **Learning and Teaching Methods**:  Transferable and fundamental skills are delivered throughout the course, i.e., lectures, coursework assignments. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint and other I.T. applications, presentations and library research skills. Other learning and teaching methodologies include team teaching, demonstration and peer learning.    Workshops with lecturing staff and visiting professionals will support students with research, academic writing and referencing throughout the year. Teaching and learning will be contextualised with social, ethical and legal relevance to the industry. Collaboration and communication techniques will be utilised through all learning and teaching activities, group discussions and simulations, project based learning activities, report writing and blended and virtual learning platforms.    Over the course of the programme, students are provided with essential information which they must then research, analyse and interpret. Students will undertake further independent reading to broaden the understanding of specific problems and design principles. This is designed to stretch and challenge students and develop their ability at Level 4 as preparation for Level 5. Creative thinking and critical analysis are engendered in every aspect of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level.    **Assessment Methods:**  Students will develop subject knowledge from data examination and enhance their understanding of assessments. Throughout the programme students will develop digital literacy by completing assessments and presentations using suitable methods.    The testing of learner knowledge is principally through coursework assignments, reports, online assessment, experimental reports and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self assessment and oral presentations.    Assessment strategies offer students clear guidance regarding future development. Self reflection and peer evaluation constitute an essential part of formative assessment. |

**Exit Award: Certificate in Higher Education in Journalism and Documentary Production. (Cert.HE)**

| **Programme Structure - LEVEL 5** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Compulsory modules** | | **Credit points** | | **Optional modules** | **Credit points** | | **Is module compensatable?** | | **Semester runs in** |
| Documentary Project | | 20 | |  |  | | Yes | | 1 |
| Journalism Project | | 20 | |  |  | | Yes | | 1 |
| Applied News Production | | 20 | |  |  | | Yes | | 1/2 |
| Documentary Development: Narrative Storytelling in Factual Productions | | 20 | |  |  | | Yes | | 1/2 |
| Work Based Learning | 40 | |  | |  | No | | 1/2 | | |

**Intended learning outcomes at Level 5 are listed below:**

| Learning Outcomes – LEVEL 5 | |
| --- | --- |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1:** Evaluate theories, concepts and principles within Journalism and Documentary Production Practice.  **A2:** Be able to apply the processes and procedures for effective planning, operation and management within Journalism and Documentary Production context.  **A3:** Demonstrate detailed knowledge of content creation within online platforms.  **A4:** Develop personal performance in a range of technical and managerial skills and integrate knowledge, skills and practices required for careers in the industry. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation and project reports. |

| 3B. Cognitive skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1**: Exercise critical thinking in the analysis ofa range of appropriate theories, principles and concepts to situations within Journalism and Documentary production.  **B2:** Develop the ability to provide reasoned analysis of current practices in the sector in order to initiate improvement.  **B3:** Locate, extract and analyse data from multiple sources, including the appropriate acknowledgement and referencing of sources.  **B4:** Develop the ability to critically assess and reflect on own performance and peer feedback, providing constructive feedback where needed. | **Learning and Teaching Methods**:  These intellectual cognitive skills are developed through lectures, seminars, tutorials or practical based activities, independent project work and work based learning activities.  As with Level 4, students will be presented with briefs however, at Level 5, project based Learning will move to more complex industry defined problems, forcing the students to develop their critical thinking, creativity and communication skills.  At Level 5, WBL will guide the students to develop more critical awareness, enabling students to formulate ideas and confidently research and experiment to strengthen their outcomes.  **Assessment Methods:**  The formative and summative assessment focuses on coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Reflective Journals, A/V evidence and completed products.  Assessment strategies offer students clear guidance regarding future development. Self reflection and peer evaluation constitute an important part of formative assessment.  Where students solve real life problems, cognitive skills are assessed via pitching and presenting ideas and peer feedback. |

| 3C. Practical and professional skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| C1: Plan, design and execute practical activities usingtechniques and procedures appropriate to the factualmedia industry. **C2:** Demonstrate practical/professional skills within a team setting - adapting and developing new skills and procedures for new situations whilst developing the product.  **C3:** Plan, design and create products using appropriate media and digital formats.  **C4:** Employ creative techniques to business related problems. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self directed learning employing study packs and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation and project reports. * Application and use of online virtual labs that enable students to construct real life scenarios to experiment and test out practical approaches to simulate advanced network configurations. * Site visits to organisation and companies to reflect on industry standards, procedures, best practice and current trends. * Use of project based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. |

| 3D. Key/transferable skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1:** Identify key problem areas and choose appropriate tools and methods, numeracy and literacy skills, data and information for their resolution.  **D2:** Interact effectively within a team, giving and receiving information and ideas and modifying response where appropriate, to develop professional working relationships.  **D3:** Demonstrate personal and interpersonal skills such as the effective planning, organising, management of and responsibility for contributing to the bringing of projects to completion on time either independently or as a team member.  **D4:** Evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement. | **Learning and Teaching Methods:**  Key/transferable skills will be developed through lectures, seminars and tutorials. This also includes ICT skills, information management, library research skills and preparation for placement activities. All transferable skills apply to theoretical disciplines, practical and work based activities. Other learning and teaching methodologies include team teaching, demonstration and peer learning.  Students will be provided with key information which they will research, analyse and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and creative design principles. The fundamental design of the programme is to stretch students, develop their skills at Level 5 as preparation for Level 6.  Work Based Learning at Level 5 enable students to work in industry (or simulated) contexts driving them to become effective in their time management, taking responsibility for their work and managing working with others in a professional environment.  Creative thinking and critical analysis are applied to all aspects of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level. At Level 5, students are encouraged to develop their self reflection and set targets with the tutor, reflecting on feedback and responding to this.  **Assessment Methods:**  Formative and summative assessments will be shown through coursework submissions, essays and project reports. Other assessment evidence may be generated using Logbooks / Diary / Digital Diary, Reflective Journals, A/V evidence and completed products, peer and supervisory review/evaluation. |

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| **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 |
| This programme will facilitate the opportunity for successful progression from a variety of Level 3 programmes: Creative Media Practice, Film and Television, Visual Effects, Games Development, Graphic Design, Art and/or I.T Data Practitioner to a Foundation Degree in Journalism and Documentary Production. The FD Programme is subject to prominent levels of employer engagement in areas such as curriculum and module design. Employer engagement will be encouraged throughout the programme in curriculum development, evaluation and self sourced placements on an ongoing basis. The course programme is designed to provide a high quality academic experience for students and enables student achievement and reliable assessment.  This programme of study will also offer clear routes that facilitate opportunities for successful progression from relevant A-Level qualifications such as Moving Image Arts and Media Studies.  Students will engage and develop skills for personal and professional development. This is embedded throughout the programme modules and the Work Based Learning module (WBL) in year 2.  Personal development planning is embedded into tutorials and lessons, whereby students will engage in activities to allow them to complete their course and progress into employment or level 6 education. This includes career planning, job searching, applications and interview techniques.  Access to a strong teaching team with a range of industry experience, academic and professional qualifications supporting high quality teaching and learning. Continuing professional development of staff responsible for learning and teaching is paramount to the ongoing progression of students. The College is committed to continuous staff training through staff contracts, the lecturers into industry initiative, training needs and staff development seminars. The College’s online learning platform is used extensively to deliver and support learning.    Students will have the opportunity to engage in research in areas of their choice. The added value of such an approach is to ensure the relevance of the programme requirements to the Journalism and Documentary Production industry. Side by side with the academic development of students, the programme looks to develop the learner’s key skills profile. The importance of such personal, transferable skills in graduates is widely recognised.  The students will have the ability to create news and feature packages and short documentaries that can be submitted to both and student and professional global film festivals. These films will be submitted for assessment and completed in three formats; organised residential film making events set up by the lecturing team, external student led projects and directly working for local organisations. Workshops and industry talks with small, medium and large media organisations including representatives from the main broadcast outlets will be conducted throughout the academic year. This will give learner the ability to learn about the industry and network with local professionals. Industry experiences and placements will also be offered to students when available.  Student membership of the Royal Television Society (RTS) is encouraged – several of our lecturing staff are involved in and members of this organisation, which runs online and in person workshops, talks and events across the United Kingdom. RTS student membership is free and exposes students to great industry opportunities to learn and network with professionals. |

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| 5. Support for students and their learning.  *(For apprenticeships this should include details of how student learning is supported in the workplace)* |
| The department for Learner Success sits alongside the five curriculum schools and the department for Curriculum Operations and Planning Services (COPS) as part of remit of the Director of Curriculum.    The Department’s primary role is to enable students to succeed at Belfast Metropolitan College. This is done by providing effective operational and support services via our Student Services teams and our Student Support teams.    The Student Services function is made up of the Admissions, Examinations Services and Library and Information Services teams.    The Student Support function is made up of the Careers and Employability, Inclusive Learning, Student Funding, Students’ Union, and Student Wellbeing teams.  As well as supporting our students, the Department also provides related support to staff throughout the College.      The College offers a wide range of student support services. These include:    · The Careers and Employability service.  · The Inclusive Learning service.  · The Student Finance Service.  · Students’ Union.  · The Faith Room.  · Centre for Student Wellbeing.  · Safeguarding Services; and  · Administration Services.      Further details can be accessed through the [College website](https://www.belfastmet.ac.uk/life-at-the-met/students-support/careers-and-employability/) and the College Student Activities and Advice section on Canvas (VLE).    College Student Activities and Advice notifications are also displayed at Campus reception and in the Student Union in every campus.    As part of a NI College Approach, BELFAST MET has invested and rolled out EBS as a data and performance dashboard; this is a software tool which consolidates relevant data from multiple sources into a single application and presents data through graphics and dashboards. The system is now firmly embedded to ensure the availability of data right down to team level to aid quality improvement, to improve data and its reporting across the College and underpin the performance review process. Live student attendance reports are available to be able to identify students at risk and trigger support interventions as well as course retention, achievement and success rates.    These approaches to evaluate performance, support and monitor students have substantially contributed to the sustained year on year sustainability in college’s student success rates.    The College has a Work Based Learning pack to support students on placements (where applicable). The Work based Project will be college and employer driven and provide the student with the opportunity to apply the knowledge and skills acquired during year one of the programme to undertake a project. Guidance to employers, students and assessors regarding appropriate roles and responsibilities is provided along with documentation templates for the monitoring/assessment process. In cases where a student is an employee of the company, the module may be completed in the student’s workplace or part of it may be designed to include components of their current working activities. The College will follow the Quality Code guidance:  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>  This is course/module specific.  The College will ensure employer involvement in the monitoring of progress by following the Quality Code, Advice and Guidance Theme ‘Monitoring and Evaluation’  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>  In addition, Higher Level Apprentices will have a college mentor who will liaise with their workplace mentor to monitor progress and to offer support. |

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| 6. Criteria for admission  *(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)* |
| **Students who wish to gain admission at first year of the Foundation Degree.**  Applicants must have reached the age of 18 years on admission.    GCSE English & Maths Grade C or equivalent.    80 tariff points has been set for this programme of study and is reflective of the number of tariff points required for similar Level 5 programmes across the 6 colleges within the FE Sector in Northern Ireland. This will also allow the programme to competitively position itself alongside other programmes offered by both Queens University and Ulster University also located in the city of Belfast.    Applicants who do not hold any formal Level 3/4 qualifications but hold significant relevant Industrial experience may gain admission through experiential learning and should request the College APEL procedure.  **Students may gain admission through Recognised Prior Learning.**  RPL is the process by which the College can identify, assess and certify an applicant’s past educational and vocational achievements. Applicants wishing to be considered for APL for a particular program for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage.  APEL is where applicants can gain admission to a program based on their experiential learning. At the application stage applicants should inform the admissions staff and the relevant course director of their intention to apply for APEL. APEL can only be used for admission purposes and not to gain credit or exemptions.  **International Students**  An international student is defined as a student who requires a Tier 4 (student) visa to study in the UK. Such applicants may or may not be living overseas at the time of making their course application. International applicants should apply via the usual route for full-time undergraduates, All International students must meet the College general entry requirements and academic qualifications requirements of the course. In addition, international students must have the required level of English Language IELTS academic 6.0.  All international qualifications will be checked for academic comparability using the online UKNaric qualifications database. The Admissions team has access to UKNaric training materials and guidance on the evaluation and verification of international qualifications. |

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| 7. Language of study |
| *English only* |

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| 8. Information about non-OU standard assessment regulations (including PSRB requirements) |
| Modules will be assessed by a mix of continuous assessment, coursework and group work. Within the work based learning module there will be a final year project that will be assessed through a portfolio of evidence based on their work placement experience. This module will be 40 credits.    In each module, students will be required to complete a number of coursework assignments. Assignments will assess knowledge and understanding; cognitive skills; practical and professional skills and key/transferable skills.  The Foundation Degree in Journalism and Documentary Production is a mixture of coursework, practical exercises, work based learning experiences and group work. The aims and learning outcomes of the programmes are achieved through the application of a variety of learning and teaching methods across the modules. The range of modules allows a varied and interesting mix of methods to be used to enhance knowledge and understanding as well as allowing students to practice and develop their professional and transferable skills. A variety of teaching methods and learning environments are utilised within the programme to provide an optimal framework for study, the development of skills and expertise, the production of coursework, work ready skills and preparations for examinations. Assessment is provided in both formative and summative formats.  Students’ experiences on their course should be as such to meet the aims of the course in developing their facility for critical thinking, problem solving, professional attitudes and the capacity for sustained independent work.  In each taught module the relative weighting assigned to all assessment constructs is specified. Assignments will take the form of case studies, practical activities, podcasts and/or research, video records and observations.  Staff members provide prompt and detailed feedback to all students within 15 working days. The Course Director and Team currently monitor the assessment burden on students in each year and act where necessary. The staggering of submissions is considered essential in determining student workload is as balanced as possible throughout the semester. It is also hoped that the indirect impact of which is that marking and feedback workload for the teaching is also addressed in increments.  Assessment strategies will be closely related to the aims and learning outcomes of individual modules, but similar types of strategies are assessed and given feedback by standard methods to promote consistency across modules. Central to any assessment strategy is the need to assess whether learning outcomes have been met by candidates in relation to not only the course aims and objectives but also as a form of feedback to students in terms of their learning progression. It is in furthering this clarity that feedback sheets (included in the assessment details and brief), contain a marking scheme with detailed reference to the learning outcomes also stated on the Cover Sheets.  Students will be provided with comprehensive information at the start of each module detailing assessment schedules throughout. Individual Assessment Specifications clearly articulate requirements (including submission and return deadlines) and a marking scheme will be provided.  A comprehensive range of assessment strategies will be employed by the course team, involving both individual and group work. These are essential to assess students' skills of report writing and incorporates the understanding and development of academic skills in helping students to appreciate a range of presentation media and appreciate where and how best to apply these media. Coursework is also a vehicle with which to allow students to illustrate academic rigour in research and referencing. Students are made aware of the concepts of intellectual property and plagiarism. Coursework can be presented in a variety of assessment methods such as:   * Group Based work * Time Constrained Practical Exercises * Project Reports * Observations * Portfolios of evidence * Podcasts * Live Streams * Recordings   All coursework material is both internally and externally moderated prior to it being made accessible to students. Also following its marking, internal verification of marking is generally accepted as essential before summative feedback is delivered to the students to ensure adequate validity, reliability and fairness.    Innovative approaches are used in the assessment process, including observations, practical exercises, case studies, podcasts, broadcasting etc. In some units the assessment involves group activity.  The following outlines those regulations specific to the programme:   * Pass mark for the module shall be 40%. * Modules have the ability to use compensation   **Summary of assessment requirements**  The Programme adopts in full the Awarding Body Academic Principles and Regulations. Students will be provided with a copy of the Student Assessment Regulations at the point of registration for their programme.  **Internal Verification/External Verification**   * **Internal Verification of Assessment**   In Belfast Metropolitan College Internal Verification is one of the key Quality Assurance processes used to ensure consistency, transparency, validity and reliability of assessment design, grading, and marking. All assessed work submitted will be sampled by an internally allocated standards verifier in accordance with College’s standard Operating Procedures, with no confirmation of criteria achieved reported to students until this has been completed.  **Internal Verification Process**  In line with Open University Handbook for validated awards and Open University regulations:  <https://www.belfastmet.ac.uk/siteFiles/resources/docs/PublicDocuments/OU-Handbook-for-Validated-Awards-2022-23.pdf>  [OU Validation Regulations Single Awards (belfastmet.ac.uk)](https://www.belfastmet.ac.uk/siteFiles/resources/_noindex/OU/RegulationsforOUValidatedawardsatBelfastMet2021_22.pdf)  Each module has an identified Internal Verifier.  The process at level 4-7 is monitored and overseen by External Examiners  The College employs a three tier system of internal assessment quality control which includes:   * Assessment validation carried out by module Internal Verifier. * Internal verification of assessment decisions by module Internal Verifier; and * Assessment sampling by External Examiners.   Every student will have their assessed work, including the assessment decision sampled at some stage during the programme; Belfast Met considers assessment validation and internal verification of assessment decisions to be the cornerstones of the assessment Quality Assurance process. All assessment briefs are validated by an Internal Verifier prior to use and a sample of ALL assessments submitted will have the assessment decisions internally verified, prior to feedback to the students.   * **External Examination / Verification**   The programme is externally verified by an External Examiner (EE) appointed by the Open University. This will be a subject specialist who will ensure that the student work meets the Academic Standard. This external appointee will visit annually to carry out this verification.  **Assessment Principles**  The Programme adopts in full the Awarding Body Academic Principles and Regulations. Students will be directed to the location of the Student Assessment Regulations at the point of registration for their programme. |

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| 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)* |
| *Not Applicable* |

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| 10. Methods for evaluating and improving the quality and standards of teaching and learning. |
| The Programme is managed and operated in accordance with College and Open University regulations and procedures. This will include representation and input from employers who will contribute to curriculum development and review. Reports will be made to the College’s Quality Department (and the Awarding Body) which will take appropriate action including reviews and audits to continually enhance the programme.  College standard mechanisms for review and evaluation of teaching, learning and assessment of the curriculum and outcome standards include: -   * Formal cycle of student engagement and feedback to include Module Evaluations, Course Evaluations and Staff Student Consultative Committees. * Annual Programme Review. * External Examiners visits. * College internal quality assurance arrangements including internal auditing of programme management. * External quality assurance arrangements. * Staff Appraisal; and * Staff development including scholarly activity.   The committees with responsibility for monitoring, evaluating and improving quality include   * Internally   + The Centre for Curriculum Quality Assurance and Performance Development.   + HE Coordinators Forum.   + HE Quality Forum.   + Monthly Performance review Process; and   + Management through the Appraisal Process. * Externally   + External Examiners; and   + The Quality Assurance Agency.   Mechanisms for gaining student feedback on the quality of their learning experience include: -   * Formal cycle of student engagement and feedback to include Module Evaluations, Course Evaluations and Staff Student Consultative Committees. * Weekly personal tutor review of student progress/e-ILP (Individual Learning Plan); and   Supervised Work based learning visits and reports – where applicable. |

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| 10. Changes made to the programme since last (re)validation |
| *Not applicable* |

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 A5, A6, B5 B6, B7, B8, C5,C6,C7,C8, D5, D6, D7 NOT APPLICABLE

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | **Programme outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **A5** | **A6** | **A7** | **A8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** | **C1** | **C2** | **C3** | **C4** | **C5** | **C6** | **C7** | **C8** | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** |
| 4 | Introduction to Journalism and Documentary Practices | x |  | x |  |  |  |  |  | x | x |  |  |  |  |  |  | x | x |  | x |  |  |  |  | x | x | x |  |  |  |  |
| Production Skills 1 – Camera, Audio and Lighting |  | x | x |  |  |  |  |  | x | x |  |  |  |  |  |  | x | x |  | x |  |  |  |  | x | x | x |  |  |  |  |
| Production Skills 2 – Post-Production Techniques | x | x |  |  |  |  |  |  |  | x |  |  |  |  |  |  | x | x | x |  |  |  |  |  | x |  | x | x |  |  |  |
| Marketing and Exhibition | x | x | x |  |  |  |  |  | x | x |  |  |  |  |  |  | x |  | x | x |  |  |  |  | x |  | x |  |  |  |  |
| Factual Sourcing | x |  | x |  |  |  |  |  | x | x |  |  |  |  |  |  | x | x | x | x |  |  |  |  | x |  |  | x |  |  |  |
| Media Law and Ethics | x | x | x |  |  |  |  |  | x | x |  |  |  |  |  |  | x | x | x | x |  |  |  |  | x | x | x | x |  |  |  |
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|  |  | **Programme outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **A5** | **A6** | **A7** | **A8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** | **C1** | **C2** | **C3** | **C4** | **C5** | **C6** | **C7** | **C8** | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** |
| 5 | Digital Documentary Project | x | x |  | x |  |  |  |  | x |  | x | x |  |  |  |  | x | x | x | x |  |  |  |  | x |  | x | x |  |  |  |
| Documentary Development: Narrative Storytelling in Factual Production |  |  | x | x |  |  |  |  | x |  |  | x |  |  |  |  | x |  | x |  |  |  |  |  | x | x |  | x |  |  |  |
| Journalism Project | x | x |  | x |  |  |  |  | x | x | x | x |  |  |  |  |  | x | x | x |  |  |  |  |  | x |  | x |  |  |  |
| Applied News Production |  | x | x | x |  |  |  |  | x | x | x | x |  |  |  |  | x | x | x | x |  |  |  |  | x | x | x | x |  |  |  |
| Work based Learning | x | x |  | x |  |  |  |  | x | x | x | x |  |  |  |  | x | x | x | x |  |  |  |  | x | x | x | x |  |  |  |
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Annexe 3 - Curriculum mapping against the apprenticeship standard

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

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

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