

## Programme specification

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

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	FD Film Production
<b>Teaching Institution</b>	Belfast Metropolitan College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	23 <sup>rd</sup> March 2023
<b>Date of latest OU (re)validation</b>	N/A
<b>Next revalidation</b>	23 <sup>rd</sup> March 2028
<b>Credit points for the award</b>	240 points
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2023
<b>Underpinning QAA subject benchmark(s)</b>	QAA Undergraduate Subject Benchmark Statements for Communication, Media, Film & Cultural Studies (2019)
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	Northern Ireland Screen, Royal Television Society
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Full time - Face to Face
<b>Duration of the programme for each mode of study</b>	Full-time and Part-Time - 2 years
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	

**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.**

#### Educational aims and objectives

*The proposed rationale of the programme is to:*

1. Equip learners with the skills and knowledge relevant to employment in the film industry in the key creative and technical areas.
2. To support the participation of learners 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 post-production skills.
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 learners to progress to a range of bachelor's degree (Hons) programmes.
6. To provide an opportunity for learners to experience and apply the knowledge and transferable skills in the workplace.

*Target Audience:*

The target audience is learners who have recently completed, A-Level's or equivalent in relevant subjects e.g., Creative Media Production, Moving Image Arts or Film Studies.

The learners should have a specific interest in developing a career in fiction film production however the skills would be transferrable to other areas of the media industry e.g., Television production, Videography and Photography.

Structure:

- The FD in Film 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 module (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 learners 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 short fiction film 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 Film 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 learners will take part in extracurricular production opportunities, giving them real work experience of the industry. Students will be encouraged to submit their final productions to both student and professional film 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.

**At Level 4 learners will undertake four compulsory 30 credit modules:**

- Pre-production for a Fiction Production
- Production for a Fiction Production
- Post-Production for a Fiction Production
- Film Language and Industry

**At level 5 learners will undertake four compulsory units. One at 15 credits, two 30 credits and one 45 credit module:**

- Writing and Pitching a Short Film Screenplay
- Crew Skills and the Production Workflow
- Editing, Colour Grading and Sound Mixing
- 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 learners 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 Film Production Ravensbourne University London

BA (Hons) Film, TV, Radio and Media Production Liverpool Hope University

BA (Hons) Film Edinburgh Napier University

#### 2.4 List of all exit awards

Certificate of 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.

### 3. Programme structure and learning outcomes

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

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Year/Semester runs in</b>
Pre-Production for a Fiction Film	30			No	1/2
Production for a Fiction Film	30			No	1/2
Post-Production for a Fiction Film	30			No	1/2
Film Language and Industry	30			No	1/2

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

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> Identify and demonstrate knowledge of some of the theories, concepts and principles underpinning the film industry.</p> <p><b>A2</b> Understand and explain the impact of new developments on the film industry.</p> <p><b>A3</b> Demonstrate knowledge of planning and implementation processes within industry projects.</p>	<ul style="list-style-type: none"> <li>• Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment.</li> <li>• Assessment Methods: Coursework related to assignments, case studies and projects, presentations, practical observation and project reports.</li> </ul>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1</b> Apply some theories, principles and concepts to situations within the Film industry.</p> <p><b>B2</b> Apply a range of study skills and research techniques demonstrating the ability to interpret data and undertake independent research.</p>	<p><b>Learning and Teaching Methods:</b> Learners 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.</p> <p>Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Students will be presented with briefs (both live and simulated) that utilises Project-Based Learning, a student-centred pedagogy.</p>

**3B. Cognitive skills**

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:**

Learners 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.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1</b> Undertake practical activities using technical skills and procedures whilst working as a manager/team member.</p> <p><b>C2</b> Demonstrate practical/professional skills with due regard for procedures, concepts and safe working practices.</p> <p><b>C3</b> Undertake independent research and effectively communicate findings.</p> <p><b>C4</b> Design, plan and produce content in a variety of industry contexts.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, presentations, practical examination/observation and project reports.</li> <li>• Application of hardware and software in an industry context.</li> <li>• Guest speakers/workshops to reflect on industry standards, procedures, best practice and current trends.</li> <li>• Use of project-based activities and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations.</li> </ul>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1</b> Develop effective written and oral communication and numerical skills including the application of IT.</p> <p><b>D2</b> Develop the ability to self appraise and reflect on practice in order to improve future performance.</p>	<p><b>Learning and Teaching Methods:</b> 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,</p>

3D. Key/transferrable skills	
<p><b>D3</b> Demonstrate personal and interpersonal skills such as effective planning, organising, time management and teamwork.</p>	<p>presentations and library research skills. Other learning and teaching methodologies include team teaching, demonstration and peer learning.</p> <p>Workshops with lecturing staff and visiting professionals will support learners 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.</p> <p>Over the course of the programme, learners are provided with essential information which they must then research, analyse and interpret. Learners will undertake further independent reading to broaden the understanding of specific problems and design principles. This is designed to stretch and challenge learners 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 regular mentoring sessions with the unit lecturer. Discussion and critiques will support the development of problem resolution at a higher intellectual level.</p> <p><b>Assessment Methods:</b> Learners will develop subject knowledge from data examination and enhance their understanding of assessments. Throughout the programme learners will develop digital literacy by completing assessments and presentations using suitable methods.</p>

<b>3D. Key/transferable skills</b>	
	<p>The testing of learner knowledge is principally through coursework assignments, reports, practical tasks and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self-assessment and oral presentations.</p> <p>Assessment strategies offer students clear guidance regarding future development. Self reflection and peer evaluation constitute an essential part of formative assessment.</p>

**Exit Award: Certificate in Higher Education in Esports. (Cert.HE)**

<b><u>Programme Structure - LEVEL 5</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Writing and Pitching a Short Film Screenplay	15			Yes	1
Crew Skills and the Production Workflow	30			No	1/2
Editing, Colour Grading and Sound Mixing	30			No	1/2
Work Based Learning	45			No	1/2

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Evaluate theories, concepts and principles within the film industry.</p> <p><b>A2:</b> Be able to apply the processes and procedures for effective planning, operation and management within a film context.</p> <p><b>A3:</b> Demonstrate detailed knowledge of film production.</p>	<ul style="list-style-type: none"> <li>Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College's Virtual Learning Environment.</li> <li>Assessment Methods: Coursework related to assignments, case studies and projects, presentations, practical examination/observation and project reports.</li> </ul>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A4:</b> Develop personal performance in a range of technical and managerial skills and integrate knowledge, skills, and practices required for careers in the industry.</p>	
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Exercise critical thinking in the analysis of a range of appropriate theories, principles and concepts to situations within the film industry.</p> <p><b>B2:</b> Develop the ability to provide reasoned analysis of current practices in the sector in order to initiate improvement.</p> <p><b>B3:</b> Locate, extract and analyse data from multiple sources, including the appropriate acknowledgement and referencing of sources.</p> <p><b>B4:</b> Develop the ability to critically assess and reflect on own performance and peer feedback, providing constructive feedback where needed.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>These intellectual cognitive skills are developed through lectures, seminars, tutorials or practical based activities, independent project work and work-based learning activities.</p> <p>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.</p>

3B. Cognitive skills	
	<p>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.</p> <p><b>Assessment Methods:</b></p> <p>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.</p> <p>Assessment strategies offer students clear guidance regarding future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> <p>Where students solve real-life problems, cognitive skills are assessed via pitching and presenting ideas and peer feedback.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1:</b> Plan, design and execute practical activities using techniques and procedures appropriate to the film industry.</p>	<ul style="list-style-type: none"> <li>• Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self-directed learning and use of the College's Virtual Learning Environment.</li> <li>• Assessment Methods: Coursework related to assignments, case studies and projects, presentations, practical examination/observation and project reports.</li> </ul>

<b>3C. Practical and professional skills</b>	
<p><b>C2:</b> Demonstrate practical/professional skills within a team setting - adapting and developing new skills and procedures for new situations whilst developing the product.</p> <p><b>C3:</b> Plan, design, and create products using appropriate equipment/technology.</p> <p><b>C4:</b> Employ creative techniques to business related problems.</p>	<ul style="list-style-type: none"> <li>• Site visits to organisation and companies to reflect on industry standards, procedures, best practice and current trends.</li> <li>• Use of project based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations.</li> </ul>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Identify key problem areas and choose appropriate tools and methods, numeracy and literacy skills, data and information for their resolution.</p> <p><b>D2:</b> Interact effectively within a team, giving and receiving information and ideas and modifying response where appropriate, to develop professional working relationships.</p> <p><b>D3:</b> 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.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>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.</p> <p>Learners 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</p>

<b>3D. Key/transferable skills</b>	
<p><b>D4:</b> Evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement.</p>	<p>to stretch learners, develop their skills at Level 5 as preparation for Level 6 and industry.</p> <p>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.</p> <p>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.</p> <p><b>Assessment Methods:</b></p> <p>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, audio-visual evidence and completed products, peer and supervisory review/evaluation.</p>

### 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 (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																														
		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	Pre-production for a Fiction Film	X		X						X	X							X	X	X	X					X	X	X				
	Production for a Fiction Film	X	X							X	X							X	X	X	X					X	X	X				
	Post-Production for a Fiction Film	X								X	X							X	X	X	X					X	X	X				
	Film Lanuge and Industry	X		X						X	X							X	X	X	X					X	X	X				

Level	Study module/unit	Programme outcomes																														
		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	Writing a Short Film Screenplay	X		X						X	X	X	X					X		X						X	X	X				
	Crew Skills and the Film Production Workflow	X		X						X	X	X	X					X	X	X							X	X	X			
	Editing, Colour Grading and Sound Mixing for a Fiction Film	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	X			

### Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.