

Programme specification

1. Overview/ factual information

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| Programme/award title(s) | BA (Hons) Media Production |
| Teaching Institution | The University Centre Peterborough (UCP) |
| Awarding Institution | The Open University (OU) |
| Date of first OU validation | November 2021 |
| Date of latest OU (re)validation | N/A |
| Next revalidation | 2026 |
| Credit points for the award | 360 |
| UCAS Code | P300 |
| HECoS Code | 100061 |
| LDCS Code (FE Colleges) | |
| Programme start date and cycle of starts if appropriate. | September 2022 |
| Underpinning QAA subject benchmark(s) | Communication, Media, Film & Cultural Studies |
| Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered. | Local Enterprise Partnership or equivalent: Cambridgeshire & Peterborough Independent Economic Review. |
| Professional/statutory recognition | N/A |
| For apprenticeships fully or partially integrated Assessment. | N/A |
| Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship | FT, PT |
| Duration of the programme for each mode of study | 3 years in full time mode 4 years in part time mode |

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

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take 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 student's 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 BA (Hons) Media Production programme aims to:

- To provide a comprehensive foundation in Media Production, based on QAA benchmarks and professional standards, for students wishing to pursue a career in the media production sector.
- To develop versatile, creative media practitioners while at the same time fostering the professionalism required in the field.
- Create opportunities for students to investigate and develop interrelationships within and between different areas of media production and foster an interdisciplinary approach to the subject.
- Engage students creatively, practically and intellectually in media production projects, critical reflection and written and oral debate and discussion.
- Cultivate a wide range of interpersonal, communication and problem-solving skills in the student, alongside encouraging systematic understanding of the field, proficiency in critical analysis and fostering the acquisition of transferable skills.
- Enable students to become independent, flexible learners who are responsive and proactive in dealing with future challenges and changes in the field and beyond.
- Meet local, national & international need for skills in media production.
- To promote access to further progression within higher education, research and professional development.

2.2 Relationship to other programmes and awards

The BA (Hons) Media Production programme sits within the cluster of programmes in the Arts and Media including Acting for Stage and Screen, Digital Arts, Journalism and Digital Marketing. It also has particularly strong links with the Journalism programme with some staff teaching across programmes.

The BA (Hons) Media Production programme is closely related to the BA (Hons) Journalism, but both remain as separate courses. Most of the modules will be shared across the courses, but due to the nature of the different disciplines, they will be taught with different slants to ensure students are given the information they need. For example, the video modules will see students taught key video production skills at L4, but additional seminar activities will allow the journalism students to produce factual content, but the media students will explore the depths of video content produced across the industry, including documentaries, short films, studio productions, music videos and advertising.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

- Media Production, Certificate of Higher Education (Cert HE) upon successful completion of 120 credits at Level 4
- Media Production, Diploma of Higher Education (DipHE) upon successful completion of 240 credits at Levels 4 and 5.
- Media Production, Ordinary Degree (BA) upon successful completion of 300 credits (60 credits at Level 6).

| 3. Programme structure and learning outcomes | | | | | |
|--|---------------|------------------|---------------|--------------------------|------------------|
| BA (Hons) Media Production | | | | | |
| Programme Structure - LEVEL 4 Full time | | | | | |
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| Media Law & Ethics 1 | 15 | | | No | Y1 S1 |
| Pre-Production Portfolio | 15 | | | Yes | Y1 S1 |
| Exploring Media | 15 | | | Yes | Y1 S1 |
| Introduction to Video | 15 | | | Yes | Y1 S1 |
| Promotional Video | 15 | | | Yes | Y1 S2 |
| Integrated Design and Features | 15 | | | Yes | Y1 S2 |
| Introduction to Audio | 15 | | | Yes | Y1 S2 |
| Launching Your Career | 15 | | | Yes | Y1 S2 |
| Programme Structure - LEVEL 4 Part time | | | | | |
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| Media Law & Ethics 1 | 15 | | | No | Y1 S1 |
| Pre-production Portfolio | 15 | | | Yes | Y1 S1 |
| Exploring Journalism | 15 | | | Yes | Y1 S1 |
| Introduction to Video | 15 | | | Yes | Y2 S1 |
| Promotional Video | 15 | | | Yes | Y1 S2 |
| Integrated Design | 15 | | | Yes | Y1 S2 |
| Introduction to Audio | 15 | | | Yes | Y1 S2 |
| Launching Your Career | 15 | | | Yes | Y2 S2 |

Intended learning outcomes at Level 4 are listed below:

| <u>Learning Outcomes – LEVEL 4</u> | |
|---|--|
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1: Demonstrate a broad knowledge of the key concepts and theories within the field of media production.</p> <p>A2: Demonstrate an ability to apply and communicate knowledge to situations to provide a foundation for further study in the field of media production.</p> <p>A3: Demonstrate knowledge and understanding of the legal and ethical frameworks that underpin best practice in the field of media production.</p> <p>A4: Apply appropriate scholarly and theoretical principles to media questions.</p> <p>A5: Begin to demonstrate an ability to formulate, justify and propose your own ideas and concepts in working towards a variety of outcomes in media production</p> | <p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.</p> <p>These include:</p> <ul style="list-style-type: none"> - traditional methods of lectures supported with seminars but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities, critiques, peer review/ feedback, studio. - Field trips, conferences, live briefs, work-based learning, industry pitches <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include Essays, Written examinations</p> <p>Portfolios (contents detailed on relevant Module Specifications), Oral Presentations, Reviews, Reports, Discussion Boards, Critical Reflections and in addition, online quizzes will be utilised to check academic progress, formal debate. Pitches, Essay plan</p> |

| 3B. Cognitive skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1: Demonstrate ability to collect information from a variety of authoritative sources to help inform a choice of solutions to basic problems in the field of media production.</p> <p>B2: Demonstrate a capacity for conceptual thinking.</p> <p>B3: Adopt a collaborative and problem-solving approach to a range of scenarios from the field of media production.</p> <p>B4: Identify principles and concepts underlying theoretical frameworks and approaches, with the ability to recognise associated strengths and weaknesses.</p> | <p>A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3C. Practical and professional skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1: Recognise personal skill profile, strengths and weaknesses within the context of media production</p> <p>C2: Develop practical production skills utilising different media, different equipment in a variety of environments and fields while building a knowledge of industry specific software and hardware.</p> <p>C3: Demonstrate awareness of ethical issues and ability to discuss these in relation to personal beliefs, values and commercial considerations, whilst also applying these principles to practical contexts.</p> <p>C4: Where applicable, work effectively with others, encouraging collaborative teamwork, able to take a lead role when appropriate, and recognising the different roles within a team.</p> | <p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3D. Key/transferrable skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1: Work independently and creatively to set realistic goals, meeting deadlines, responding to feedback and taking appropriate remedial action when necessary.</p> <p>D2: Adopt a collaborative and problem-solving approach to problems limited in complexity.</p> <p>D3: Communicate clearly and appropriately to clarify tasks and rectify issues in a range of contexts.</p> <p>D4: Respond to feedback and criticism and reflect on their own developing knowledge and practice.</p> | <p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to creative and design problems. They will work with students from other disciplines and be supported in developing innovative solutions.</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferrable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings, and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

Exit Award: Certificate of Higher Education (Cert HE) in Media Production upon successful completion of a minimum of 120 credits at Level 4

| Programme Structure - LEVEL 5 Full time | | | | | |
|---|---------------|-------------------------|---------------|--------------------------|------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| Mobile Filmmaking | 30 | | | No | Y2 S1 |
| Employability | 15 | | | Yes | Y2 S1 |
| Photojournalism | 15 | | | Yes | Y2 S1 |
| TV & Film Production | 30 | | | No | Y2 S2 |
| Media & Representation | 15 | | | Yes | Y2 S2 |
| | | Podcasting | 15 | Yes | Y2 S2 |
| | | Documentary Film Making | 15 | Yes | Y2 S2 |

| Programme Structure - LEVEL 5 Part time | | | | | |
|---|---------------|-------------------------|---------------|--------------------------|------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| Mobile Filmmaking | 30 | | | No | Y2 S1 |
| Employability | 15 | | | Yes | Y2 S1 |
| Photographic Project | 15 | | | Yes | Y3 S1 |
| TV & Film Production | 30 | | | No | Y2 S2 |
| Media & Representation | 15 | | | Yes | Y2 S2 |
| | | Podcasting | 15 | Yes | Y3 S2 |
| | | Documentary Film Making | 15 | Yes | Y3 S2 |

Intended learning outcomes at Level 5 are listed below:

| <u>Learning Outcomes – LEVEL 5</u> | |
|--|--|
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1: Demonstrate detailed knowledge of established theories and concepts within the field of media production.</p> <p>A2: Formulate and investigate questions through structured enquiry, drawing on a range of materials, including primary sources.</p> <p>A3: Demonstrate knowledge and understanding of the tools needed to develop professionally in specialist areas of media production for future employment.</p> <p>A4: Realise and apply best legal and ethical practice in the field of media production, in accordance with best practice as set out by statute, academic and professional bodies.</p> | <p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.</p> <p>These include:</p> <ul style="list-style-type: none"> - traditional methods of lectures supported with seminars but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities. - Field trips, site visits and surveys and heritage walks. <p>They will learn key research skills and methods through subject-specific workshops focussing on how to apply these skills in their own independent research.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include Essays and Written examinations. In addition, Online Quizzes will be utilised (to check academic progress at the half-way point of the module). Portfolios (contents detailed on relevant Module Specifications), Oral Presentations, Reviews, Reports, Discussion Boards, Critical Reflections</p> |

| 3B. Cognitive skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1: Assess, evaluate and communicate evidence and appraise the merits of competing theories and explanations.</p> <p>B2: Undertake supervised research to provide new information and/or explore new data to identify patterns and relationships.</p> <p>B3: Use appropriate theoretical models and frameworks to judge the significance of data collected, recognising limitations of lines of enquiry.</p> <p>B4: Adopt a collaborative, innovative and problem-solving approach to journalistic scenarios, comparing alternative methods and techniques.</p> <p>B5: Demonstrate a capacity for systematic and conceptual thinking.</p> | <p>A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3C. Practical and professional skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1: Undertake complex and non-routine media productive tasks.</p> <p>C2: Collect, retrieve and synthesise information.</p> <p>C3: Interact effectively within a team, giving and receiving information and ideas, and modifying actions and responses as appropriate.</p> <p>C4: Select appropriate tools needed to develop professionally in specialist areas of media production.</p> <p>C5: Act in a legally compliant and ethical manner in relation to working in the broad media field.</p> | <p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to field trips, site surveys and heritage walks.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3D. Key/transerable skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1: Adopt a collaborative and problem-solving approach to complex issues.</p> <p>D2: Work independently, acting on their own initiative on projects where they are responsible for setting realistic goals, meeting deadlines, reflecting on feedback and taking appropriate remedial action where necessary.</p> <p>D3: Assess own capabilities using justifiable criteria set by themselves, peers and academic feedback, and reflect on their own developing knowledge and practice.</p> <p>D4: Adapt interpersonal and communication skills to a diverse range of situations and audiences.</p> | <p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to creative and design problems. They will work with students from other disciplines and be supported in developing innovative solutions.</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

Exit Award: Diploma of Higher Education (DipHE) in Media Production upon successful completion of a minimum of 240 credits at Levels 4 and 5.

| Programme Structure - LEVEL 6 Full time | | | | | |
|---|---------------|------------------|---------------|--------------------------|------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| Professional Development | 30 | | | No | Y3 S1 |
| Major Project 1 | 15 | | | Yes | Y3 S1 |
| Media Portfolio 1 | 15 | | | Yes | Y3 S1 |
| Major Project 2 | 30 | | | No | Y3 S2 |
| Managing A Client Brief | 15 | | | Yes | Y3 S2 |
| Media Portfolio 2 | 15 | | | Yes | Y3 S2 |

| Programme Structure - LEVEL 6 Part time | | | | | |
|---|---------------|------------------|---------------|--------------------------|------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| Professional Development | 30 | | | No | Y3 S1 |
| Major Project 1 | 15 | | | Yes | Y3 S1 |
| Media Portfolio 1 | 15 | | | Yes | Y4 S1 |
| Major Project 2 | 30 | | | No | Y3 S2 |
| Managing A Client Brief | 15 | | | Yes | Y3 S2 |
| Media Portfolio 2 | 15 | | | Yes | Y4 S2 |

Intended learning outcomes at Level 6 are listed below:

| Learning Outcomes – LEVEL 6 | |
|--|--|
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1: Demonstrate a systematic and evaluative understanding of the media and its function within society.</p> <p>A2: Demonstrate current understanding of specialist areas in depth.</p> <p>A3: Demonstrate critical knowledge and understanding of the tools needed to develop professionally in specialist areas of media production.</p> <p>A4: Apply appropriate scholarly, theoretical and practical principles to lines of inquiry in the field of media production and to complex problems.</p> <p>A5: Realise and apply best legal and ethical practice in the field of media production, in accordance with best practice as set out by statute, academic and professional bodies.</p> | <p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.</p> <p>These include:</p> <ul style="list-style-type: none"> - traditional methods of lectures supported with seminars but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities. - Field trips, site visits and surveys and heritage walks. <p>Students will be supported to undertake a major piece of independent research.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include Essays, Reflective Logbooks, Online Quizzes, Group work and Written Examinations. In addition, the students will give Presentation to their peers, Review (academic papers on a given subject area), Write Reports, Discussion Boards, Critical Reflection, Undergraduate Major Projects.</p> |

| 3B. Cognitive skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1: Assess and evaluate ideas and evidence and appraise the merits of competing theories and perspectives.</p> <p>B2: Formulate the possibility of new concepts within existing evidence and knowledge.</p> <p>B3: Demonstrate confidence and flexibility whilst using a problem-solving and collaborative approach in identifying and defining complex problems.</p> <p>B4: Select and utilise investigative approaches and techniques to critically analyse evidence and evaluate outcomes.</p> <p>B5: Identify a major field of personal learning and demonstrate broad knowledge within it.</p> | <p>A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3C. Practical and professional skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1: Select appropriate tools and techniques needed to develop professionally in specialist areas of media production.</p> <p>C2: Practice core applied techniques of media production that achieves near-professional standards.</p> <p>C3: Demonstrate awareness of personal responsibility and requirement to act in a legally compliant and ethical manner in relation to working in the field of media production.</p> <p>C4: Where applicable, work as a member of a development team, interacting with others, encouraging co-operative working, able to take a lead role when appropriate, recognising the different roles within a team and different ways of organising teams.</p> | <p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to field trips, site surveys and heritage walks.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3D. Key/transferable skills | |
|---|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1: Work independently, acting on their own initiative on a project where they are responsible for setting realistic goals, meeting deadlines, reflecting on feedback, and taking appropriate remedial action where necessary.</p> <p>D2: Adopt a collaborative and problem-solving approach to complex media-related problems.</p> <p>D3: Digest feedback and criticism and reflect on their own developing knowledge and practice.</p> <p>D4: Communicate ideas effectively with the ability to be flexible in approach to different contexts and audiences.</p> | <p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to creative and design problems. They will work with students from other disciplines and be supported in developing innovative solutions.</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

Exit Award: BA Media Production Ordinary Degree upon successful completion of 300 credits (60 credits at Level 6).

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- Additional considerations for apprenticeships:
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The distinctive features of the Media Production programme are;

- The programme offers a progression route for students with Level 3 qualifications including BTEC, A levels, and HE access courses. For example, it is a direct link for students studying at Peterborough College, the neighbouring educational institution, on the L3 Creative Media Practice programme, which features a Media Production pathway.
- It takes a multi-platform approach within a single programme to provide students with a broad understanding of the industry as a whole to increase their chances of future employment.
- The course focuses on commercial aspects of the industry to help students gain a wider knowledge of the sector as a whole, including how they can develop into a freelance journalist.
- The course offers a combination of theoretical, practical and studio-based skill enhancement.
- The course provides students an opportunity to undertake either a traditional dissertation route, or a major practical project, thus enabling them to better enhance their career credentials.
- Employability is evident in key modules, such as Employability (in Level 5) and Professional Development (in Level 6), where students will build a wider knowledge of their future career paths and undertake substantial work experience (three weeks). However, employability is built throughout the course, with key skills learned and developed to ensure students are work ready for their chosen future career opportunities.

- Students will follow the same path, relative to some options in Level 5, but their L6 is set to allow them autonomy throughout many of the modules to choose what they want to do and they will be encouraged to link this to their futures. We expect students by this point to have their understanding of media production and now to apply that into their chosen careers; particularly through the paired Media Production Portfolio modules (1 and 2) in the final year.

5. Support for students and their learning.

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

The timetable is consolidated to run over two days per week. This arrangement has worked well with employers for scheduling work patterns and fulfils our commitment to supporting the widening participation agenda and promoting employability within our cohorts. All delivery is designed to be face-to-face based on previous student and staff feedback; it is proposed that the practical elements of the course and peer engagement cannot be substituted with online learning for the proposed course.

While studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the Level 4 tutorial scheme focussing on preparing to study and academic skills, Level 5 on developing skills and autonomy and Level 6 on progression and transferrable skills. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support undergraduate major project, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding

the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at Level 4 will introduce and develop the underpinning skills required for higher education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline. An example of a distinct module which has been developed to achieve this is the Academic and Professional Skills for Social Scientists which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, Level 6 students mentored Level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to Levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme is being introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements

such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, a new Employer and Community Consultative Group was established in March 2019. The group, which has evolved from the HE Steering Group, will provide crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for admission

72 UCAS points:

- A-levels (CDE or BC)
- BTEC (MMP)
- Cambridge Technicals (MMP)
- Access to HE (45 credits)
- Overseas qualifications judged to be equivalent to above.

GCSE English language and mathematics at a minimum of grade C or grade 4.

If English is not your first language you will require a recognised Level 2 English language qualification or an IELTS score of 6.0 (with 5.5 minimum in each skill) or an equivalent English Language qualification.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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

The UCP has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants.

Each member of staff has consistently been graded in observations as good or better by the UCP quality department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.

Staff development is available at UCP at least three times a year and staff actively take part in training events (e.g. Ethics, Scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.

All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on module in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

| 11. Changes made to the programme since last (re)validation |
|---|
| N/A |

Annexe 1: Curriculum map

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

| Level | Study module/unit | Programme Outcomes | | | | | | | | | | | | | | | | |
|-------|--------------------------------|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | A 1 | A 2 | A 3 | A 4 | A 5 | B 1 | B 2 | B 3 | B 4 | C 1 | C 2 | C 3 | C 4 | D 1 | D 2 | D 3 | D 4 |
| 4 | Media Law and Ethics 1 | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | | | ✓ | | |
| | Pre-Production Portfolio | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | | | ✓ | | | | | ✓ |
| | Exploring Media | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | | ✓ | | | ✓ | | |
| | Introduction to Video | | | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | |
| | Promotional Video | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | | | ✓ | | | ✓ | | ✓ |
| | Integrated Design and Features | | | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| | Introduction to Audio | | | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| | Launching Your Career | | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | |

| Level | Study module/unit | Programme outcomes | | | | | | | | | | | | | | | | | | |
|-------|---------------------------------|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| | | A 1 | A 2 | A 3 | A 4 | B 1 | B 2 | B 3 | B 4 | B 5 | C 1 | C 2 | C 3 | C 4 | C 5 | D 1 | D 2 | D 3 | D 4 | |
| 5 | Mobile Filmmaking | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ |
| | Employability | | | ✓ | | | ✓ | | | ✓ | | ✓ | | | | ✓ | | | ✓ | ✓ |
| | Photojournalism | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | ✓ |
| | TV & Film Production | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | | ✓ | | | | ✓ | |
| | Media Representation | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| | Podcasting (Option) | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| | Documentary Filmmaking (Option) | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |

| Level | Study module/unit | Programme outcomes | | | | | | | | | | | | | | | | | | |
|-------|--------------------------|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| | | A 1 | A 2 | A 3 | A 4 | A 5 | B 1 | B 2 | B 3 | B 4 | B 5 | C 1 | C 2 | C 3 | C 4 | D 1 | D 2 | D 3 | D 4 | |
| 6 | Professional Development | ✓ | | ✓ | | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | ✓ |
| | Major Project 1 | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ |
| | Media Portfolio 1 | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ |
| | Major Project 2 | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | | ✓ | |
| | Managing a Client Brief | | | | | ✓ | | | ✓ | | | ✓ | | ✓ | | | | | ✓ | ✓ |
| | Media Portfolio 2 | | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | |